



Copthorne Curriculum Long Term Plan: Year 5



Theme/Time scale (number of weeks/term etc.)	Theme	National Primary Curriculum 2014	
8 Weeks September	Greek, Gods and Heroes.	Geography	<ul style="list-style-type: none">▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
		History	<ul style="list-style-type: none">▪ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world
		Art	<ul style="list-style-type: none">▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
		DT	
		Music	<ul style="list-style-type: none">▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

			<ul style="list-style-type: none"> develop an understanding of the history of music.
		P.E.	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.
7 weeks November	Greeks, Gods and Heroes.	History	
		Art	<ul style="list-style-type: none"> about great artists, architects and designers in history. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
		D.T.	<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
		Computing	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

		Music	
		P.E.	<ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations.
6 weeks January	Vikings and Anglo Saxons (title yet to be decided)	History	<ul style="list-style-type: none"> ▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ▪ Scots invasions from Ireland to north Britain (now Scotland) ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ▪ Anglo-Saxon art and culture <p>Christian conversion – Canterbury, Iona and Lindisfarne</p>
		Computing	<ul style="list-style-type: none"> ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
		Music	<ul style="list-style-type: none"> ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations
		P.E.	<ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations.
6 Weeks March	Vikings and Anglo	History	<ul style="list-style-type: none"> ▪ Viking raids and invasion ▪ resistance by Alfred the Great and Athelstan, first king of England

	Saxons (title yet to be decided)		<ul style="list-style-type: none"> ▪ further Viking invasions and Danegeld ▪ Anglo-Saxon laws and justice <p>Edward the Confessor and his death in 1066</p>
		Art	
		D.T.	
		Computing	<ul style="list-style-type: none"> ▪ 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
		Music	<ul style="list-style-type: none"> ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music
		P.E.	<ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
6 weeks May	The Land of Hope and Glory.	Geography	<ul style="list-style-type: none"> ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

			<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
		History	
		Art	
		Computing	<ul style="list-style-type: none"> 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
		Music	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
		P.E.	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns
7 weeks June	Design a T-Shirt	Geography	
		History	
		Art	
		D.T.	Design

			<ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ▪ apply their understanding of computing to program, monitor and control their products.
		Computing	<ul style="list-style-type: none"> ▪ 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

		Music	
		P.E.	<ul style="list-style-type: none">▪ swim competently, confidently and proficiently over a distance of at least 25 metres▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]▪ perform safe self-rescue in different water-based situations.