



John Hampden Primary School
Curriculum Map

Year 5 Long Term Overview

| Autumn Term | | Spring Term | | Summer Term | |
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| PSHE Theme COMMUNITY | | PSHE Theme PERSEVERANCE | | PSHE Theme HEALTHY RELATIONSHIPS | |
| CELEBRATING DIVERSITY | | HEALTHY MIND AND BODY | | EMBRACING CHANGE | |
| Belonging Responsibility Rights | Inclusion Respect Acceptance | Self-belief Aspiration Challenge | Balance Keeping Safe Self-esteem | Tolerance Choice Conflict Resolution | Independent Resilience Looking Forward |
| Autumn 1 <i>Geography: Local and Global</i> <i>Science: Forces in Action</i> | Autumn 2 <i>British History: Anglo Saxons</i> <i>Scientists and Inventors</i> | Spring 1 <i>Geography: The Amazing Americas</i> <i>N&S America: how diverse are their Science: Living Things and Habitats</i> | Spring 2 <i>History: Ancient Greece</i> <i>Science: Properties and Changes in Materials</i> | Summer 1 <i>Geography: Time Zones: Can we time travel on planet Earth?</i> <i>Science: The Solar System</i> | Summer 2 <i>History: Mystical Mayans</i> <i>Science: Animal-Reproduction and Growth</i> |
| Core Text: Front Desk by Kelly Yang <i>(Community and the Power of Hope).</i> | Core Text: The Boy at the Back of the Class by Onjali Q. Rauf <i>(Diversity and empathy)</i> | Core Text: The Explorer by Katherine Rundell <i>Survival and perseverance; facing fears and insecurities and overcoming challenges.</i> | Core Text: Who Let the Gods Out by Maz Evans <i>(Mental Health, Asking for Help)</i> | Core Text: Cosmic by Frank Cottrell Boyce <i>(Relationship between father and son and friendships).</i> | Core Text: Holes by Louis Sachar <i>(Resilience and looking forward to a better future)</i> |
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| | | 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 – <i>Walk to School</i> 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 |

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

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| 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 rhytms. | 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 |

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