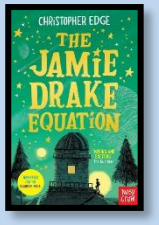
Long Term Curriculum Plan: Year 5

Raysfield Primary

Are all planets the same?

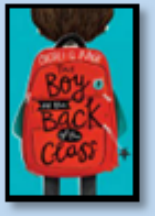


Core Text: *Jamie Drake Equation*

Project Outcome: Design, make and programme a space buggy

English: Narrative & non-chronological report
Maths: Place value & addition & subtraction
Science: Explore Earth and Space looking at the different planets and their properties.
DT: Design and make a movable space buggy using a crumble board (construction & electrical components)
Computing: Programme a crumble board to move the space buggy.
Geography: Understand latitude, longitude, Prime & Greenwich Meridian & time zones
PSHE: Being me
PE: Handball and gymnastics

Why do people migrate?



Core Text: *The Boy at the Back of the Class*

Project Outcome: Produce a gallery of drawings from a scene of London.

English: Journey narrative & persuasive letter
Maths: Multiplication, division & measure
Geography: Identify countries where people have migrated from and to
Science: Explore changes in materials and whether they are reversible or irreversible
Art: Children use drawing skills to create a scene of London
Computing: Sharing information.
PSHE: Celebrating Differences
PE: Football and basketball
RE: Explore the question, 'Why do some people

How can engineering create inclusivity in sport?



Core Text: *Race to the Frozen North*

Project Outcome: To design and create a lift for a Parabobsleigh.

English: Narrative & newspaper report
Maths: Fractions & geometry
Science: Children learn about forces and identify how forces. Understand how resistance & friction can enhance the performance of moving things
Geography: Identify the position and significance of the Arctic and Antarctic Circle
DT: Create a lift using pulleys.
Computing: Creating media—video editing
RE: Explore the question, 'What does it mean to be a Muslim in Britain today?'
PSHE: Dreams & Goals
PE: Swimming and tennis

Long Term Curriculum Plan: Year 5

Raysfield Primary

What was life like during the Anglo Saxon and Viking period?



Core Text: *Viking Boy*

Project Outcome: Produce a quiz on Anglo -Saxons and Vikings

English: Viking saga & non-chronological report
Maths: Fractions, decimals & percentages. Calculating with decimals
History: Understand how trade routes developed & the innovations during the 'dark ages'
Computing: Selection in quizzes
Geography: Identify trade routes completed by Vikings
PSHE: Healthy Me
RE: Explore the question, 'What does it mean to be a Muslim in Britain today?'
PE: Yoga and football
Music: Enjoying Musical Styles

How is religion expressed through art?

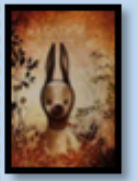


Core Text: *The Girl of Ink and Stars*

Project Outcome: To create a piece of artwork inspired by Rangoli patterns

English: Dystopian narrative & newspaper report
Maths: Geometry, measure & transformations
Geography: Explore the counties, cities & coasts; and name and locate rivers of the UK. Describe different types of rivers and different types of land use; fieldwork visit to the River Frome.
Art: Create a piece of artwork inspired by Rangoli patterns
Computing: Vector drawing
PSHE: Relationships
RE: Explore the question, 'If God is everywhere, why go to a place of worship?'
PE: Rounders and athletics

How can we encourage our community of Chipping Sodbury to lower their food miles?



Core Text: *The Vermints*

Project Outcome: Plant, grow and make a healthy meal

English: Narrative & leaflet
Maths: Measure & consolidation of maths
Science: Learn about the life cycle changes of plants & the impact climate change is having upon animals and plants. Grow vegetables in the school allotment.
Geography: Understand human activity (e.g. food miles) has an impact upon climate and global warming
DT: Design and make a savoury meal.
Computing: Flat-file Databases
PSHE: Changing me
PE:
RE: Explore the question, 'If God is everywhere, why go to a place of worship?'
History: History of Chipping Sodbury
Music: Battle of the Bands!