



Chilton Primary School
Curriculum Long Term Map
 Year 5

Grow and Expand

Respect, Excellence, Friendship, Equality, Determination, Inspiration, Courage, Tolerance

	Autumn Term	Spring Term	Summer Term
RRSA / GLP	Charity – Children discuss idea of charity, what is it, why do we need charities? How do governments support their own country and others when people are in need? Children choose a charity(s) to support (e.g. RSPCA / Food Bank) then work together to support them. All children to visit over the year and provide direct support. Articles: 14/26/20/5/12		
PHSCE / SMSC	Living in the Wider World – Debt, loan, taxation	Health and Wellbeing - physical, mental and emotional health	Relationships – conflict and resolution
Moral	Is it always right to grow and expand? Provide examples of when it is and when it isn't. Within religion, when do different religions encourage growth – personal and other? How do they differ – how is it the same? How do we ensure we grow to be the best we can be? What opportunities should we take?		
RE	Why do religious people travel to sacred places? How do sacred places enable people to grow and expand? In modern Britain, which religious building do we see in our communities and how does this enable the growth of a strong British Community? <i>(Within learning use festivals to teach about sacred buildings)</i> Within the religions of Christianity, Hinduism, Sikhism, Buddhism, Islam and Judaism; children learn about when and why religious people travel to sacred places. Where are these sacred places? They consider those they visit regularly and those which are a once of a life time opportunity (such as Lourdes, Jerusalem etc). Is it always necessary to travel to sacred places to worship? How are different religious buildings perceived and why?		
	The	Human Growth – Mars One	Natural Growth – Deforestation
		Is it right to set up colonies on Mars? Will they work? Is it right to send people when we know they won't come back? Will they be able to expand and how?	Is deforestation always wrong? Why do people do it and what are the positives and negatives? Where are the main UK forests and how do these compare to global forests? Are their forest landscapes in Africa – how is the UK and Africa similar / different?
ENG	Fiction – Water Tower Non-Fiction – Explorer Biography	Fiction – The Tin Forest Non-Fiction - Mars One	Fiction – Shaun Tan – The Arrival Non-Fiction - Explanations – Science
	Genres	Genres	Genres
	Adventure / Mystery Story Biography's	Adventure / Mystery Story Argument	Author Study Explanations
	Reading	Reading	Reading

	Non-Fiction focus on Explorers through history to Modern Day	1 st half term - Night of the Gargoyles (using imagery) 2 nd half term – Non-Fiction (Mars One, variety of genres)	1 st half term – Shaun Tan Fiction 2 nd half term – Non-Fiction (Science)
Maths	Place Value / Addition and Subtraction Problem Solving and Reasoning	Multiplication and Division / Fractions Problem Solving and Reasoning	Measures / Geometry Shape / Geometry Position / Statistics Problem Solving and Reasoning
	G – Apply knowledge of percentages to explore rate of growth in Africa. H – Order historical events chronologically. Explore the difference between significant dates. A – Explore pattern and shape within African textiles. Reflect and translate shapes to generate new patterns.	H – Use data – tables and line graphs to plot the expansion of British population. Devise questions / outcomes based on data gathered. Sc – Explore scale, ordering distance / mass of planets. C – Program and identify existing sequences.	G – Select and use a range of equipment to explore climates – reading scales / interpreting data. Sc – Group materials by chosen criteria, provide justification and reasoning for decisions. DT – Use a range of equipment to measure with accuracy.
	G/H/A	H/Sc/Comp	G/Sc/DT
OV	Children explore the their own Global Knowledge looking at continents, seas, tropics and hemispheres. They identify the major cities, mountain ranges, rivers and landmarks within countries and continents focussing in more detail on North and South America. Working towards a written outcome to: “Who was Britain’s most significant explorer?” pupils learn about different British people who travelled the world, both historical and modern day. Considering what they achieved, pupils argue for their chosen “most significant explorer”	Pupils continue with the Autumn Term History topic ending with those who are currently exploring and those who want to take the next step – Mars. Pupils meet Hannah Earnshaw, a Durham University student who is in the last 100 who may travel to Mars. Exploring the science behind the solar system as well as comparing and contrasting planets, children will explore the positives and negatives of such a journey. Is it morally right? Is it safe? Why would such a journey be so important? (They can analyse the writing of last years’ Y6 pupils if required). Pupils create a variety of written non-fictional outcomes to show their knowledge and views and read in Guided reading the thoughts of others (including our own pupils). Watching videos of launches pupils can write as Bas Landsorp (co-founder) showing his thoughts and feelings as the first Mars One Rocket takes off.	Humans are always seeking opportunities to grow and expand. Children begin by exploring different types of landscapes and the fact that, in many part of the world, forests are cut down to make way for expansion. They locate global forests and discuss habitats and climates, comparing these with UK. Children use geographical and science knowledge to discuss whether it is ever right to cut down forests. How do changes alter the eco system? Does it alter depending on the part of the world it is occurring in? Children explore the idea of respect by discussing the questions: Do plants and animals have the right to be respected in the same way as humans? A residential to a forest location would be beneficial.
H/G	Geography – Expanding my global knowledge – It’s a wonderful world! Developing Map Skills , continents, L/L, tropics and hemispheres. Major rivers and mountains of the world, major	NA – Science Term	Natural Growth Geography - What grows where? Field work - Local Survey of our environment – vegetation, climate, animals, weather, soil type.

	<p>world cities and landmarks. Detail on North and South America.</p> <p>History –</p> <p>Widening horizons - Britain meets the world!</p> <p>British explorers over time since 1066</p> <p>Dynamic timeline – eras and centuries</p> <p>Map of destinations of explorers.</p> <p>Using written sources.</p> <p>Causation of exploration and consequences of exploration on the people they met.</p> <p>Significance -who was Britain’s most significant explorer? Writing a supported judgement.</p>		<p>Write up of findings.</p> <p>Biomes of the world,(– maps, atlases, map biomes.</p> <p>Biome in a box idea.</p> <p>Why don’t bananas and cocoa grow in Chilton?</p> <p>Written challenge - explaining the differences between here and there.</p> <p>Why does the growth of the rainforests matter?</p> <p>Lungs of the world. Focus on the rainforests of South America, cover location as well as nature and significance of the rainforests. Return to tropics – maps, location of rainforests. Processes in the rainforests. Make a rainforest? The future of the rainforest – dangers</p> <p>Possible visits – Botanical gardens.</p> <p>History – Mini enquiry (independent)/ Mystery day</p> <p>Whatever happened to the Mayans?</p> <p>History mystery approach.</p> <p><i>End of Term</i></p>
<p>Sc</p>		<p>Earth and Space</p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>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>Forces</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>	<p>Living things and their Habitats</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>All Living things and their habitats</p> <p>Properties and Changes of materials</p> <p>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</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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>Forces</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>

			recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Art/ DT/ Comp	Art	Computing Use WEEDO to create a Robot to move around Mars Design, write and debug programs – controlling or simulating physical systems Work with variable and forms of input and output Detect and correct errors in algorithms and programs	DT Linked to Science (Forces and materials) children use pulley, levers and gears to design and create a structure which will move a tree which has been cut down.
Ongoing – E-Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			
MFL	Spoken/Written – French Vocab Focus – ‘ On Holiday, Eating Out ’	Spoken/Written – French Vocab Focus – ‘ A School Trip ’	Spoken/Written – French Vocab Focus – ‘ Seasons, The Environment ’
listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language speak in compound sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases read carefully and show understanding of words, phrases and simple writing write phrases from memory and adapt these to create new sentences describe people, places, things and actions orally and in writing begin to broaden their vocabulary and develop their ability to understand new words that are introduced begin to understand basic grammar appropriate to the language being studied			
PE	-Long and thin or short and fast (Video) L3/4 NWG -Grid Rugby L3/4 IG -Search and Rescue L3/4 (Video) O+A -Calling the Shots L4	-Gymnastics Unit 5 Task 1 L2/3 G -Dance -Gymnastics Unit 5 Task 2 L2/3 G -Dance	Swimming Boaster Running, Throwing and Jumping (Linked to Quad Kids/Sports Day) A Runners L3/4 S+F Residential (O + A) Cricket
MUSIC	‘ Samba Drumming ’		‘ Ukuleles – Durham Music Service ’
Play and perform in solo / ensemble context (vocals and instruments) Listen to a variety of sounds / develop aural memory – including music from different time periods and cultural places Improvise and compose music Use/understand standard musical notation/signs Continue to develop an understanding of history of music			
Learning Weeks	Anti-Bullying Week – November	National Story Telling Week (Jan / Feb)	Volunteers Week – June (Fundraising Opportunity – Volunteer in our Community)

