

John Hampden Primary School Curriculum Map

Year 5 Long Term Overview

Autumn Term PSHE Theme		Spring	g Term	Summer Term	
		PSHE Theme		PSHE Theme	
COMMUNITY	CELEBRATING DIVERSITY	PERSEVERENCE BODY	HEALTHY MIND AND	HEALTHY RELATIONSHIPS	EMBRACING CHANGE
Belonging Responsibility Rights Autumn 1	Inclusion Respect Acceptance Autumn 2	Self-belief Aspiration Challenge Spring 1	Balance Keeping Safe Self-esteem Spring 2	Tolerance Choice Conflict Resolution Summer 1	Independent Resilience Looking Forward Summer 2
Geography: Local and Global Science: Forces in Action	British History: Anglo Saxons Scientists and Inventors	Geography: The Amazing Americas N&S America: how diverse are their Science: Living Things and Habitats	History: Ancient Greece Science: Properties and Changes in Materials	Geography: Time Zones: Can we time travel on planet Earth? Science: The Solar System	History: Mystical Mayans Science: Animal-Reproduction and Growth
Core Text:	Core Text: The Boy at the	Core Text: The Explorer	Core Text: Who Let the	Core Text: Cosmic by	Core Text: Holes by Louis
Front Desk by Kelly Yangs (Community and the Power of Hope).	Back of the Class by Onjali Q. Rauf (Diversity and empathy)	by Katherine Rundell Survival and perseverance; facing fears and insecurities and overcoming challenges.	Gods Out by Maz Evans (Mental Health, Asking for Help)	Frank Coterill Boyce (Relationship between father and son and friendships).	Sacher (Resilience and looking forward to a better future)
FRONT DESK	Back Class	EXPLORER EXPLORER The property of the proper	WHO LE	FRANK COTTRELL BOYCE (A) of replational to the second sec	LOUIS SACHAR Louis Sachar Louis Sachar Louis Sachar Louis Sachar
HERE WE	The 1000 gear old boy SNOW SISIER Emma Carroll settlement of the s	DREADFUL MENAGE	The NEWS Shed Taking back thest trails Taking back thest trails The state of the	HIDDEN FIGURES To the property of the property	Comy of a Honey Bec The second of the secon

		South Averilsa Everything you ever			
PSHE Outcomes: I can face new challenges positively and know how to set personal goals I can make choices about my own behaviour because I understand how rewards and consequences feel I can understand how democracy and having a voice benefits the school community and know how to participate in this	PSHE Outcomes: I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	PSHE Outcomes: I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own goals.	PSHE Outcomes: I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body	PSHE Outcomes: I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	PSHE Outcomes: I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty
Topic Overview:	Topic Overview	Topic Overview	Topic Overview	Topic Overview	Topic Overview
PSHE/Geography	PSHE:	Geography: South	Ancient Greece	Science: Earth &	History: The Mayans
Here We Are	Celebrating	America	Can order a number of	Space	Explore how we know
Local and Global	Diversity	We will locate the	significant events from	Defining the solar	about the Mayan
	Children will explore	world's countries using	ancient Greek times	system and what it	civilisation and their
Why are trees and	the word 'refugee' and	maps to focus on	on a timeline.	contains, examining	way of life
forest important?	reasons that people	South America –		the different objects	
Nietowel wegowego	may be forced to flee	concentrating on their	To research and	within a solar system.	Explore how Mayan
Natural resources: What are they, where	their home. This will help them to	environmental regions, key physical and	describe some key features of the	Exploring how the	society was organised and how this compare
are they found, why	empathise with	human characteristics,	everyday lives of	rotation of the Earth	to modern society.
are they important?	others.	countries and major	people living in ancient	around the sun creates	Find out about what
- /	_	cities.	Greece.	day and night.	the Maya believed in,
	Children will explore				including their
	issues such as grief,	We will describe and	To make some	Exploring the phases	religious rites and
	bullying, isolation and	understand types of	comparisons between	of the moon and how	rituals.
	responsibility.	settlements and land	the modern and	the moon appears to	
		use, economic activity			

		including trade links and the distribution of natural resources through the study of the Amazon rainforest.	ancient Olympic Games. Find out about some ancient Greek gods and goddesses.	change shape at different times. Finding out the names of the planets in our solar system and discovering facts about them.	Investigate the reasons behind the decline of the Mayan civilisation
Writing Opportunities: Diary Report Book Review Writing in Role	Writing Opportunities: Formal Report Newspaper Narrative	Writing Opportunities: Poetry Personification Internal Monologue Performance Poetry	Writing Opportunities: Persuasive Pitch – Walk to School Formal Letter	Writing Opportunities: Character map Newspaper Persuasive Letter Memoir Narrative	Writing Opportunities: Explanation Text Non-Chronological Reports
ART Mixed Media: Land & City Scapes Explore how artists use a variety of media to capture spirit of the place.	ART 2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	D&T Design a shelter for a Living in the Rainforest (Frame Structures)	ART: Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	D&T Mechanical Systems Design and make a moving toy linked to Space (Cam)	D&T Mayan inspired Muffins - Cooking project (Food Tech)
Experiential Learning: Cinema Night	Experiential Learning: Field Week	Experiential Learning: Zoolab visit – handling rainforest animals Living Rainforest- (TBC) Arts Week	Experiential Learning: E Safety Week Ancient Greek Day	Experiential Learning: National Space centre workshop Science Week	Experiential Learning: Sports Week Production choir
Maths: · White Rose Scheme of Work: Place Value Addition and	Maths: White Rose Scheme of Work: Multiplication and Division	Maths: White Rose Scheme of Work: Multiplication & Division	Maths: White Rose Scheme of Work: Decimals & Percentages	Maths: White Rose Scheme of Work: Decimals Properties of shape	Maths: White Rose Scheme of Work: Negative Numbers

Subtraction	Fractions	Fractions	Perimeter and Area Statistics	consolidation Position and Direction	Converting units of measurement Volume Consolidation
Science: Forces in Action To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of friction acting between moving surfaces. To identify and explain the effects of air resistance. To identify and explain the effects of water resistance. To recognise that levers and pulleys allow a smaller force to have a greater effect.	Science: Scientists and Inventors Children will learn about different scientists and Inventors such as David Attenborough, Margaret Hamilton (inventor of the software and computer code that enabled Apollo 11 to go the Moon) and Leonardo da Vinci.	Science: Living Things and their Habitat To describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants. To describe the life cycle of a mammal by exploring the life cycles of mammals in different habitats. To describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis. To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird by describing and comparing different life cycles.	Science: Properties and Changes of Materials Introduce Materials and their properties. To know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. That some changes of state and dissolving and mixing processes can be reversed through filtering, sieving and evaporating. Explain that some changes, caused by heating or cooling form new materials, and that these changes are often not reversible	Science: Earth & Space Defining the solar system and what it contains, examining the different objects within a solar system. Exploring how the rotation of the Earth around the sun creates day and night. Exploring the phases of the moon and how the moon appears to change shape at different times. Finding out the names of the planets in our solar system and discovering facts about them.	Science: Animals including Humans (Life Cycles) Describe the changes as humans develop to old age. To describe the changes as humans develop from fertilisation to birth. To explain how babies grow and develop into children. To describe and explain the main changes that occur during puberty. To identify the changes that take place in late adulthood. To describe the stages of human development.
RE: Sikhism:	RE: Christianity Is the Christmas story	RE Sikhism How are sacred	RE: Christianity	RE: Judaism	RE: Judaism Are Rosh Hashanah

What is the best way for a Sikh to show commitment to God? (Enquiry 3)	true? (Autumn 2: 9-10)	teachings and stories interpreted by Sikhs today? (Enquiry 2)	How significant is it for Christians to believe God intended Jesus to die? (Spring 2: 9-10)	What is the best way for a Jew to show commitment to God? (Enquiry 2)	and Yom Kippur important to Jewish children? (Enquiry 1)
PE : Real PE (creative) Handball	PE: Circuits/fitness Hockey	PE: Real PE (social), Swimming	PE: Dance, Tennis	PE: Real PE (Applying physical), Cricket	PE: OAA, Athletics
ICT/Computing: Scratch: creating a story animation	ICT/Computing: 3D Modelling MicroBits	ICT/Computing: Blogging- Purple Mash Online Safety	ICT/Computing: Spreadsheets: Introduce Excel	ICT/Computing: Videoing- Filming Techniques	ICT/Computing: External Drives WeDo- Coding
French: Where we live.	French: What is this? Pets and colours.	French: Describing something/someone.	French: Foods	French: Sports	French: Introducing and describing themselves.
Music- Duration To understand beat, pulse, ostinato and syncopated rhythms (Using the Ukuleles)	Music: Timbre To compose and structure musical pieces.	Music: Rhythm We will look at different music from around the world exploring key characteristics and rhtyhms.	Music: Tonality We will explore melody and how it can be used to tell a story. We will explore the effect of moving between major and minor keys on emotional response.	Music: Structure We will look at different forms of music (Binary, Tenery, Sonata and Rondo)	Music: Beat, Pulse, Rhythm We will compose music and begin to make notations to record our work. School play Learning songs for school play and putting backing track together
EMOTIONAL LITERACY: EMPATHY - Show awareness and concern for other people's feelings and experiences. Value different people's experiences a Consider the opinions of others and how lives changed because of conflict.	EMOTIONAL LITERACY: CHALLENGING NORMAL – Awareness of attitudes towards differences and perceived differences in society. RESPECT— other people's opinions and experiences "could affect somebody's life by"	EMOTIONAL LITERACY: RESILIENCE - Awareness of how to stay motivated when doing something is challenging. Staying positive and to keep on trying even when it is difficult. "I can support by	EMOTIONAL LITERACY: WELL- BEING - Awareness of how to make a healthy choice to keep a healthy mind and body including smoking, alcohol and first aid. " I recognise that is/ isn't a healthy choice because"	EMOTIONAL LITERACY: RESPECT - Awareness of what makes a good friendship. Know how to help themselves and others when they feel upset and hurt. Show respect in how they treat others. "When happens it makes me feel"	EMOTIONAL LITERACY: MANAGING CHANGE - Understand that everyone is unique and special. Can express how they feel when change happens. Understand and respect the changes that they see in

"Having read what	"People may behave in	" I would like to I		themselves. Know who
said, I now understand	this way because"	can achieve this by		to ask for help.
how they feel		"		"I recognise when I
because"				feel"