

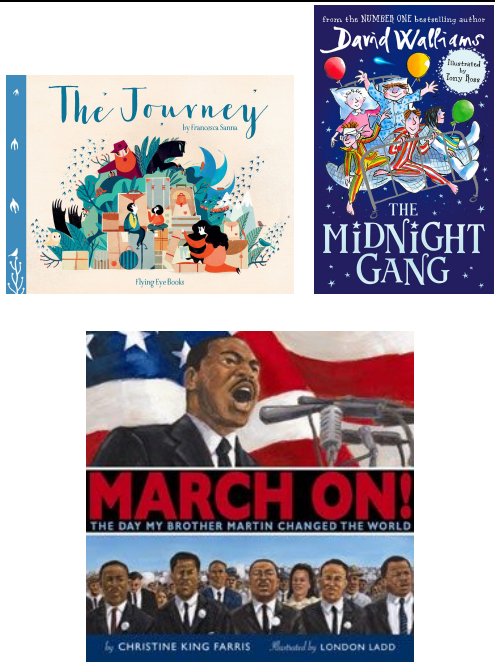
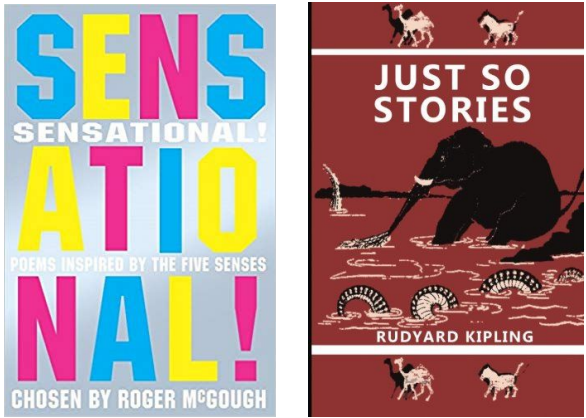
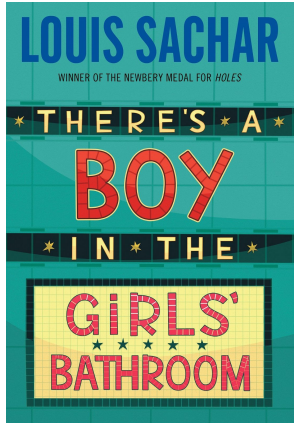
ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 5
Curriculum
2020-21

Key Stage 2 - Long Term Plan 2020-21

Year 5 Beccy Hannon

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular topic >	Aztecs		India		Earth matters	
Core texts						
English (Cambridge Curriculum)	<p>Stories from different cultures - Reading and analysing and writing stories from a variety of different cultures.</p> <p>Persuasive writing - Reading and analysing samples of persuasive writing, then writing a persuasive commentary.</p>		<p>Performance Poetry - Reading and discussing performance poetry (<i>Sensational</i> collection). Writing and performing own performance poetry.</p> <p>Reading and analysing traditional stories, myths, legends and fables - Reading and analysing traditional stories, including myths,</p>		<p>Non-chronological reports and Explanatory texts Reading, analysing non-chronological reports and explanation texts, then planning and writing one.</p> <p>Stories by significant authors - Reading and analysing stories by significant children's writers then planning and writing stories.</p>	

	<p>Poems and plays by significant children's writers - Reading and analysing poems by significant children's writers and plays.</p>	<p>legends and fables (Just So Stories) then planning and writing stories.</p> <p>Persuasive writing - Reading and analysing samples of persuasive writing, then writing a persuasive brochure and then letter.</p> <p>Narrative poetry - Reading and discussing narrative poetry.</p>	<p>Recounts - reading, analysing and writing recounts</p>
<p>Maths (Cambridge Curriculum)</p>	<p>Unit 1A: Number and Problem Solving</p> <p>Place Value</p> <p>Decimals</p> <p>Multiples and Factors</p> <p>Using and Applying</p> <p>Unit 1B: Geometry and problem solving</p> <p>Properties of triangles</p> <p>Reflective and rotational symmetry</p> <p>Using and applying</p> <p>Unit 1C: Measures and Problem Solving</p> <p>Measure length, mass and capacity</p> <p>Convert and round measurements</p> <p>Time</p> <p>Area and Perimeter</p>	<p>Unit 2A: Number and Problem Solving</p> <p>Decimals</p> <p>Fractions</p> <p>Negative numbers</p> <p>Mental Strategies</p> <p>Unit 2B: Handling data and Problem Solving</p> <p>Graphs and Tables</p> <p>Mode</p> <p>Probability</p> <p>Unit 2C: Measure and Problem Solving</p> <p>Mass</p> <p>Capacity</p> <p>24h Time and calendar</p> <p>Area and Perimeter</p>	<p>Unit 3A: Number and Problem Solving</p> <p>Equivalent fractions</p> <p>Percentages</p> <p>Ratio</p> <p>Using and applying</p> <p>Unit 3B: Geometry and Problem Solving</p> <p>Triangles</p> <p>Translation of shape</p> <p>Read and plot co-ordinates</p> <p>Angles</p> <p>Using and Applying</p> <p>Unit 3C: Measure and Problem Solving</p> <p>Time</p> <p>Calendars</p> <p>Area and Perimeter</p>

<p>Science (Cambridge Curriculum)</p>	<p>The way we see things</p> <ul style="list-style-type: none"> • 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 reflected from a surface. 	<p>Shadows</p> <ul style="list-style-type: none"> • 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 transparent materials let a lot of light through. 	<p>Investigating Plant Growth</p> <ul style="list-style-type: none"> • Know that plants need energy from light for growth. • Investigate how seeds need water and warmth for germination, but not light. • Know that plants reproduce. 	<p>Life cycle of a flowering plant</p> <ul style="list-style-type: none"> • Observe how seeds can be dispersed in a variety of ways. • Know that insects pollinate some flowers. • 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. 	<p>The Earth and Beyond</p> <ul style="list-style-type: none"> • 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. 	<p>Evaporation and Condensation</p> <ul style="list-style-type: none"> • 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.
<p>History National Curriculum(NC)</p>	<p>Place events people and changes into correct periods of time.</p> <p>To relate Aztec history to events happening in Europe at the same time.</p> <p>Identify and describe reasons for and results of historical events, situations and changes</p>	<p>To create a timeline about the history of India.</p> <p>To identify how British rule affected India and the Indian people.</p> <p>Discuss trade routes and reasons for changes.</p> <p>Describe characteristic features of past societies and periods, including ideas, beliefs, attitudes and</p>	<p>To learn about the history of man in space.</p> <p>Investigate space explorers from past to present.</p> <p>Discuss advances in space knowledge.</p> <p>Timeline of space discovery events by different countries.</p>			

	<p>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</p> <p>Examine artefacts and recognise that the past is represented in different ways.</p> <p>Compare the Aztecs, the Mayans and the Incas.</p>	<p>experiences of men, women and children; social, cultural religious and ethnic diversity</p> <p>Recognise that the past is represented in different ways</p>	
Geography (NC)	<p>To locate Aztec empire on a world map.</p> <p>To use atlases, globes, maps and plans at a range of scales</p> <p>To draw maps and plans at a variety of scales</p> <p>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.</p>	<p>To locate India on a world map and identify bordering countries.</p> <p>To use atlases, globes, maps and plans at a range of scales.</p> <p>To draw maps and plans at a variety of scales</p> <p>To compare the lives of an Indian child with our own lives.</p> <p>To use maps to locate India's main cities and import/export routes.</p>	<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>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.</p> <p>Discuss how weather and climate change affect geographical features.</p>
D&T (NC)	<p>Make Aztec headdress using multi-step process and range of skills manipulating different materials.</p> <p>Choose from a variety of materials, tools and equipment to make models of Aztec temple pyramids. Develop practical skills in doing so.</p> <p>To critique, evaluate and test their ideas</p>	<p>To understand and apply the principles of nutrition and learn how to cook Indian food.</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>To understand seasonality, and know where and how a variety of ingredients are grown, reared,</p>	<p>Design a working model to demonstrate the water cycle.</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>

	and products and the work of others.		caught and processed.			
Art (NC)	<p>To design, sculpt and decorate clay sunstones.</p> <p>To create sketch books to record observations and use them to review and revisit ideas.</p> <p>To experiment with wax pastels and explore colour in Aztec mask designs.</p>		<p>To develop an understanding of the historical and cultural development of Indian art forms including kathakali performances.</p> <p>To study mendhi patterns and develop own designs. Choose from a variety of materials to design and make own Rangoli patterns.</p> <p>To develop sketching techniques, explore perspective and improve skills with watercolour to produce scenes of Indian monuments.</p>		<p>To create botanical sketches and develop still life painting skills when drawing plants and seeds.</p> <p>To improve mastery of drawing and painting techniques using pencil, charcoal and paint.</p>	
Music (NC)	<p>Exploring Rhythm and Pulse</p> <p>Reading and writing rhythmic notation</p> <p>Singing: songs to keep the beat - rounds</p>	<p>Exploring Rhythm and Pulse</p> <p>Body / cup percussion</p>	<p>Whole Class Ensemble Work</p> <p>Learning to play the descant recorder</p> <p>Singing: Carnival Songs</p>	<p>Using Instruments</p> <p>Active Music Games</p> <p>Singing: songs to keep the beat: rounds and other part songs.</p>	<p>The Young Person's Guide to the Orchestra: Britten</p> <p>Recognising the timbre of orchestral instruments and studying musical structure</p>	<p>Pitch: Staff notation</p> <p>Reading and writing staff notation using glockenspiels</p> <p>Singing: Pitch Games</p>
<p>Computing (NC)</p> <p>Switched On Computing Scheme - published by Rising Stars.</p> <p>Due to school closure in the 2nd half of 2019-20 the first 3-4 weeks will be spent</p>	<p>We Are Game Developers - Developing and interactive game</p> <p>Expectations: Create original artwork and sound for a game.</p> <p>Design and create a computer program for a computer game,</p>	<p>We Are Cryptographers - Cracking Codes</p> <p>Expectations: Be familiar with semaphore and Morse code.</p> <p>Understand the need for private information to be encrypted.</p>	<p>We Are Artists - Fusing Geometry and art</p> <p>Expectations: Develop an appreciation of the links between geometry and art.</p> <p>Become familiar with the tools and techniques of a vector graphics package.</p>	<p>We Are Web Developers.</p> <p>Expectations: Develop their research skills to decide what information is appropriate.</p> <p>Understand some elements of how search engines select and rank results</p>	<p>We Are Bloggers.</p> <p>Expectations: Become familiar with blogs as a medium and a genre of writing</p> <p>Create a sequence of blog posts on a theme.</p> <p>Incorporate additional media</p> <p>Comment on the posts of others</p>	<p>We Are Architects.</p> <p>Expectations: Develop an appreciation of the links between geometry and art</p> <p>Become familiar with the tools and techniques of a vector graphics package</p>

<p>reminding of routines and enabling students to complete activities that have been left unfinished due to technical restrictions encountered when working from home.</p>	<p>which uses sequence, selection, repetition and variables.</p> <p>Detect and correct errors in their computer game.</p> <p>Use iterative development techniques (making and testing a series of small changes) to improve their game.</p> <p>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.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various</p>	<p>Encrypt and decrypt messages in simple ciphers.</p> <p>Appreciate the need to use complex passwords and to keep them secure.</p> <p>Have some understanding of how encryption works on the web.</p> <p>Curriculum References: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>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.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p>	<p>Develop an understanding of turtle graphics.</p> <p>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.</p> <p>Develop some awareness of computer generated art, in particular fractal-based landscapes.</p> <p>Curriculum References: Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>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</p>	<p>Question the plausibility and quality of information</p> <p>Develop and refine their ideas and text collaboratively</p> <p>Develop their understanding of e-safety and responsible use of technology.</p> <p>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 communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>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,</p>	<p>Develop a critical, reflective view of a range of media, including text.</p> <p>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 communication and collaboration.</p> <p>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.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. .</p>	<p>Develop an understanding of turtle graphics</p> <p>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</p> <p>Develop some awareness of computer-generated art, in particular fractal-based landscapes.</p> <p>Curriculum References: Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital</p>
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	<p>forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>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...</p> <p>Resources: Google Classroom, Google Docs, Mindmapping, Scratch</p>	<p>identify a range of ways to report concerns about content and contact.</p> <p>Resources: Google Classroom, Scratch, Black Chamber website, paper coding materials, torches</p>	<p>collecting, analysing, evaluating and presenting data and information.</p> <p>Resources: Google Classroom, MS Paint, Google Drawings, Inkscape, Terregen Classic, paper !</p>	<p>systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Resources: Google Sites, Mozilla Goggles, Mindmapping</p>	<p>.. be discerning in evaluating digital content.</p> <p>Resources: Google Blogger, Google Docs, Mindmapping</p>	<p>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.</p> <p>Resources: Sketch Up, Google Drive, Digital cameras, Web-based virtual art galleries</p>
<p>PE</p>	<p>Hockey</p> <p>Play competitive games, modified where appropriate and</p>	<p>Basketball</p> <p>Play competitive games, modified where appropriate and apply basic</p>	<p>Football</p> <p>Play competitive games, modified where appropriate [for example, badminton,</p>	<p>Gymnastics and dance</p> <p>Perform sequences using a range of movement patterns.</p>	<p>Athletics</p> <p>Develop flexibility, strength, technique, control and balance</p>	<p>Cricket</p> <p>Play competitive games, modified where appropriate [for example,</p>

	<p>apply basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p>principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Develop flexibility, strength, technique, control and balance.</p>		<p>badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>
PSHE	Readiness	Respect	Responsibilities	Resilience	Relationships	
Spanish Cultura	<p>1) El tiempo y el clima.</p> <p>2) Las aguas de la Tierra.</p> <p>3) Las rocas y el relieve.</p>	<p>CONCEPTOS: ¿Cómo es la atmósfera? La atmósfera y el tiempo. Los mapas del tiempo. ¿Qué es el clima? La hidrosfera. Las aguas marinas y continentales. Los ríos. Los ríos de España. ¿Qué es la geosfera? Las rocas y los minerales. Las rocas y el relieve de España. El relieve en los paisajes.</p>	<p>4) España y las comunidades.</p> <p>5) ¿Cuántos somos?</p> <p>6) Los trabajos en España.</p>	<p>CONCEPTOS: ¿Cómo es el territorio de España? Las instituciones del municipio y de la provincia. Las comunidades autónomas y sus instituciones. ¿Cómo se gobierna España? ¿Cómo se estudia la población? La natalidad y la mortalidad. ¿Por qué cambian las personas de residencia? ¿Cómo se distribuye la población? Los trabajos del sector primario. Los trabajos del sector secundario.</p>	<p>7) Conocemos la Prehistoria.</p> <p>8) Descubrimos la Edad Antigua en España.</p>	<p>CONCEPTOS: La medida del tiempo histórico. Las fuentes de la historia. La vida en el Paleolítico. La vida en el Neolítico. La vida en la Edad de los Metales. El arte de la Prehistoria. ¿Qué sucedió antes de los romanos? La llegada de los romanos a Hispania. ¿Dónde vivían los romanos? ¿Cómo era la vida cotidiana? ¿Cuántas cosas conservamos de los romanos!</p>

				Los trabajos del sector terciario. ¿Cómo son los transportes y el turismo?		
Spanish Lengua	1) Al aire libre. 2) ¡Al agua! 3) En mi calle. 4) ¡Estamos bien!	COMPETENCIA LECTORA: No hay nada imposible. La rana y el mar. Unos temibles guerreros. La niña que se hartó. VOCABULARIO: Palabras primitivas y derivadas. Palabras simples y compuestas. Repaso. Prefijos y sufijos. GRAMÁTICA: La oración: sujeto y predicado. Clases de oraciones. El grupo nominal. Los pronombres personales. ORTOGRAFÍA: Palabras agudas, llanas y esdrújulas. La tilde en las palabras agudas. La tilde en las palabras llanas. La tilde en las palabras esdrújulas. LITERATURA:	5) Entre todos. 6) Nos ponemos el delantal. 7) ¡Qué empieza la fiesta! 8) ¡Qué aventura!	COMPETENCIA LECTORA: El monte era una fiesta. En la cabaña. El duende. El encantador de serpientes. VOCABULARIO: Prefijos de negación y de lugar. Otros prefijos. Repaso. Frases hechas. GRAMÁTICA: Los demostrativos. Los posesivos. Numerales e indefinidos. El verbo. Raíz y desinencia. ORTOGRAFÍA: La tilde en diptongos e hiatos. Uso de la h. Uso de la b. La coma y el punto y coma. LITERATURA: Las obras líricas. La medida de los versos.	9) En el laboratorio. 10) ¿A dónde vamos? 11) ¡Cuánto tiempo! 12) Cumplimos las normas.	COMPETENCIA LECTORA: La reina sabia. Tuga en la selva. Atenea y Poseidón. Rosa Parks. VOCABULARIO: Palabras homónimas. Repaso. Campo léxico. Repaso. GRAMÁTICA: El verbo. Número, persona y tiempo. El adjetivo y sus grados. El adverbio. Preposiciones y conjunciones. ORTOGRAFÍA: Uso de la g. El punto y los puntos suspensivos. Uso de la j. Uso de la v. LITERATURA: Las obras teatrales. Los recursos literarios.

		Los textos literarios. Las obras narrativas.				
Opportunities for Possible Visits	Chocolate factory in Mijas Temporary Lego exhibition in Malaga		Ski trip Indian cookery class		Recycling centre and / or Science museum	