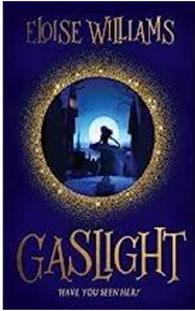
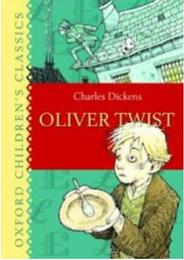
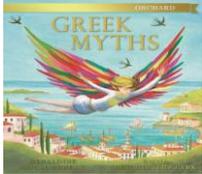
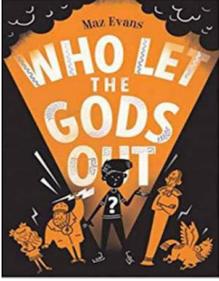
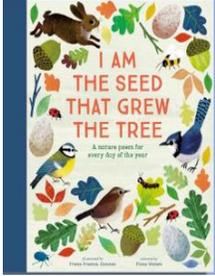
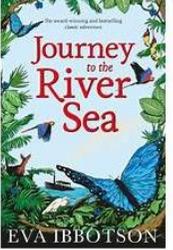




Class 5 Curriculum Framework: Long Term Plan

|  | <p>Autumn Term Global theme(s): Identity and Diversity</p> <p>Focus: The Victorians</p> <p>Who was Queen Victoria? What was a Victorian childhood like?</p> | | <p>Spring Term Global theme(s): Social Justice and Equity</p> <p>Focus: The Ancient Greeks</p> <p>How democratic were the Ancient Greeks? What is the legacy of the Ancient Greeks?</p> | | <p>Summer Term Global theme(s): Sustainable Development</p> <p>Focus: Grow and Make it!</p> <p>What can we learn from our local environment? What hastens or delays climate change?</p> | |
|---|---|--|---|--|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <p>Core Text</p> | <p>Gaslight by Eloise Williams</p>  | <p>Oliver Twist (simplified version) by Charles Dickens</p>  | <p>The Orchard book of Greek Myths by Geraldine McCaughrean</p>  | <p>Who let the Gods out? by Max Evans</p>  | <p>The National Trust poetry anthology: I am the seed that grew the tree Journey to the River Sea by Eva Ibbotson</p>   | |
| <p>Curriculum Overview</p> | <p>Explore the identity of Queen Victoria through paintings, photographs, her diaries etc and how her identity changed over time,</p> | <p>Explore what it was like for a child to live during Victorian times. What was life like for a child at school? How did a Victorian</p> | <p>Explore: what is a myth? Read and enjoy a range of Greek myths – Perseus, Theseus and the Minotaur,</p> | <p>Explore democracy further. Explore the achievements of Greek mathematicians,</p> | <p>Discover the source and journey of our food, from pollination, through to growth, harvest, and on to our plates.</p> | <p>Think about the impact of the rainforest on our world, and how it helps to keep the planet healthy. What are the effects of its</p> |



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| | from a young Queen to an elderly widow. | childhood compare with today? Discover famous and influential Victorians, especially those whose philanthropic acts made an impact. | Persephone and the pomegranate seeds, etc. Begin to discover democracy and its origins. How democratic were the Greeks in ancient times? | philosophers, scientists, artists etc, and the legacy of the Ancient Greeks today. | | depletion? What can we do to help? Research Brunel and his engineering feats and impact on life in Bath, Bristol and the surrounding areas. |
| Hook: | Receive a letter from the class teacher and reply. Receive a letter from a 'Victorian' teacher and reply. | Trip: Sevington School | A flavour of the Greeks – use opportunities to vote, explore Archimedes Principle and find out about Greece today. | Explore Greek pottery – and get creative with clay. Conclude with Greek Day, creating and tasting Greek food, experiencing further aspects of Greek culture. | Plant sunflower seeds and watch them grow. | Begin weaving – class project to make a patchwork blanket. Food tasting. |
| Diversity & Community | Think about our personal identities – how we see ourselves and how others may see us. Explore what it means to be a member of the Commonwealth. Where did the Commonwealth originate? | Think about diversity during Victorian times compared with today. Use Black History Month as a starter for finding out about influential Black people such as Mary Seacole. Research the life and work of Thomas Barnardo and discover his legacy in caring for children in Victorian and modern times. | Discover Greece – a country in continental Europe. Consider the motto of the Olympics 'Faster, higher, stronger – together', recognising the unifying power of sport and the importance of solidarity. Use the democratic process in class whenever possible and discuss its impact. | Find out about The Parthenon Marbles. Should the marbles be returned to Greece? Consider for and against and present a balanced view. Consider the difference between treating people equally and fairly. Read Aesop's fables and identify the moral of each story. | Discover bees and their vital role in pollination. What can we do to help the declining bee population? Find out where our food comes from. Discover nature in the environment and what we can do to protect it. Begin to think how we can all make a difference to our local community and beyond. | Explore whether food is produced locally or from further afield and overseas. Consider air miles and track farm to fork. Find out about the Amazon rainforest and the communities that live there. How can their way of life and health be protected? What principles can we apply ourselves? Make personal pledges for protecting the environment and share these with the local community. |
| Visit | Victorian school at Sevington. | | St Swithin's Church | | Warleigh Farm | Bathford Bridge, the railway and the local canal network |



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| <p>Writing</p> | <p>Write a diary entry from the point of view of the main character, Nansi.</p> <p>Write a letter from Nansi to her mother.</p> | <p>Write a persuasive letter.</p> <p>Write a story based on life in Victorian times.</p> <p>Write a biography about a famous Victorian.</p> | <p>Write a diary entry (Theseus and the minotaur).</p> <p>Write a playscript.</p> <p>Write a myth.</p> | <p>Write a set of instructions to show how to make a Greek pot.</p> <p>Write a non-chronological report about an aspect of Ancient Greece.</p> <p>Write a persuasive letter to the British Prime Minister (or British Museum) or the Greek Prime Minister, in the context of The Elgin Marbles.</p> | <p>Create a newspaper report about bees.</p> <p>Write own version of the starfish story to show that we can all make a difference.</p> | <p>Write a diary entry from the point of view of a character on their journey to the river sea,</p> <p>Write and perform poetry in a range of styles.</p> <p>Write pledges.</p> |
| <p>Maths</p> | <p>Place Value</p> <p>Addition and Subtraction</p> | <p>Multiplication and Division</p> <p>Fractions</p> | <p>Multiplication and Division</p> <p>Fractions</p> | <p>Decimals and Percentages</p> <p>Perimeter and Area</p> <p>Statistics</p> | <p>Shape, Position and Direction</p> <p>Decimals</p> | <p>Negative Numbers</p> <p>Converting Units</p> <p>Measurement: Volume</p> |
| <p>Science</p> | <p>Forces</p> | <p>Earth and Space</p> | <p>Properties and changes of materials</p> | <p>Life Cycles</p> | <p>Changes and Reproduction</p> | <p>Bread making project, linked to DT</p> |
| <p>RE</p> | <p>Awareness, Mystery and Value: Unit 4: What does it mean to belong to a religion? Christianity</p> <p>Understanding Christianity: People of God: How can following God bring freedom and justice?</p> | <p>Awareness, Mystery and Value: Unit 7 How do people express their beliefs and identity?</p> <p>Understanding Christianity: Incarnation: Was Jesus the Messiah?</p> <p>Salvation: What did Jesus do to save human beings?</p> | <p>Awareness, Mystery and Value: Unit 3</p> <p>Why do religious books and teachings matter?</p> | <p>Understanding Christianity: Gospel: What would Jesus do?</p> | | |



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| Computing | Teach Computing: Sharing Information | | Teach Computing: Video Production Selection in physical computing | Teach Computing: Flat-file databases | Teach Computing: Vector drawing | Teach Computing: Selection in quizzes |
| Online Safety | Project Evolve: Self-Image and Identity Online Relationships | Project Evolve: Online Bullying | Project Evolve: Online Reputation | Project Evolve: Managing Online Information | Project Evolve: Health, Well-being and Lifestyle | Project Evolve: Privacy and Security Copyright and Ownership |
| Art and Design | Kapow Art and Design: I need space | | Painting and Mixed Media: Portraits | | Sculpture and 3D: Interactive Installation Design and create Greek art and pottery. | Kapow Art and Design: Formal Elements – Architecture |
| Design and Technology | | Kapow Design and Technology: Mechanical systems – pop up book | | Kapow Design and Technology: Structure: Bridges | | Kapow Design and Technology: What could be healthier? Design, make and evaluate a purse using fabric and sewing skills. |
| Geography | | | Europe – locate countries and cities on a map, including Greece, Athens etc. | Greece's climate, weather, tourism, physical characteristics | Discover the local area, counties and countries in the UK. | Discover counties and countries which produce our food. Look at the location and features of the rainforest. |
| History | Compare and contrast now and then. Analyse the changing role of the monarchy during the century. | Children's working lives, and life in the workhouse. Famous Victorians and their influence now and then, such as Thomas Barnardo, Elizabeth Fry, Mary Seacole. | The beginnings of democracy and how meaningful it was. The origins of the Olympics (compare and contrast with today). | Use primary and secondary sources. See both sides of an argument and present different points of view. | | Local study of the railways and canal system. |



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| | | Key inventions and advances. | | | | |
| MFL | Language Angels: Phonetics 1-3 Seasons | Language Angels: Ice Creams | Language Angels: Presenting Myself | Language Angels: My Family | Language Angels: At the Tea room At the Café At the restaurant | Language Angels: My Home |
| Music | GetSet4Music: Africa | GetSet4Music: Planets | GetSet4Music: Vikings | GetSet4Music: Rock and Roll | GetSet4Music: Melodies of divinity | GetSet4Music: Animal Kingdom |
| PE | Get Set 4 PE: Fitness (2-3 weeks) Swimming In2Sport: Fundamentals | Swimming Get Set 4 PE: Fitness (2-3 weeks) In2Sport: Tag Rugby | Get Set 4 PE: Dance In2Sport: Gymnastics | Get Set 4 PE: Netball In2Sport: Outdoor Adventure | Get Set 4 PE: Tennis In2Sport: Cricket | Get Set 4 PE: Rounders In2Sport: Athletics |
| PHSE RSHE | Discovery Education: Changing Friendships. | Discovery Education: Celebrating strengths, setting goals, and keeping ourselves safe online. | Discovery Education: Care needs and the effects of loneliness and isolation. Showing care in the community. | Discovery Education: Characteristics of healthy, positive, and committed relationships. | Discovery Education: Our unique bodies and self- acceptance – valuing our bodies and minds; lifestyle habits and their effects on wellbeing. | Discovery Education: How puberty changes can affect our emotions and ways to manage this; questions about puberty and change. |