



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



| <b>Summer Term</b>                    |  | <b>SMSC</b>  | <b>Fundamental</b>                                   | <b>Safeguarding</b>                  |
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| <b>Values:</b>                        |  | <u>Spiritual, Moral,</u>   | <u>British Values</u>                                |                                      |
| <b>Summer Term 1 -Kindness</b>        |  | <u>Social and Cultural</u>   |  |                                      |
| <b>Summer Term 2 – Responsibility</b> |  |  |  |                                      |
| <b><u>Weekly Lessons</u></b>          |  |  |  |                                      |
| <b>Poetry</b>                         | Link poetry to narrative themes- use this to develop vocabulary and rich language.   | Social - contrast to look for clues in the text that will explain the social situation in the poem.<br>Imagination and creativity. | Mutual respect<br>Individual liberty                 |                                      |
| <b>Narrative</b>                      | <b>Text:</b> Journey to River Sea by Eva Ibbotson (Wishing Tale: Description)<br><b>Text:</b> Running Wild by Michael Morpurgo (Suspense: Suspense)                          | Use of imagination and creativity  | Mutual respect<br>Individual liberty                 | Keeping safe                         |
| <b>Non-Narrative</b>                  | <b>Balanced argument-</b> deforestation<br><b>Explanation text-</b> natural disasters  | Use of imagination and creativity  | Rule of law<br>Mutual respect and individual liberty |                                      |
| <b>Maths</b>                          | <b>Effective Maths</b><br>Geometry<br>Money and decimals<br>Place Value<br>Addition and Subtraction<br>Multiplication and Division<br>Fractions<br>Percentages<br>Statistics | Accepting other peoples view points.<br>Being able to reflect upon their learning.   | Mutual respect                                       | Promoting healthy peer relationships |



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| <p><b>Science</b></p>   | <p><b><u>Animals including Humans:</u></b><br/>Describe the changes as humans develop to old age</p> <p><b><u>Living things and their habitats:</u></b><br/>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird<br/>Describe the life process of reproduction in some plants and animals.</p> <p><b><u>Working Scientifically:</u></b><br/>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br/>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision<br/>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs<br/>Using test results to make predictions to set up further comparative and fair tests<br/>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> | <p>Developing an understanding of the world around them.<br/>Reasons for materials use.<br/>Willingness to reflect upon their experiences.</p> | <p>Individual liberty<br/>Diversity</p>                      | <p>Planning safe and fair tests.<br/><br/>Using equipment safely.</p> |
| <p><b>RE</b></p>        | <p><b><u>Pilgrimage:</u></b><br/>Explore how a person of faith may make a special journey<br/>Explore the diversity and significance of local religious places to faith groups and members of the community<br/>Compare key places of pilgrimage and identify why a faith member might go there<br/>Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage<br/>Show understanding of what is sacred for believers in religious places</p> <p><b>Key Question: Why do people of faith make a pilgrimage?</b></p>   | <p>Faith in Action<br/>Reflection on their own beliefs, knowledge, tolerance and respect different faiths.</p>                                 | <p>Tolerance of those with different faiths and beliefs.</p> | <p>Tolerance of others beliefs. Respecting.</p>                       |
| <p><b>Computing</b></p> | <p><b><u>Game Creator:</u></b><br/>Children can review and analyse a computer game.<br/>Children can describe some of the elements that make a successful game.<br/>Children can begin the process of designing their own game.</p>  | <p>To recognise the difference between right and wrong.</p>  | <p>Rule of law<br/>Mutual respect<br/>Individual liberty</p> | <p>E-Safety<br/>Keeping Safe</p>                                      |



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|                      | <p>Children can design the setting for their game so that it fits with the selected theme.</p> <p>Children can upload images or use the drawing tools to create the walls, floor and roof</p> <p>Children can design characters for their game.</p> <p>Children can decide upon, and change, the animations and sounds that the characters make.</p> <p>Children can make their game more unique by selecting the appropriate options to maximise the playability.</p> <p>Children can write informative instructions for their game so that other people can play it.</p> <p>Children can evaluate my their own and peers’ games to help improve their design for the future.</p>  |  |                                     |  |
| <p><b>French</b></p> | <p><b><u>Language Angels:</u></b></p> <p><b><u>Romans – Revisiting History topic from Y4</u></b></p> <p>Tell somebody in French the key facts and key people involved in the history of the Roman Empire.</p> <p>Say the days of the week in French and learn how these are related to the Roman gods and goddesses.</p> <p>Tell somebody in French what the most famous Roman inventions were.</p> <p>Learn what life was like for a rich and a poor child in Roman times.</p> <p>Introduce the children to the concept of the negative form in French.</p> <p><b><u>Olympics:</u></b></p> <p>Tell somebody in French the key facts of the history of the Olympics.</p> <p>Tell somebody in French the key facts of the modern Olympic games.</p> <p>Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.</p> <p>Say the nouns in French for key sports in the current Olympic games.</p> <p>Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.</p> <p>Understand the concept of de la, de l’ and du when you say you play a sport in French.</p> | <p>Chance to develop social skills in different contexts.</p> <p>Make links to previous learning of Romans in Y4</p> | <p>Mutual respect<br/>Tolerance</p> |  |



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| <p><b>PE</b></p>           | <p><b><u>Rising Stars Curriculum – Nimble Nets, Mighty Movers, Active Athletic</u></b></p> <p><b><u>Nimble Nets:</u></b><br/>         To identify and apply techniques for hitting a tennis ball.<br/>         To develop the techniques for ground strokes and volleys.<br/>         To develop a backhand technique and use it in a game.<br/>         To practise techniques for all strokes.<br/>         To use the scoring system and court for singles tennis.<br/>         To play a tennis game using an overhead serve and the correct selections of shots.<br/>         To understand and use doubles scoring in a tennis game.</p> <p><b><u>Mighty Movers:</u></b><br/>         To perform a boxercise routine demonstrating good technique.<br/>         To understand the principles of dynamic stretching.<br/>         To improve fitness by raising the heart rate and strengthening the legs and arms.<br/>         To create and apply compositional ideas to the sequence.<br/>         To perform actions and moves fluently to music in order to improve personal fitness.<br/>         To learn how boxercise moves can be adapted and used in a different format.</p> <p><b><u>Active Athletics:</u></b><br/>         To use correct technique to run at speed.<br/>         To develop the ability to run for distance.<br/>         To throw with accuracy and power.<br/>         To identify and apply techniques of relay running.<br/>         To explore different footwork patterns.<br/>         To understand which technique is most effective when jumping for distance.<br/>         Learn how to use skills to improve the distance of a pull throw.<br/>         To demonstrate good techniques in a competitive situation.</p> | <p>Willingness to participate in and respond positively to sporting opportunities.</p> | <p>Rule of Law<br/>         Mutual Respect<br/>         Democracy</p> | <p>Promoting healthy lifestyle, physical and mental health</p>  |
| <p><b>Jigsaw: PSHE</b></p> | <p><b><u>Relationships:</u></b><br/>         I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities<br/>         I know how to keep building my own self-esteem<br/>         I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p>  | <p>Willingness to participate in and respond positively to sporting opportunities.</p> | <p>Rule of Law<br/>         Mutual Respect<br/>         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 how to stand up for myself and how to negotiate and compromise</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean</p> <p>I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/girlfriend</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p> <p><b>Changing Me:</b></p> <p>I am aware of my own self-image and how my body image fits into that</p> <p>I know how to develop my own self esteem</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me</p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I am confident that I can cope with the changes that growing up will bring</p> <p>I can identify what I am looking forward to when I am in Year 6</p> <p>I can start to think about changes I will make when I am in Year 6 and know how to go about this</p> | <p>Reflect on behaviour and experiences.</p> <p>Respect diversity.</p> |  |  |
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| Theme  | Groovy Greeks (4 Weeks)  |   |  |  |
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| <p><b>Objectives:</b><br/><b>Geography</b></p> | <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world.<br/>To investigate places<br/>To identify and describe how the physical features affect the human activity within a location.<br/>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.<br/>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. To investigate patterns<br/>Describe how countries and geographical regions are interconnected and interdependent (in the past).</p> | <p>Developing an understanding of the world around them.<br/><br/>Reflect on behaviour and experiences.<br/><br/>Respect diversity.</p> | <p>Individual liberty<br/>Mutual respect<br/>Tolerance<br/>Democracy<br/>Rule of Law</p> |  |
| <p><b>History</b></p>                          | <p>Discuss the distinction between life in Athens and Sparta for both men and women<br/>Explore and discuss how the Ancient Greeks have influenced our lives today by looking at language and architecture influenced by classical Greek design.</p>   |   |  |  |
| <p><b>Art</b></p>                              | <p>To create sketch books to record their observations and use them to review and revisit ideas – with relation to Greek Clay Pottery<br/>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials<br/>Develop skills in using clay inc. slabs, coils, slips, etc<br/><br/>Produce intricate patterns and textures in a malleable media</p>  |   |  |  |



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| <b>Theme</b>                                 | <b>Deadly disasters (2 week)</b>   |   |  |   |
| <b>Objectives<br/>Geography</b>              | I can identify a range of natural disasters.<br>I can explain why earthquakes occur using technical vocabulary.<br>I can identify and explain how a Tsunami is caused.   | Make links to previous learning in Y3   | Individual liberty<br>Mutual respect<br>Tolerance<br>Democracy | Water safety  |
| <b>Theme</b>                                 | <b>Walk on the Wild Side (4 weeks)</b>   |   |  |   |
| <b>Geography</b>                             | To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.<br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies<br>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.<br>To learn about different aspects of South America<br>To identify South American countries and capitals on a map | Interest in investigating and offering reasoned views about moral and ethical issues relating to deforestation. | Diversity<br>Rule of Law<br>Democracy                          | Sun Safety recap.   |
| <b>Theme</b>                                 | <b>Awesome Olympians (2 weeks)</b>   |   |  |   |
| <b>Objectives:<br/>History<br/>Geography</b> | To investigate Greek life and achievements and their influence on the western world – (impact of the ancient Olympics)<br>Use a range of relevant sources to identify similarities and differences between past and present Olympics.<br><br>To describe and understand key aspects of physical geography associated with Olympia.   | Willingness to participate in and respond positively to sporting opportunities.                                 | Individual liberty<br>Mutual respect<br>Tolerance<br>Democracy | Safe exercises<br>Importance of warming up and cooling down |



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| <b>PSHE/Citizenship</b>      | Identify the evolution of the Olympics and changes that have been made regarding equality for Men and Women.  |   |   |                        |
| <b>Additional Enrichment</b> | <p><b>Community Project:</b> Pick Litter in Our Local Area</p> <p><b>Activity Passport:</b> Climb that is something taller than you, Walk to the top of a hill, pick litter in your local area, Write a play.</p> <p><b>Visits/visitors:</b> Go Wild, Ancient Greek Drama Company, Big Sing</p> <p><b>Life Skills:</b> Relationships and keeping safe when interacting with peers online</p> <p><b>Experience/launch:</b> Go Wild, Ancient Greek Drama company.</p> <p><b>Outdoor Learning:</b> Litter pick in our local area.</p> <p><b>Challenging Stereotypes:</b> Gender roles during the Ancient Olympics.</p> <p><b>Positions of Responsibility:</b> Reading monitors, Eco-Monitors, Health and Well-being monitors. School Council Member.</p> | Willingness to participate in a variety of community settings including volunteering. | Individual liberty<br>Mutual respect<br>Tolerance | Beach and water safety |



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