**Roseberry Primary School Working Long term Map 2016 - 2017**

**Year 5**

|  |  |  |  |  |  |  |  |
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|  | | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Topic Question** | | What is it like to be an astronaut? | Who is your shadow? | Why did the Anglo Saxons think the Vikings were vicious? | Are changes always good? | Who do you support - Athens or Sparta? | Why are people going abroad for their holiday? |
| **NC Coverage** | | Earth and Space  (science objectives) | Name and locate countries, cities, regions and features of UK using Shadow (Michael Morpurgo) as a stimulus – child from Pakistan loves Manchester United. | The Viking and Anglo-Saxon struggle for the Kingdom of England. Viking raids and invasion  Anglo-Saxon laws and justice | Lifecycles in animals  Use fieldwork to observe animals in different stages of life cycles  Vegetation belts | Ancient Greece focus combined with myths and legends | Name and locate countries, cities, regions and features of UK  Properties and change of materials  Biomes |
| **British Values**  **SMSC** | | use of imagination and creativity in their learning | Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage  (Battles in today’s world between countries – Chn’s question) | Understanding and appreciating different cultures and beliefs  understanding of the consequences of their behaviour and actions | Understanding and appreciating different cultures and beliefs (through English) | Understanding and appreciating different cultures and beliefs | Sense of enjoyment and fascination in learning about themselves, others and the world around them |
| ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values | |
| **National curriculum coverage (area and unit)** | **Science** | Working Scientifically  Forces (gravity/air resistance)  Earth and Space | Working Scientifically  Life Cycles (Humans)  How are we born? (Chn’s question) | Working Scientifically  Forces (water resistance/pulls and pushes) | Working Scientifically  Life Cycles of plants/animals  Living Things and Habitats | Working Scientifically | Properties and changes of materials.  (separating mixtures) |
| **Computing** | E-safety - raising awareness | Computing: Let’s Change the World  E-safety: Communicating on-line and images. | Computing: Website Designers  E-safety: Password privacy | Computing: News Room  E-safety: How to be safe online. | Computing: Interactive Art Exhibition & Cars  E-safety: Cyberbullying | Computing: Code Breakers  E-Safety: Copy right? Digital footprint. |
| **History** |  |  | Anglo Saxons and Vikings |  | Study of Ancient Greece |  |
| **Geography** |  | Name and locate countries, cities, regions and features of UK | Land use  Distribution of natural resources | Use 4 and 6 grid references. Using field to record and explain ideas.  Vegetation belts | Distribution of resources on land | Understand longitude, latitude, equator, hemisphere, tropics, polar circles and time zones |
| **Art** | Learn about Great Artists/Painting  (Peter Thorpe)  Drawing and designers  (building rockets) | Drawing | Design products fit for purpose | Drawing – still/real life | Use sketch books to collect, record, review, revisit and evaluate ideas. | Drawing and painting |
| **DT** |  |  | Understand how events and people in DT have shaped the world. | Draw annotated sketches and cross sections | Horticulture | . |
| **Music** | Use voice and instruments, improve and compose music. Listen with attention and detail. | Listen with attention and detail, perform with control and expression solos and ensembles. | Use voice and instruments, improve and compose music. Listen with attention and detail. | Use staff notation | Developing compositions, playing instruments | Develop and understand a range of music including great musicians and composers.  Listen to real life and recorded music |
| **PE** | Net/Wall Games | Gymnastics | Dance | Invasion Games | Striking and Fielding | Athletics |
| **RE** | Buddhism creation story  founders/leaders/key people | How do we know about the Christmas story? | Buddhism places of worship and important texts | How do betrayal and loyalty feature in the Easter story? | Buddhism Important ceremonies/ festivals | What food, drink and leisure are important to Buddhists and why? |
| **Visits, visitors and enrichment** | |  |  | Bede World | Billingham Ecology Park | Buddhist Monk  Greek Day | Saltburn/Redcar Beach |
| **English** | | Newspaper reports  Recounts  Adventure Stories/Film narrative | Autobiography  Stories from other cultures  Classic fiction (Christmas) | Information text  Explanation text (Topic) | Letters  Play scripts | Narrative poems  Diary entry | Diary Entries/Recounts  Descriptive Poems |
| **Maths** | | Relative Distance  Reading scales | Venn diagrams  Statistics | Measures (boat making)  Venn Diagrams  Shapes | Converting measures  Statistics | Timelines  3D shapes/nets | Reading graphs (temperatures/mst pop time to visit) |
| **French** | | Space | Ma famille | Describing characters |  | La Grece | Les vacances/ Le temps |
| **Assessment Focus** | | Science/Art | Geog/Music | History/DT | Science/RE | History/Art | Geog/RE |