



**Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 5**



<b><u>Spring Term</u></b> <b>Values:</b> <b>Spring Term 1 -Tolerance</b> <b>Spring Term 2 – Calmness</b>		<b><u>SMSC</u></b> <b><u>Spiritual, Moral,</u></b> <b><u>Social and Cultural</u></b>	<b><u>Fundamental</u></b> <b><u>British Values</u></b>	<b><u>Safeguarding</u></b>
<b><u>Weekly Lessons</u></b>				
<b>Poetry</b>	Link poetry to narrative themes- use this to develop vocabulary and rich language. Brickyard Boy	Use of imagination and creativity	Mutual respect Individual liberty	
<b>Narrative</b>	<b>Text:</b> Street Child By Berlie Doherty <b>Text:</b> The Wolves of Willoughby Chase	Use of imagination and creativity	Mutual respect Individual liberty	Keeping safe
<b>Non-Narrative</b>	Recount Diary – Point of view of Jim Jarvis Information Text (NCR) Biography about the life of Barnardo.	Use of imagination and creativity	Rule of law Mutual respect and individual liberty	
<b>Maths</b>	<b>Effective Maths</b> Geometry Money and decimals Place Value Addition and Subtraction Multiplication and Division Fractions Percentages Statistics	Accepting other peoples view points. Being able to reflect upon their learning.	Mutual respect	Promoting healthy peer relationships
<b>Science</b>	<b>Changing State</b> To investigate thermal conductors and insulators To compare materials according to their properties To identify materials which will dissolve in water and investigate factors which affect the speed of dissolving.	Developing an understanding of the world around them. Reasons for materials use.	Individual liberty	Planning safe and fair tests.  Using equipment safely.



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	<p>To investigate which electrical conductors make a bulb shine the brightest</p> <p>To identify different ways materials can be mixed together and know when to use which processes to separate mixtures.</p> <p>To be able to explain and identify irreversible and reversible changes.</p> <p><b>Science Week:</b> Identify and understand who Louis Pasteur was and why he is remembered today. Identify and understand who Marie Curie was and why she is remembered today.</p>	Willingness to reflect upon their experiences.		
<b>RE</b>	<p><b>Faith In Action</b></p> <p>What inspires people to follow a faith and what is the cost?</p> <p>To identify the personal cost to a believer of following a faith.</p> <p>To understand the cost of following a faith</p> <p>I can suggest questions I would ask Damien of Molokai</p> <p>Explain why significant people of faith acted according to their commitments</p>	Faith in Action Reflection on their own beliefs, knowledge, tolerance and respect different faiths.	Tolerance of those with different faiths and beliefs.	Tolerance of others beliefs. Respecting.
<b>Computing</b>	<p><b>Online Safety,</b></p> <p>I think critically about the information that I share online both about myself and others.</p> <p>I know who to tell if I am upset by something that happens online.</p> <p>I can use the SMART rules as a source of guidance when online.</p> <p>Children think critically about what they share online, even when asked by a usually reliable person to share something.</p> <p>Children have clear ideas about good passwords.</p> <p>Children can see how they can use images and digital technology to create effects not possible without technology.</p> <p>Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge.</p> <p>Children can cite all sources when researching and explain the importance of this. •</p> <p>Children select keywords and search techniques to find relevant information and increase reliability • Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.</p>	To recognise the difference between right and wrong.	Rule of law Mutual respect Individual liberty	E-Safety Keeping Safe



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<b>French</b>	<p><b>Language Angels</b>  <b>The Weather</b>            To learn new vocabulary connected to the weather in French.            To revise and consolidate the weather vocabulary.            To use new weather language and integrate days of the week.            To learn how to read a weather map and describe the weather in different parts of the country.            To revise and use all the weather information learnt so far.            To revise all language covered so far and complete assessment.</p> <p><b>Clothes</b>            To learn how to say what they wear in French.            To expand the range of vocabulary for clothes by introducing another eleven words.            To consolidate all the vocabulary for clothing and introduce the verb structure 'I wear' - je porte.            To see how a French verb looks in full using the verb porter.            To revise and consolidate all new knowledge and vocabulary.            To revise all language covered so far and complete assessment.</p>	Chance to develop social skills in different contexts.	Mutual respect Tolerance	
<b>PE</b>	<p><b>Rising Stars Curriculum – Striking and Fielding, Cool Core, Gym Sequence, Gymfit Circuit.</b>  <b>Cool Core:</b>            To identify techniques to improve balance and core strength.            To improve co-ordination.</p> <p><b>Striking and Fielding:</b>            To develop skills in batting and fielding.            To choose fielding techniques.            To run between the wickets.            To run, throw and catch.            To develop a safe and effective overarm throw.            To learn batting control.            To use all the skills learned by playing in a mini tournament.</p> <p><b>Gym Sequence:</b>            To identify and practise body shapes and balances.</p>	Willingness to participate in and respond positively to sporting opportunities.	Rule of Law Mutual Respect Democracy	Promoting healthy lifestyle, physical and mental health



	<p>To identify and practise symmetrical and asymmetrical body shapes.          To use and refine the following skills: flexibility, strength, balance, power and mental focus.          To develop skills for movement, including rolling, bridging and dynamic movement.          To use counterbalances and incorporate them into a sequence of movements.          To perform movements in canon and in unison.          To perform and evaluate own and others' sequences.  <b>Gymfit Circuit:</b>          To understand why fitness is good for health and wellbeing.          To develop consistency in technique.          To develop personal fitness in an obstacle-style circuit.</p>			
<p><b>Jigsaw: PSHE</b></p>	<p><b>Dreams and Goals, Healthy Me.</b>  <b>Dreams and Goals:</b>          I understand that I will need money to help me achieve some of my dreams          I can identify what I would like my life to be like when I am grown up          I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs          I appreciate the contributions made by people in different jobs          I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it          I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future          I can describe the dreams and goals of young people in a culture different to mine          I can reflect on how these relate to my own          I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other          I appreciate the similarities and differences in aspirations between myself and young people in a different culture          I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship          I understand why I am motivated to make a positive contribution to supporting others</p> <p><b>Healthy Me:</b></p>	<p>Willingness to participate in and respond positively to sporting opportunities.</p> <p>Reflect on behaviour and experiences.</p> <p>Respect diversity.</p>	<p>Rule of Law          Mutual          Respect          Democracy</p>	<p>Promoting healthy lifestyle, physical and mental health</p> <p>Develop aspirations for the future.</p>



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	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I know how to keep myself calm in emergencies</p> <p>I understand how the media and celebrity culture promotes certain body types</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p> <p>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</p> <p>I respect and value my body</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> <p>I am motivated to keep myself healthy and happy</p>			
<b>Theme</b>	<b>Seen but not heard (9 weeks)</b>			
<b>Objectives:</b> History	<p>To know and sequence key events of time studied</p> <p>To study different aspects of life of different people – differences between men and women</p> <p>To compare aspects of life with the same aspect in another period</p> <p>To make comparisons between different times in history</p> <p>To offer some reasons for different versions of events</p> <p>To use evidence to build up a picture of life in time studied</p> <p>To analyse classroom behaviour and typical punishments experienced by a Victorian pupil.</p> <p>To compare Victorian school life to school life today</p>	<p>Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<p>Rule of Law – changes in the laws for children during the Victorian period.</p>	<p>Understanding of why laws changed to promote the safety and wellbeing of children.</p>



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	<p>To explore the daily pattern, timetables and subjects taught to boys and girls in Victorian Britain.</p> <p>To use a range of historical sources to identify difference between Rich and Poor Children during the Victorian Era.</p> <p>To identify the reasons for and conditions of workhouses during the Victorian Era.</p> <p>Research/ identify how laws were changed for the benefit of children.</p> <p>to understand the experiences of Victorian prisoners.</p>			<p>Risk assessments completed for local area walk.</p> <p>Organising trip to York Castle Museum.</p>
<b>Theme</b>	<b>Design and Technology (2 weeks)</b>			
<b>DT</b>	<p><b>Design</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Willingness to reflect upon their experiences. Develop their creativity and imagination.</p>		<p>Using equipment safely.</p>
<b>Theme</b>	<b>Commonwealth Family (Demise of the British Empire – 1 week)</b>			
<b>Objectives History</b>	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p>	<p>Engagement with fundamental BV.</p>	<p>Rule of Law</p>	



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<p><b>Geography</b></p>	<p>To know how Britain has influenced and been influenced by the wider world To examine causes and results of great events and the impact on people then and now.</p> <p>To understand more about the links between different places and that some places depend on each other To know more about the physical and human features of a variety of places around the world from local and global To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Democracy, the rule of law, individual liberty and mutual respect.</p>	<p>Individual liberty Mutual respect Democracy</p>	
<p><b>Additional Enrichment</b></p>	<p><b>Community Project: Hinge project, Sport Relief</b></p> <p><b>Activity Passport: Experience a Victorian Schoolroom,</b></p> <p><b>Visits/visitors: York Castle Museum Hinge/ Salvation Army</b></p> <p><b>Life Skills: How to make bread</b></p> <p><b>Experience/launch: Victorian classroom (Teachers to dress up and class experience Victorian style learning)</b></p> <p><b>Outdoor Learning: Visit Victorian areas of Bridlington</b></p> <p><b>Challenging Stereotypes: Male/Women during Victorian times</b></p> <p><b>Positions of Responsibility: Cloakroom Monitors</b></p>	<p>Willingness to participate in a variety of community settings including volunteering.</p>	<p>Individual liberty Mutual respect Tolerance</p>	<p>Beach and water safety</p>



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