







Oakwood Primary Academy
Year 5 Long Term Curriculum Plan 2021-2022

| Unit/Theme | | Romans in Britain (7 weeks) | Space (7 weeks) | Anglo Saxons and Vikings (7 weeks) | Our Changing World (6 weeks) | Ancient Maya (5 weeks) | Amazon Rainforest (7 weeks) |
|------------------|-------------------------------------|--|--|---|--|--|---|
| Destination | | To create a model of a discovered Roman Ruin | To create a space website | Fashion show in Anglo Saxon costumes. | To create a radio broadcast of persuasive speech. | To prepare and share a Maya banquet. | To perform a 'Day of Rain' as part of gallery exhibition. |
| Big Question | | How did the Romans Change Britain? | What have humans discovered about space? | Why did invaders settle in Britain? | How can I change the world? | What was life like for the Maya? | Who lives in the rainforest? |
| STEM | STEM Skills |  Problem Solving |  Creativity |  Inquiry Skills |  Observation |  Flexibility |  Collaboration |
| | Science | Working Scientifically: Romans made sundials and water clocks to tell the time. - How can everyday shadows help us to measure time? - Can we make a sundial? - Who can make the most accurate time measurer? | To locate and name the planets of the solar system. To describe the movement of the earth and other plants in relation to the sun. To describe the movement of the moon relative to the Earth. To explain why day and night happen. To explore forces. To understand air and water resistance | | To conduct a fair test to explore different temperatures using a variety of materials to show the greenhouse effect. Stand-alone Science topic: Materials and their properties. - Properties and changes of materials - Classification - Solubility, filtration - Reversible and irreversible changes | | Living Things and their habitats: To explore and classify living things from the rainforest. To explore how animals have adapted to live in these areas. To recognise how environments can change and pose dangers to living things. To explore life cycles of animals of the amazon. |
| | Computing | Creating simple 3D Model of Roman ruins NOS: Self Image and Identity | To create small group websites based around the explanation from English. NOS: Online Relationships | | To record and play sounds, edit, improve, evaluate for a radio interview/broadcast. NOS: Managing Online Information | To create a 3D model of a Maya temple using Tindercad. NOS: Health, Wellbeing and Lifestyle | |
| | DT | To design a Roman Ruin. To select appropriate materials to fulfil design brief. To evaluate final product against design criteria. | | To create their own life size Anglo Saxon Outfit. To investigate Anglo Saxon clothing. To sketch ideas and designs. To combine fabrics using various stitches. | | To make a traditional Maya meal. | To make percussion musical instruments – rain stick, xylophone, panpipes. |
| | Maths | To use tables and graphs to record findings from scientific investigations. | To create a scaled model of the solar system. | | | | |
| | White Rose Maths Scheme of Learning | | | | | | |
| English | | Narrative Explanation Texts | Explanation text – various options based upon science. Narrative. | Myth and legend Shapeshifting poems – Riddles - linked to Viking gods. | Speech - To write a persuasive speech for a purpose. Letter writing - To write a persuasive letter to persuade PCC to provide food waste collection. | Write a diary entry based on the main character of Rainplayer. To write a narrative based on Middleworld. | Poetry Letter writing – fictional letter based on key texts. |
| (Reading Text) | | Empire's End - A Roman Story by Leila Rasheed Queen of Darkness by Tony Bradman | Cosmic – Frank Cottrell-Boyce | Beowulf Thor | We are all Greta by Valentine Gionnela | Middleworld Rainplayer | Journey to the River Sea Explorer |
| History | | To understand how the Romans influence grew to create an Empire. To explore the impact of Roman invasions on people living within Britain. To explore significant events in the Roman invasion of Britain. To explore the legacy of Roman Britain on our lives today. | To explore significant events in space travel – first to space, on the moon, space station, space tourism. To look at the forgotten people behind space travel – e.g. hidden figures. | To know how and why the Anglo Saxons invaded Britain. To discover how Anglo Saxon life developed from Roman Britain life. To investigate how, when and why the Vikings invaded Britain. To find out how life in Britain changed because of it. | To understand energy use, consumption and production and how it has changed throughout the history. | To identify significant achievements in Maya history. To compare Maya history to chronology in world history. To explore propaganda related to Spanish invasions. To give reasons why historical accounts may vary. To explore Maya calendar system and writing systems. | |
| Geography | | To locate and study Roman settlements in Britain. To explore human and physical features of key locations and land use. To explore how infrastructure was built to expand the Roman Empire. | To locate space ports around the world and why they are used. | Identify the main areas of Anglo Saxon Britain (link to Roman roads) Identify the main areas of Viking settlements. | To locate lines of longitude and latitude on maps and atlases. To name and locate major rivers and mountains in the world. To explore different temperate zones and how these have changed over time. To explore sustainable development and the use of renewable energy. | | To locate S.America and its countries using maps and atlases. To identify human and physical features of South America. To name rivers and mountains of South America. To compare South America to the UK. To explore the lives of people living in the Amazon Rainforest. |
| Art | | To understand how history can be reflected in art. To record observations as sketches. To construct a Roman bust using clay. | To create their own plant from wire and paper Mache – painted with secondary and tertiary colours. | | To use recyclable materials to create a subject – possible collaboration with locate artists. | | To review colour mixing to paint. To explore the work of John Dyer. To create a rainforest painting in the style of John Dyer. |
| Music | | To identify musical features which seem to suggest a mood or atmosphere; To compare music from Roman period with music today. | To compose and perform an individual 30 second piece of music about their plant (ART) - Inspired by Holst – the planets. To use musical notation. | Explore Viking Saga songs (BBC teach Viking Saga songs) Rhythm, pitched instruments etc. | | | To explore music and sounds of the Amazon. To compose 'A day of Rain' using instruments. |
| RE | | Why do Christians believe Jesus was the messiah? | What does it mean to be a Muslim today? | What is the Trinity? Why is it important to Christians | Why is the torch so important to Jewish people? | How to Christians decide how to live. What would Jesus do? Maya Gods | What matters most to Christians and humanists? |
| MFL | | French/Spanish | French/Spanish | French/Spanish | French/Spanish | French/Spanish | French/Spanish |
| PSHE | | How can we help in an accident or emergency? | What decision can people make with money? | What strength, skills and interests do we have? | How can friends communicate safely? | | |
| PE | | Real PE | Real Gym | Games | Real PE | Real Gym | Games |
| Rich Experiences | | | Space dome? | Create homemade vegetable dyes for the fabric for DT. | | | |

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| <u>Discovery List</u> | | ? | | | | |

House Days:

| Date | Subject and Objectives | Outcome |
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