



Burlington Junior School – Curriculum Long Term Plan – Autumn 2020/2021: Year 5



<u>Autumn Term</u> Values: Autumn Term 1 – Resilience Autumn Term 2 – Respect		<u>SMSC</u> Spiritual, moral, social and cultural <u>Fundamental British Values</u>	<u>RSE</u> Relationship and Sex Education	<u>Safeguarding</u>
English Poetry	Link poetry to narrative themes- use this to develop vocabulary and rich language. Jabberwocky by Lewis Carrol			
Narrative	Text: Beowulf by Michael Morpurgo Text: Cogheart by Peter Bunzl	Understanding of stories from other cultures Mutual respect Individual liberty Use of imagination and creativity		
Non-Narrative	Persuasion – Persuade a hero to help Instruction – How to look after a mechanical	Use of imagination and creativity		
Maths	<u>Effective Maths</u> Bridging Units Place Value Addition and Subtraction Time Fractions	Accepting other people’s viewpoints. Being able to reflect upon their learning.	Respectful relationships within partner work	Promoting healthy peer relationships
Science	<u>Properties of Materials</u> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Developing an understanding of the world around them. Reasons for materials use. Willingness to reflect upon their experiences.		Planning safe and fair tests. Using equipment safely.



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	<p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><u>Earth and Space</u> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth’s rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p>Individual liberty Diversity</p>		
<p>RE</p>	<p><u>Expressions of Faith</u> Exploring how people express their beliefs through symbols and artefacts. To explain how symbols express the beliefs of faith members To use symbols to creatively express my beliefs To identify common forms of expression from different faiths To consider the uses of and meaning of artefacts used in Muslim prayer</p>	<p>Reflection on their own beliefs, knowledge, tolerance and respect different faiths.</p>	<p>Respectful relationships</p>	<p>Tolerance of others beliefs. Respecting.</p>
<p>Computing</p>	<p><u>Online Safety</u> To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology. To review children’s responsibility to one another in their online behaviour. To know how to maintain secure passwords. To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. To learn about how to reference sources in their work To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. Ensuring reliability through using different methods of communication</p>		<p>Online relationships Being Safe</p>	<p>E-Safety</p>



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<p>French</p>	<p><u>Do you have a pet?</u> Learn the eight nouns and matching gender articles for the different pets Use of “J’ai...” (“I have...”) plus a pet and we will also introduce the connective “et” Using the structure “qui s’appelle...” (“that is called...”) How to use the negative structure “je n’ai pas de / d’...” The children will be shown how to link all their new language together and will also be introduced to a new connective “mais” (“but”) that they can incorporate into their work. <u>What is the date?</u> To learn the months of the year in French To consolidate the months of the year in French using a PowerPoint and a matching pair game. To ask when somebody has a birthday and say when they have their birthday To learn the days of the week in French To Learn the months of the year in French To say the date in French</p>	<p>Chance to develop social skills in different contexts. Mutual respect Tolerance</p>		
<p>PE</p>	<p><u>Mighty Movers</u> To perform a boxercise routine demonstrating good technique. To understand the principles of dynamic stretching. To improve fitness by raising the heart rate and strengthening the legs and arms. To create and apply compositional ideas to the sequence. To perform actions and moves fluently to music in order to improve personal fitness. To learn how boxercise moves can be adapted and used in a different format.</p> <p><u>Bootcamp</u> Understand how to prepare the body for exercise. Understand what fitness means. To complete a range of circuit-based activities and understand the reason for doing them. To understand what happens to the heart rate during exercise. To complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination.</p>	<p>Willingness to participate in and respond positively to sporting opportunities. Rule of Law Mutual Respect Democracy</p>		<p>Promoting healthy lifestyle, physical and mental health</p>
<p>PSHE</p>	<p><u>Being Me in My World</u> I can face new challenges positively and know how to set personal goals I can empathise with people in this country whose lives are different to my own</p>	<p>Democracy Rule of Law Mutual Respect</p>	<p>Relationships</p>	<p>Being safe – where to get advice.</p>



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	<p>I will understand my rights and responsibilities as a British citizen and a member of my school I will understand how my behaviour choices affect myself and others I will contribute to a group and understand how we can function best as a whole I will understand how democracy and having a voice benefits the school community</p> <p><u>Celebrating Difference</u> I understand that cultural differences sometimes cause conflict. I am aware of my own culture I understand what racism is I am aware of my attitude towards people from different races I understand how rumour-spreading and name-calling can be bullying behaviours I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one I can explain the difference between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied I can compare my life with people in the developing world I can appreciate the value of happiness regardless of material wealth I can enjoy the experience of a culture other than my own I respect my own and other people's cultures</p>	Active citizen		
History	Anglo-Saxons			
Objectives	<ul style="list-style-type: none"> - Why did the Anglo-Saxons invade and how can we possibly know where they settled? - What does the mystery of the empty grave tell us about Saxon Britain? - WHAT WERE THE FEATURES OF AN ANGLO-SAXON SETTLEMENT? - How was Anglo-Saxon Britain ruled? - Just how great was King Alfred, really? - How did people's lives change when Christianity came to Britain and how can we be sure? <p>Autumn 2: Victorians</p>	Rule of Law Mutual Respect Democracy Diversity		



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	<ul style="list-style-type: none"> - Chronology of Victorian period. - Who was Queen Victoria? 			
Geography:	Mountains			
Objectives	<ul style="list-style-type: none"> - Describe what a mountain is and locate the world’s ‘Seven Summits’ on a map - Describe the key features of mountains and how they are formed - Describe the climate of mountains and explore mountain life - Explore and locate the UK’s highest mountains - Recognise the importance of the Himalayas for people living in the region 	Diversity		
Art	Portraits			
Objectives	<p>Confidently use sketchbooks for a variety of purposes including: recording observations, develop ideas; testing materials; planning and recording information. Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Thoughtful annotations in sketchbooks. Create detailed drawings and develop close observation skills to develop observational drawing skills, focusing on features of the face. to apply knowledge of proportions to a self-portrait and self-assess.</p>	Mutual respect		
Design and Technology	Cam Mechanism			
Objectives	<p>To develop our own design criteria for our product, which is aimed at a particular group or individual. To use annotated sketches to communicate our ideas for our final product. To develop our use of different tools and how to use them safely. To develop our understanding of mechanisms—specifically focussed on Cams and how their design and shape affect movement.</p>			
Additional Enrichment	<p>Community Project: Virtual Harvest Festival</p> <p>Activity Passport: Paper mache planets, Launch a rocket</p>			



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	<p>Visits/visitors: Healthy Lifestyles workshops</p> <p>Life Skills: Healthy Lifestyles workshops</p> <p>Experience/launch: Geography Day – Contours</p> <p>Outdoor Learning: Games/PE sessions, Rocket launching</p> <p>Challenging Stereotypes: Debating, listening to other’s opinions and understanding difference. Linking to Picture News, PSHE curriculum and RE.</p> <p>Positions of Responsibility: Recycling monitors</p>			
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