

# Westley Curriculum Long Term Plan

## Year 5

|   | <b>Autumn</b>   | <b>Spring</b>  | <b>Summer</b>   |
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| <b>Art</b>  | <p><b>Basic art skills</b><br/>Students will explore basic pencil skills in a variety of ways. Then will progress to tracing out a repeated pattern and using different medium to add colour.<br/>Complete Book of Drawing (Art Ideas) (Usborne Art Ideas)<br/><u>Alastair Smith</u> (Author), <u>Judy Tatchel</u> (Author)</p> <p><b>Ancient Egypt</b><br/>Students will research shape and pattern from Egyptian Canopic jars, progressing onto building their own canopic jar using clay.<br/>Resources found in The Fitzwilliam Museum Cambridge, Ipswich Museum, Norwich Castle Museum,</p>  | <p><b>Kandinsky</b><br/>Students will study how music influenced Kandinsky's painting. Exploring his abstract paintings the children will then go on to work in groups to construct either a 3d Kandinsky sculpture using canes and tissue paper or a 3d artwork based on a flat surface.<br/>Evaluate</p> <p><b>Aboriginal Art</b><br/>Pupils will be learning about Aboriginal dreamtime, studying symbols, discovering colour used from outback materials and will go on to design and paint their own Aboriginal inspired artwork.<br/>Evaluate.</p>   | <p><b>Aboriginal Art (Continued from Spring Term)</b></p> <p><b>Drawing Techniques</b><br/>Students will develop drawing techniques in a range genres This can be adapted to fit in with cross curricular topics.<br/>Eg Shoe drawings</p>  |
| <b>DT</b><br>Please note that the Technology Curriculum is taught in 12 week blocks rather than termly. | <p><b>12 weeks of Workshop</b><br/>Key ring: A personal key ring made from acrylic.<br/>Yo Yo Hanging Toy: Pupils make a large Yo Yo design placed onto MDF and shaped.</p> <p>Pupils will work in all three Design and Technology areas during the year:</p>   | <p><b>12 weeks of Food Studies</b><br/>Healthy eating and main principles of hygiene and safety in the kitchen, gaining experience in the use of a variety of equipment: chopping, weighing, measuring, following a recipe.<br/>The Eatwell plate, fruit smoothies, French toast, scrambled egg and tomatoes on toast, pancakes, couscous salad, vegetable soup, jacket potato, cheese straws.</p>   | <p><b>12 weeks of Textiles</b><br/>Finger Puppet: Pupils design their own finger puppet and develop several different sewing techniques.<br/>Fabric Picture: Pupils design and develop a fabric picture based on a nautical/sailing theme using the sewing machines for the first time.</p>   |
| <b>English</b><br><br>The units may be completed in a different order due to sharing of resources.      | <p><b>Poetry Poets' Voices</b><br/>In this unit the children enjoy and discuss poems by Charles Causley and Michael Rosen, giving their own reasons for preferences. They draft whole-class poems, evaluating and editing as they go. Further composition work includes drafting and writing a nonsense-writing poem and a free-verse poem. They also prepare poems to read aloud.</p> <p><b>Narrative Unit Friend or Foe</b><br/><br/>The children explore the feelings of the main characters and infer what they may be thinking and feeling during their evacuation from London. Children find evidence and detail in the text to justify their views. They consider and explore what the theme 'friend or foe' really means, using evidence in the text to justify their answers. They compare this text with other, similar texts in the genre and explore standard and non-standard English by</p> | <p><b>Poetry -Tell me a story</b><br/>In this unit, the children explore narrative poems, focusing in depth on the work of two poets. They learn about information retrieval, answering questions that require literal comprehension, inference, deduction and imagination. They watch and enjoy a poet reading his work. They write the 'back story' to a poem in narrative form and compose an autobiographical narrative poem.</p> <p><b>Narrative- Oranges in No Man's Land</b><br/><br/>In this unit, the children explore a fiction set in Lebanon. They read the story, asking questions and developing understanding of inference and the author's use of language. They use discussion and role-play to explore characters and the impact of civil war. They develop editing, proof-reading and peer-review skills. They plan, edit and write a story from a different character's point of view.</p> | <p><b>Poetry Compare and Perform</b><br/><br/>In this unit, the children explore narrative poems, focusing in depth on the work of two poets. They give personal responses to the poems and use performance skills to bring the patterns of the poems to life for an audience. They compare poems, clarify unfamiliar vocabulary and identify patterns of poetic language.</p> <p><b>Fiction Greek Myths</b><br/><br/>The children start by reading a selection of Greek myths, using drama and inference to empathise with the characters and looking at the different themes in myths. They look at the author's use of devices to build cohesion and different ways of indicating parenthesis. For the final writing task, they brainstorm, plan and write their own myths, focusing on including powerful language and using devices of cohesion.</p> |

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|                  | <p>looking at different conversations between the characters. They go on to explore figurative language while looking at the author's vocabulary choices. For the main composition task, they write a new scene for the novel, paying attention to the features of dialogue, and prepare a presentation about the author.</p> <p><b>Non Fiction Animals on the Move</b></p> <p>In this unit, the children explore: Which animal makes the toughest migration? They read the interactive eBook, using the skills of skimming and scanning to find answers to questions and using the organisational features of the eBook to find information. They revise and develop using relative clauses to present information clearly. In their writing task, children plan and write a chronological report about a specific animal migration.</p> | <p><b>Non Fiction The Museum of Fun</b></p> <p>In this unit, the children explore the mission: to run the Museum of Fun! They read the interactive eBook, scanning and summarising information and relating it to their lives and experiences. They complete the mission, planning, writing and presenting television adverts to encourage people to visit the museum.</p> | <p><b>Non Fiction Ultimate Explorers</b></p> <p>In this unit, the children explore: What makes someone a great explorer? They read the interactive eBook, and use other sources, to research challenges faced by explorers. They understand and explain different viewpoints. They look for evidence about what qualities successful explorers would need. They recap features of report texts and write an advert using persuasive language. They answer the question by planning and writing a handbook for a new junior explorer.</p> <p><b>Non Fiction Pitch It</b></p> <p>The children design a product for a younger child, based around a book, and pitch their idea to an audience (the buyer of the product, e.g. a teacher). As a class, they write a questionnaire to research the requirements for the product. They focus on the type of language required for their pitch as well as the skills needed to be a good presenter. They write their own pitches and catalogue descriptions for their product.</p> |
| <b>Geography</b> | <p><b>Mapping our local area</b></p> <ul style="list-style-type: none"> <li>- To identify and describe the main human and physical features of your local area.</li> <li>- To explore changes in the geography of the local area.</li> <li>- Be able to confidently map features on different scaled map.</li> <li>- Mapping features in our local area</li> <li>- Identifying/comparing features in urban and rural areas.</li> </ul>  | <p><b>Europe</b></p> <ul style="list-style-type: none"> <li>- map skills/perception of location and size</li> <li>- understanding of what the EU comprises of</li> <li>- physical features of Europe</li> <li>- study of Italy</li> <li>- comparison of area to the UK</li> </ul>  | <p><b>Rainforests</b></p> <ul style="list-style-type: none"> <li>- map skills/perception of location and size</li> <li>- features of rainforest</li> <li>- study of the tribes in the rainforest (appreciation of how their lives differ from ours)</li> <li>- How the rainforest is threatened by deforestation and the consequences of this.</li> </ul>   |
| <b>History</b>   | <p><b>The Ancient Egyptians</b></p> <p>Who were the Ancient Egyptians?<br/> The River Nile and its significance<br/> Daily life in Ancient Egypt: The pyramid structure of society<br/> How do we know so much about Ancient Egypt? – Hieroglyphics and other primary sources</p>   | <p><b>The Ancient Egyptians</b></p> <p>Archaeology and its importance: Tutankhamen's Tomb<br/> Gods and religion in Ancient Egypt<br/> Life and death in Ancient Egypt: Mummification and the ritual of burial<br/> Case study of a visit to Ipswich Museum</p>  | <p><b>The Tudors</b></p> <p>Who were the Tudors?<br/> The historical significance of Tudor England<br/> Tudor society and everyday life:</p> <ul style="list-style-type: none"> <li>• Clothing and social hierarchy</li> <li>• Tudor buildings</li> <li>• Tudor food</li> <li>• Medicine</li> <li>• Crime and punishment</li> </ul> <p>A comparison of the rich and poor in Tudor England<br/> Exploration and Empire: Sir Francis Drake</p>  |

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| <b>ICT</b>   | <ul style="list-style-type: none"> <li>Using Typing Club to begin to develop touch typing skills</li> <li>Logging in and using Google Apps for Education</li> <li>Use a variety of formats to present information e.g. Google slides to present fables</li> <li>Explore Kodu Independently</li> <li>Design and code a game in KODU, using selection</li> <li>Through Code Studio, design, write and debug programs and solve problems by decomposing them into smaller parts</li> <li>Take part in an international 'Hour of Code' event</li> </ul>   | <ul style="list-style-type: none"> <li>Using Typing Club to begin to develop touch typing skills</li> <li>Use technology safely and be able to report concerns</li> <li>Identify the components of a computer system and present understanding using Google Slides</li> <li>Collect and present data in a variety of ways, using Google Sheets</li> <li>Use green screen technology and related software to create a comic strip</li> </ul>  | <ul style="list-style-type: none"> <li>Using Typing Club to begin to develop touch typing skills</li> <li>Recognise different types of networks (including the Internet) and how they provide services like the world wide web</li> <li>Explore scratch and use the program to create animations and artwork while using skills of debugging, sequencing, selection and an understanding of variables in programming</li> <li>Reflection project and Welcome to Westley: What have we accomplished in year 5?</li> </ul> <p><b>Homework project task:</b> Animation, Game or Research Project</p>  |
| <b>Maths</b> | <p>Number (place value in whole numbers) and Written Addition<br/> Number (place value in decimals) and Written Addition of money<br/> Written and Mental subtraction<br/> Shape<br/> Mental multiplication and division and Fractions<br/> Number, place value and Written multiplication<br/> Mental multiplication and division and Written Division<br/> Number, place value and Written subtraction<br/> Measures/Data<br/> Fractions<br/> Mental and written addition and subtraction and Written multiplication</p>  | <p>Place value and negative numbers<br/> Written Addition<br/> Mental addition and subtraction including money<br/> Place value and Addition of decimals<br/> Co-ordinates and line graphs<br/> Mental multiplication and division; written multiplication<br/> Fractions, decimals and word problems<br/> Written division; multiplying fractions<br/> Place value and Subtraction<br/> Perimeter, area and volume<br/> Number, place value and written subtraction<br/> Mental &amp; written addition &amp; subtraction; Written x and ÷</p>   | <p>Number and place value<br/> Number and place value<br/> Multiplication, division and percentages<br/> Angles and polygons<br/> Fractions and subtraction<br/> Multiplication and division<br/> Written multiplication<br/> Measures, data and time<br/> Place value and Subtraction<br/> Written multiplication and multiplication of fractions<br/> Calculation</p>  |
| <b>MFL</b>   | <p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>- Revisit and extend greetings</li> <li>- Learn the alphabet</li> <li>- Understand simple classroom instructions</li> <li>- Revise numbers and give your age</li> <li>- Learn months of the year and be able to give dates</li> <li>- Say when is your birthday and give other people's dates of birth</li> <li>- Saying where you live</li> <li>- Name places in town</li> <li>- Say what there is and what there isn't in your local area</li> <li>- Ask for directions and give some simple directions</li> <li>- Learn about how Christmas is celebrated in France and to compare similarities and differences in some traditions.</li> </ul> | <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>- Name some family words</li> <li>- Introduce members of your family</li> <li>- Know how to use some possessive adjectives</li> <li>- Use the verb avoir in the first person</li> <li>- Talk about brothers and sisters</li> <li>- Talk about your favourite animals</li> <li>- Recognise and know the names of colours</li> <li>- Understand how to use adjectives correctly (position and singular agreements)</li> <li>- Learn higher numbers and practise simple mathematical operations in French</li> <li>- Learn about the geography and climate of France</li> <li>- Learn some weather expressions</li> <li>- Say what the weather is like in different parts of the UK and France</li> </ul> | <p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>- Give opinions using the verbs 'aimer' and 'détester'</li> <li>- Learn names of foods and drinks</li> <li>- Investigate French foods and recipes</li> <li>- Extend knowledge of higher numbers</li> <li>- Learn about Euros and investigate coins and notes</li> <li>- Learn how to ask for and give prices</li> <li>- Ask for items in a shop or at a market</li> <li>- Know how to ask for different quantities of foods and drinks</li> <li>- Use adjectives correctly with foods to describe flavours</li> <li>- Perform role plays, asking politely for items</li> <li>- Create an i book 'Je me présente' to consolidate learning.</li> </ul> |

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| <p><b>Music</b></p> | <p><b>STOMP and Rhythm</b></p> <ul style="list-style-type: none"> <li>- Musical vocabulary</li> <li>- Rhythm notation</li> <li>- Playing in an ensemble</li> <li>- Composing rhythms</li> </ul> <p><b>Pitch and Singing</b></p> <ul style="list-style-type: none"> <li>- Pitch notation</li> <li>- Singing skills</li> <li>- Prepare performance for the school Christmas Concert</li> <li>- Compose a 4-bar melody</li> </ul>   | <p><b>The Elements of Music:</b></p> <ul style="list-style-type: none"> <li>- Musical vocabulary</li> <li>- Analysing sounds and giving opinions using basic musical vocabulary</li> <li>- Composing and performing sounds</li> </ul> <p><b>Accompanying Songs</b></p> <p>Sing a wide range of songs and explore different ways of accompanying them including</p> <ul style="list-style-type: none"> <li>- round</li> <li>- ostinato</li> <li>- chords</li> <li>- bassline</li> <li>- descant</li> </ul> <p>Put together a song with different accompaniments, exploring structure.</p> <p>Develop instrument-playing skills and performing with others</p>  | <p><b>Accompanying Songs (Continued from Spring Term)</b></p> <p>then -</p> <p><b>Suffolk Musical Icons</b></p> <ul style="list-style-type: none"> <li>- Focus on music from Suffolk – local identity</li> <li>- Singing</li> <li>- Composing</li> <li>- Basic song-writing</li> <li>- Group performance</li> </ul>  |
| <p><b>PE</b></p>    | <p><b>PE Fundamental skills</b></p> <p>Work in small groups to develop basic throwing, catching, jumping and running abilities.</p> <p>Differentiation with different equipment</p> <p><b>Swimming</b></p> <p>All pupils will go over basic stroke techniques. Only pupils who cannot swim 25m at the first assessment session will continue to back and swim for 6 weeks.</p> <p><b>Netball / Football / rugby / basketball</b></p> <p>Pupils will start in small conditioned games focusing on the basic fundamentals of invasion games. Throwing, catching, shooting, and dribbling.</p> <p><b>Dance</b></p> <p>Y5 pupils complete a 'Dance from around the world SOW. They will focus on 6 different Countries, learn a tradition dance motif and develop this with a partner.</p> | <p><b>PE Indoor athletics</b></p> <p>Explore the areas of indoor athletics</p> <p>Sprinting, Speed bounce, Standing long jump, Standing triple Jump, Vertical jump</p> <p><b>Badminton</b></p> <p>Shuttle and racket familiarisation</p> <p>Lean the basic forehand grip and basic</p> <p>Shot selection- Forehand, Backhand, Drop shot, Smash</p> <p><b>Table Tennis</b></p> <p>Year 5 pupils will build up ball and bat</p> <p>Familiarisation learn the basic stance for a forehand drive .</p> <p>Play 1v1 conditioned games.</p> <p><b>Volleyball</b></p> <p>Learning the basic shots of Volleyball</p> <p>Volley, Dig, Spike.</p> <p>Practice these shots into small</p> <p>Conditioned games.</p> <p><b>Tchoukball</b></p> <p>Learn the basic rules for Tchoukball.</p> <p>Develop basic throwing and catching</p> <p>Techniques using a rebound net.</p> <p><b>Gymnastics</b></p> <p>Explore the fundamental gymnastics</p> <p>Shapes.</p> <p>Understand the importance of body</p> | <p><b>PE Tennis</b></p> <p>Racket and ball familiarisation.</p> <p>Forehand grip</p> <p>Backhand grip</p> <p>Forehand shot</p> <p>1v1 conditioned games</p> <p><b>Rounders</b></p> <p>Striking and fielding conditioned games.</p> <p>Throwing and catching fundamentals.</p> <p><b>Cricket</b></p> <p>Striking and fielding conditioned games.</p> <p>Throwing and catching fundamentals</p> <p><b>Longball</b></p> <p>Striking and fielding conditioned games.</p> <p>Throwing and catching fundamentals</p> |

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|                |   | Tension and how it can be transferred<br>From skill to skill.<br>Pupils will look at the following areas: Floor, Ropes, Vault, Synchronisation   |   |
| <b>PSHE</b>    | <b>Relationships</b><br>Families and friendships<br>Safe relationships<br>Respecting ourselves and others   | <b>Living in the Wider World</b><br>Belonging to a community<br>Media Literacy and digital resilience<br>Money and work  | <b>Health and Well-Being</b><br>Physical health and mental well-being<br>Growing and changing<br>Keeping safe   |
| <b>RE</b>      | <b>Teachings and Authority</b><br>Christianity<br>Islam   | <b>Teachings and Authority</b><br>Hinduism<br><br><b>Revisit worship, Pilgrimage and Sacred Places</b><br>Judaism  | <b>Worship, Pilgrimage and Sacred Places</b><br>Christianity<br><br><b>Symbolism and Religious Expression</b><br>Buddhism   |
| <b>Science</b> | <b>Lab rules/ equipment naming and drawing.</b><br><b>Meet the Bunsen burner</b><br><b>Healthy Living</b><br>- Food groups<br>- Design a healthy menu<br>- Importance of exercise/ effects on the body<br>- Heart/ pulse (blood and blood vessels)<br>- Muscles<br>- Drugs<br>- Basic hygiene/ microbes and preventing spread of disease<br>- Investigating different exercises effect on pulse<br><br><b>Sound</b><br>- Observing instruments and vibrations<br>- Sounds through different mediums<br>- The particle model<br>- Volume (decibels, soundproofing)<br>- Pitch: compared to volume, how to change pitch in relation to length, size, tightness etc.<br>- Soundproofing Investigation (using iPads to measure sound from insulated sound source) | <b>Earth and Space</b><br>- Earth, Sun and Moon (shape, size, distance)<br>- What causes day and night?<br>- Day, month and year<br>- Why does the Sun appear to move across the sky?<br>- Explaining shadow length and position during a day<br>- Planets: researching data, Top Trumps!<br>- Investigating craters on the moon<br><br><b>Life Cycles</b><br>- The 7 life processes (MRS GREN)<br>- Plant structure and function<br>- Flower structure (dissect a daffodil)<br>- Investigate the best conditions for seed germination<br>- Pollination and fertilisation<br>- Seed dispersal<br>- Plant life cycle<br>- Life cycles of animals including humans | <b>Materials</b><br>- Solids, liquids and gases: classifying and properties<br>- Using the Bunsen burner safely (licenses)<br>- Changing State: evaporation, condensation, freezing and melting<br>- The water cycle<br>- Investigate change of state, e.g. drying of washing on a line<br>- Testing the properties of materials, e.g. solubility, conductivity etc.<br>- Uses of materials based on their properties<br><br><b>Science Skills (taught throughout topics):</b><br>- Planning<br>- Obtaining results<br>- Graphing<br>- Analysing results and conclusions<br>- Evaluations<br>- Practical skills: using scientific equipment |