ALMUÑÉCAR INTERNATIONAL SCHOOL

Year 5 Curriculum 2017 - 18

Key Stage 2 – Long Term Plan 2017-18 Year 5 Maria Lea

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular topic >	Aztecs		**India**		**Earth matters**	
English **(Cambridge Curriculum)**	**Stories from different cultures** - Reading and analysing and writing stories from a variety of different cultures. **Recounts -** reading, analysing and writing recounts **Poems by significant children's writers and plays** - Reading and analysing poems by significant children's writers and plays. Class book: The Twits		**Reading and analysing traditional stories, myths, legends and fables** - Reading and analysing traditional stories, including myths, legends and fables then planning and writing stories. **Persuasive writing** - Reading and analysing samples of persuasive writing, then writing a persuasive letter and commentary. **Narrative poetry** - Reading and discussing narrative poetry. **Performance Poetry** - Reading and discussing performance poetry.		**Non-chronological reports and Explanatory texts** Reading, analysing non-chronological reports and explanation texts, then planning and writing one. **Stories by significant authors -** Reading and analysing stories by significant children's writers then planning and writing stories.	
Maths (Cambridge Curriculum)	**Unit 1A: Number and Problem Solving** Place Value Decimals Multiples and Factors Using and Applying **Unit 1B: Geometry and problem solving** Properties of triangles		**Unit 2A: Number and Problem Solving** Decimals Fractions Negative numbers Mental Strategies **Unit 2B: Handling data and Problem Solving** Graphs and Tables		**Unit 3A: Number and Problem Solving** Equivalent fractions Percentages Ratio Using and applying **Unit 3B: Geometry and Problem Solving** Triangles	

	Reflective and rotational symmetry Using and applying **Unit 1C: Measures and Problem Solving** Measure length, mass and capacity Convert and round measurements Time Area and Perimeter		Mode Probability **Unit 2C: Measure and Problem Solving** Mass Capacity 24h Time and calendar Area and Perimeter		Translation of shape Read and plot co-ordinates Angles Using and Applying **Unit 3C: Measure and Problem Solving** Time Calendars Area and Perimeter	
Science (Cambridge Curriculum)	**The way we see things** • Know that we see light sources because light from the source enters our eyes. • Know that beams/rays of light can be reflected by surfaces including mirrors, and when reflected light enters our eyes we see the object. • Explore why a beam of light changes direction when it is	**Shadows** • Observe that shadows are formed when light travelling from a source is blocked. • Investigate how the size of a shadow is affected by the position of the object. • Observe that shadows change in length and position throughout the day. • Know that light intensity can be measured. • Explore how opaque materials do not let light through and	**Investigating Plant Growth** • Know that plants need energy from light for growth. • Know that plants reproduce. • Observe how seeds can be dispersed in a variety of ways. • Investigate how seeds need water and warmth for germination, but not light. • Know that insects pollinate some flowers.	**Life cycle of a flowering plant** • Observe that plants produce flowers which have male and female organs; seeds are formed when pollen from the male organ fertilises the ovum (female). • Recognise that flowering plants have a life cycle including pollination, fertilisation, seed production, seed dispersal and germination.	**The Earth and Beyond** • Explore, through modeling, that the sun does not move; its apparent movement is caused by the Earth spinning on its axis. • Know that the Earth spins on its axis once in every 24 hours. • Know that the Earth takes a year to orbit the sun, spinning as it goes. • Research the lives and discoveries of scientists who explored the solar system and stars.	**Evaporation and Condensation** • Know that evaporation occurs when a liquid turns into a gas. • Know that condensation occurs when a gas turns into a liquid and that it is the reverse of evaporation. • Know that air contains water vapour and when this meets a cold surface it may condense. • Know that the boiling point of water is 100°C and the melting point of ice is 0°C. • Know that when a liquid evaporates from a solution the solid is left behind.

	reflected from a surface.	transparent materials let a lot of light through.				
History **National Curriculum(NC)**	Aztecs - Place events people and changes into correct periods of time. To relate Aztec history to events happening in Europe at the same time. Identify and describe reasons for and results of historical events, situations and changes Describe characteristic features of past societies and periods, including ideas, beliefs, attitudes and experiences of men, women and children; social, cultural religious and ethnic diversity Recognise that the past is represented in different ways		To create a timeline about the history of India. Relate events happening in Europe in India at the same time. How British rule affected India and the Indian people. Discuss trade routes and reasons for changes Describe characteristic features of past societies and periods, including ideas, beliefs, attitudes and experiences of men, women and children; social, cultural religious and ethnic diversity Recognise that the past is represented in different ways		To learn about the history of man in space. Investigate space explorers from past to present. Discuss advances in space knowledge. Timeline of space discovery events by different countries.	
Geography (NC)	To locate Aztec empire on a world map. To use atlases, globes, maps and plans at a range of scales To draw maps and plans at a variety of scales To consider the pros and cons of the location of the Aztec city of Tenochtitlan and to produce a map showing the key features of the city.		To locate Indian empire on a world map. To use atlases, globes, maps and plans at a range of scales To draw maps and plans at a variety of scales To produce a map showing the key features of the city of Delhi and the pros and cons of location. Maps - Locate India's main cities and import/export routes.		To use fieldwork to observe, measure, record and present the human and physical features in the local area. To find out about the mountain ranges in the World and especially Spain. To learn how mountains were formed, why people live on mountains and how they make a living. Discuss how weather and climate change affect geographical features. Rivers	

D&T (NC)	Aztecs – chose from a variety of materials to make models of Aztec homes and Chinampa		Choose from a variety of materials to design and make their own Rangoli patterns.		Make a model to demonstrate the water cycle.	
Art (NC)	Make and decorate clay sunstones		Clay Dali lamps Mendhi patterns Watercolour scenes of Indian monuments – Taj Mahal		Still life painting skills - plants	
Computing	**We Are Game Developers - Developing and interactive game** **Expectations:** Create original artwork and sound for a game. Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables. Detect and correct errors in their computer game. Use iterative development techniques	**We Are Cryptographers - Cracking Codes** **Expectations:** Be familiar with semaphore and Morse code. Understand the need for private information to be encrypted. Encrypt and decrypt messages in simple ciphers. Appreciate the need to use complex passwords and to keep them secure. Have some understanding of how encryption works on the web.	**We Are Artists - Fusing Geometry and art** **Expectations:** Develop an appreciation of the links between geometry and art. Become familiar with the tools and techniques of a vector graphics package. Develop an understanding of turtle graphics. Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers. Develop some awareness of computergenerated art, in particular	**We Are Web Developers.** **Expectations:** Develop their research skills to decide what information is appropriate. Understand some elements of how search engines select and rank results Question the plausibility and quality of information Develop and refine their ideas and text collaboratively Develop their understanding of e-safety and responsible use of technology. **Curriculum References:** Understand computer networks including the	**We Are Bloggers.** **Expectations:** Become familiar with blogs as a medium and a genre of writing Create a sequence of blog posts on a theme. Incorporate additional media Comment on the posts of others Develop a critical, reflective view of a range of media, including text. **Curriculum References:** Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for	**We Are Architects.** **Expectations:** Develop an appreciation of the links between geometry and art Become familiar with the tools and techniques of a vector graphics package Develop an understanding of turtle graphics Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers Develop some awareness of computer-generated art, in particular

	(making and testing a series of small changes) to improve their game. **Curriculum References:** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety	**Curriculum References:** Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Resources:** Google Classroom, Scratch, Black Chamber website, paper coding materials, torches	fractal-based landscapes. **Curriculum References:** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Resources:** Google Classroom,MS Paint, Google Drawings, Inkscape, Terregen Classic, paper !	internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.	communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. . .. be discerning in evaluating digital content. **Resources:** Google Blogger, Google Docs, Mindmapping	fractal-based landscapes. **Curriculum References:** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Resources:** Sketch Up, Google Drive, Digital cameras, Web-based virtual art galleries

	of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals… **Resources:** Google Classroom, Google Docs, Mindmapping, Scratch			**Resources:** Google Sites, Mozilla Goggles, Mindmapping		
PSHE (SEAL)	New Beginnings Getting on and Falling out	Say No to Bullying	Going for Goals	Good to be me	Relationships	Changes
Spanish Cultura	1) Las rocas y el relieve. 2) El tiempo y el clima. 3) Las aguas.	CONCEPTOS: La corteza terrestre y las rocas. Las rocas y los minerales. El relieve de España. La atmósfera. El tiempo atmosférico. Los diferentes climas de la Tierra. Los climas de España.	4) Los tipos de paisaje. 5) El territorio de España y de Europa. 6) La población y las actividades económicas.	CONCEPTOS: Los paisajes. Los paisajes de España. Otros paisajes de España. España en Europa. La organización del territorio de España. Cómo se gobierna España. Cómo se estudia la población.	7) Loa Prehistoria. 8) La Edad Antigua: los pueblos prerromanos. 9) La Edad Antigua: la época romana.	CONCEPTOS: El Paleolítico. El Neolítico. La Edad de los Metales. El arte de la Prehistoria. Los iberos y los celtas. Los pueblos colonizadores: los griegos.

		La hidrosfera. Las aguas continentales. Los ríos de España. La vertiente cantábrica. Las vertientes atlántica y mediterránea.		Cómo se distribuye la población. Los trabajos que obtienen productos. Los trabajos que ofrecen servicios.		Los fenicios y los cartagineses. La conquista romana. Las ciudades y el campo en Hispania. La forma de vida en Hispania. El legado romano.
Spanish Lengua	1) En la montaña. 2) Como pez en el agua. 3) Una excursión. 4) Somos vecinos. 5) ¡Estamos bien!. 6) Preparados, listos... ¡ya!	COMPETENCIA LECTORA: No hay nada imposible. Barbanegra y los buñuelos. El arquero. Unos temibles guerreros. El sueño de la niña. El monte era una fiesta. VOCABULARIO: Sinónimos y antónimos. Palabras polisémicas. Palabras homófonas. Palabras primitivas y derivadas. Palabras simples y compuestas. Familias de palabras. GRAMÁTICA: La comunicación. Las lenguas.	7) Entre todos. 8) Nos ponemos el delantal. 9) ¡Qué empiece la fiesta! 10) ¡Qué aventura!	COMPETENCIA LECTORA: El Club de los Perfectos. El duende. El encantador de serpientes. El examen. VOCABULARIO: Prefijos y sufijos. Sufijos diminutivos y aumentativos. Prefijos de negación y de lugar. Otros prefijos. GRAMÁTICA: Los demostrativos. Los posesivos. Numerales e indefinidos. El grupo nominal. ORTOGRAFÍA: Uso del guión. Uso de la b. La coma y el punto y coma. Uso de la g.	11) De compras. 12) En el laboratorio. 13) ¿A dónde vamos? 14) ¡Cuánto tiempo! 15)Cumplimos las normas.	COMPETENCIA LECTORA: El príncipe y el campesino. Un besugo en la selva. Huelga general. Disputa entre dioses. Un encuentro afortunado. VOCABULARIO: Campo léxico. Campo semántico. Gentilicios. Frases hechas. Siglas y abreviaturas. GRAMÁTICA: Los pronombres personales. El verbo. Número, persona y tiempo. El adverbio. Preposiciones y conjunciones. ORTOGRAFÍA:

		La oración: sujeto y predicado. Clases de oraciones. La sílaba. Clases de sílabas. Sustantivos y adjetivos. El artículo. ORTOGRAFÍA: Palabras agudas, llanas y esdrújulas. La tilde en las palabras agudas. La tilde en las palabras llanas. La tilde en las palabras esdrújulas. La tilde en diptongos e hiatos. Uso de la h. LITERATURA: Los textos literarios. Cuentos, leyendas y novelas. ESCRITURA: Describir un lugar imaginario. Hacer un cómic. Escribir sobre un animal. Escribir sobre tu localidad. Escribir un cuento. Hacer un esquema.		LITERATURA: La lírica. La medida de los versos. ESCRITURA: Hacer un cuadro de tareas. Hacer una lista. Hacer una encuesta. Escribir un diario.		El punto y los puntos suspensivos. Palabras terminadas en -z y en -d. Los dos puntos. Uso de la j. Uso de la v. LITERATURA: Teatro. Los recursos literarios. ESCRITURA: Hacer un anuncio. Escribir instrucciones. Hacer una reclamación. Escribir tu biografía. Escribir un correo electrónico.

Opportunities for Possible Visits		Botanical Gardens in Malaga	El Torcal