

# CLASS 5 Long Term Plan 2015 – 2016

Subject	Curriculum Content											
Art	<b>Develop Ideas</b> <ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> </ul>					<b>Take inspiration from the greats (classic &amp; modern)</b> <ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>						
	<b>Sculpture</b> <ul style="list-style-type: none"> <li>Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>			<b>Drawing</b> <ul style="list-style-type: none"> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Use lines to represent movement.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> </ul>			<b>Collage</b> <ul style="list-style-type: none"> <li>Use ceramic mosaic materials and techniques.</li> </ul>					
Computing	<b>To code: Scratch, Flowol</b> <ul style="list-style-type: none"> <li>Select IF conditions for movements.</li> <li>Specify types of rotation giving the number of degrees.</li> <li>Change the position of objects between screen layers (send to back, bring to front).</li> <li>Upload sounds from a file and edit them.</li> <li>Add effects such as fade in and out and control their implementation.</li> <li>Combine the use of pens with movement to create interesting effects.</li> <li>Set events to control other events by 'broadcasting' information as a trigger.</li> <li>Use IF THEN ELSE conditions to control events or objects.</li> <li>Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> <li>Use lists to create a set of variables.</li> </ul>			<b>To communicate: Microsoft Word, PowerPoint, Publisher, Movie Maker, Revelation Natural Art</b> <ul style="list-style-type: none"> <li>Choose the most suitable applications and devices for the purposes of communication.</li> <li>Use many of the advanced features in order to create high quality, professional or efficient communications.</li> </ul>			<b>To connect: Internet Browsers</b> <ul style="list-style-type: none"> <li>Collaborate with others online on sites approved and moderated by teachers.</li> <li>Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>Understand how simple networks are set up and used.</li> </ul>			<b>To collect: Microsoft Excel, Textease Branch</b> <ul style="list-style-type: none"> <li>Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</li> </ul>		
	<b>Cooking and nutrition</b> <ul style="list-style-type: none"> <li>Prepare and cook savoury dishes using a range of cooking techniques.</li> <li>Understand and apply varied diet principles of healthy and variety diet.</li> <li>Understand seasonality, know where ingredients are grown, reared, caught and processed.</li> </ul>			<b>Use mechanical systems and electrical systems</b> <ul style="list-style-type: none"> <li>Use cams, gears and pulleys plus electrical circuits</li> <li>Convert rotary motion to linear using cams.</li> <li>Use innovative combinations of electronics (or computing) and mechanics in product designs.</li> </ul>			<b>Apply understanding of computing</b> <ul style="list-style-type: none"> <li>Write a program to control and monitor a product</li> <li>Control and monitor models using software designed for this purpose.</li> <li>Write code to control and monitor models or products.</li> </ul>					
D&T	<b>Reading</b> <ul style="list-style-type: none"> <li>Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</li> <li>Listen to and discuss a wide range of texts.</li> <li>Learn poetry by heart.</li> <li>Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</li> <li>Take part in conversations about books.</li> <li>Learn a wide range of poetry by heart.</li> <li>Use the school and community libraries.</li> <li>Read and listen to whole books.</li> </ul>					<b>Writing</b>						
	<b>Narrative:</b> <ul style="list-style-type: none"> <li>Write stories that contain mythical, legendary or historical characters or events.</li> <li>Write plays</li> </ul>			<b>Non-Narrative:</b> <ul style="list-style-type: none"> <li>Write explanations</li> <li>Write formally</li> <li>Write argument</li> <li>Write persuasively</li> </ul>		<b>Poetry:</b> <ul style="list-style-type: none"> <li>Write cinquain</li> <li>Learn by heart and perform a significant poem</li> <li>Write poems that convey an image</li> </ul>		<b>Extra Units:</b> <ul style="list-style-type: none"> <li>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum</li> </ul>				
English	<b>6 Figure Grid References</b>			<b>OS Map Symbols</b>			<b>Settlement Study: NORTH &amp; SOUTH AMERICA</b> <ul style="list-style-type: none"> <li>Settlement</li> <li>Natural resources</li> <li>Land use</li> <li>Economic activity</li> </ul> <i>Year B: Volcanoes &amp; Earthquakes</i>			<b>Fieldwork Activity to be undertaken within at least one unit of work</b>		
	<i>This will be taught throughout the following units of work.</i>											
Geography	<b>NON-EUROPEAN SOCIETY</b> <ul style="list-style-type: none"> <li>Mayan civilization c.AD 900</li> </ul>					<b>ANCIENT GREECE</b> <p><i>A study of Greek life and achievements and their influence on the western world. Greek thinkers and scientists and their influence on the ancient and modern world.</i></p>			<b>A study of an aspect or theme in British history that extends pupils' CHRONOLOGICAL KNOWLEDGE BEYOND 1066</b>			
History	<b>La Jolie Ronde – French Y5/6</b> <p>Read fluently Write imaginatively Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p>											
Languages	Number Place value	Number Addition & Subtraction Multiplication & Division	Number Fractions (including decimals & percentages)	Ratio & Proportion (Y6)	Algebra (Y6)	Measurement	Geometry Properties of Shapes	Geometry Position & Direction	Statistics			
	<b>Musical Appreciation</b> <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory;</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>		<b>Performance</b> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>		<b>Composition &amp; Improvisation</b> <ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> </ul>		<b>Musical Notation</b> <ul style="list-style-type: none"> <li>Use and understand staff and other musical notations.</li> </ul>		<b>History of Music</b> <ul style="list-style-type: none"> <li>Develop an understanding of the history of music.</li> </ul>			
Maths	<b>Games [at least twice a year]</b> <ul style="list-style-type: none"> <li>Use forehand and backhand when playing racket games.</li> <li>Field, defend and attack tactically by anticipating the direction of play.</li> <li>Choose the most appropriate tactics for a game.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as a good role model within a team.</li> </ul>		<b>Gymnastics [at least once a year]</b> <ul style="list-style-type: none"> <li>Hold shapes that are strong, fluent and expressive.</li> <li>Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>Vary speed, direction, level and body rotation during floor performances.</li> <li>Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> <li>Use equipment to vault and to swing (remaining upright).</li> </ul>		<b>Dance [at least once a year]</b> <ul style="list-style-type: none"> <li>Perform and create complex sequences.</li> <li>Express an idea in original and imaginative ways.</li> <li>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</li> </ul>		<b>Athletics [at least once a year]</b> <ul style="list-style-type: none"> <li>Throw accurately and refine performance by analysing technique and body shape.</li> <li>Show control in take off and landings when jumping.</li> <li>Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul>		<b>Outdoor &amp; Adventurous Activities [at least once a year]</b> <ul style="list-style-type: none"> <li>Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>Use a range of devices in order to orientate themselves.</li> <li>Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>			
PE	<b>New Beginnings (Y5 OR Y6)</b> <ul style="list-style-type: none"> <li>Body &amp; Soul Story</li> <li>Y5 Recognising Risk and Responsibility</li> </ul>		<b>Getting On and Falling Out (Y5 OR Y6)</b> <ul style="list-style-type: none"> <li>Anti-Bullying Week</li> <li>Y5 Friendship groups and peer pressure</li> </ul>		<b>Going for Goals (Y5 OR Y6)</b> <ul style="list-style-type: none"> <li>Body and Soul Story</li> </ul>		<b>Good to be Me (Y5 OR Y6)</b> <ul style="list-style-type: none"> <li>Y5 Drugs and Volatile Substances</li> </ul>		<b>Relationships (Y5 OR Y6)</b> <ul style="list-style-type: none"> <li>Growing and Changing</li> </ul>		<b>Changes (Y5 OR Y6)</b> <ul style="list-style-type: none"> <li>Y5 Learning and Enterprise</li> <li>Y6 Transition</li> </ul>	
PSHCE	<b>9. How should we live and who can inspire us? (12-14 hours, planned)</b> <p>Christmas (2 hours, use progressions grids to support planning)</p>			<b>Where, how and why do people worship? (10 hours, planned unit)</b> <p>Whole school activities during Week of Prayer for Christian Unity</p>			<b>12. What does it mean to be a Muslim? (6 hours, planned unit)</b> <p>Second half</p>		<b>Why is pilgrimage important to some religious believers? (8 hours, to plan)</b>			
RE	<b>Working Scientifically</b>											
	<b>Forces (Y5)</b> <p>Gravity; Air Resistance, Water Resistance, Friction; Mechanisms – levers, pulleys, gears;</p>		<b>Living Things &amp; their Habitats (Y6)</b> <p>Classification (with reasons) of Microorganisms, Plants &amp; Animals;</p>		<b>Light (Y6)</b> <p>How light travels; Reflection; Shadows;</p>		<b>Animals including Humans (Y5/6)</b> <p>Year A: Changes as humans age (Y5)</p>		<b>Electricity (Y6)</b> <p>Voltage – brightness/volume; Variations in functions of components; Circuit Symbols;</p>		<b>Evolution &amp; Inheritance (Y6)</b> <p>Fossils; Variation in offspring; Adaptation to environment (and evolution over time);</p>	
Science												