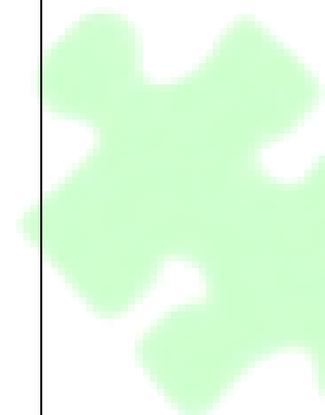
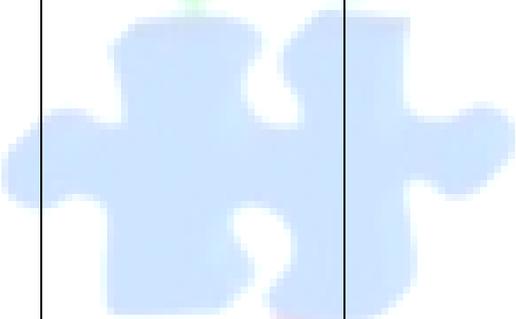
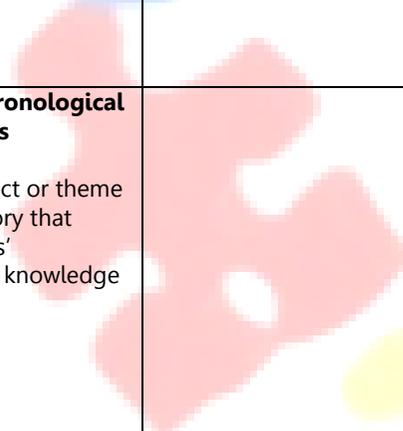
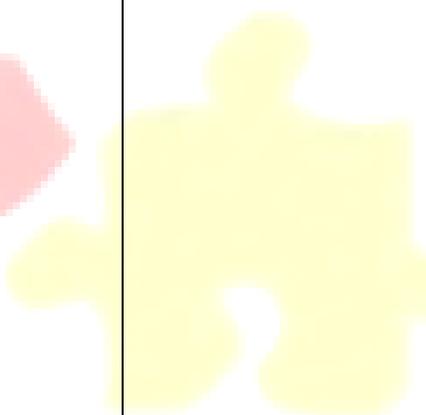


South End Junior School: Long Term Overview

2021/2022

Year 5

	<i>Project 1</i>	<i>Project 2</i>	<i>Project 3</i>	<i>Project 4</i>	<i>History Festival</i>	<i>Project 5</i>
Project title (driver subject)	Stargazers	Off with her Head!	Alchemy Island	Sow, Grow and Farm	Ground Breaking Greeks	Beast Creator
Project BIG Question	Why would you choose to live on Earth?	Would you like to live in Tudor times? Why?	How would you navigate Alchemy Island?	Should we only buy locally and seasonally sourced food? Why?		How do life cycles differ?
Engage: memorable experience	Astronaut crash into Y5: suit/rocks/metal	War of the Roses re-enactment	Alchemist Day	Planting outside in the nature area	Archaeological dig	Caterpillars – to watch grow into butterflies over term
Engage: year group display	Model of The Solar System poster / pictures of planets / key words	Giant Henry VIII	Giant map, jars of samples	3D allotment display Hay bales		Mock Natural History display (bugs and minibeast)
NC science P o S coverage (+ BIG Q if not science driven project)		What would life be like without forces?	How would you survive on Alchemy Island?	What would life be like without insects?		
Additional science LTIs	Can we track the Sun? How do rockets lift off? How do we know the Earth is round? How does the Moon move? Why do planets have craters?	How do levers help us? What do pulleys do? How clean are your hands?	Can you clean dirty water? Do all solids dissolve? Will it erupt? Which materials conduct heat?	Why do birds lay eggs? What is the life cycle of a mealworm?	Why did Icarus fall from the sky? Can we track the Sun?	How do worms reproduce? How many potatoes can you grow? Do dock leaves cure a sting?

<p>Geography</p>		 	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Locate the world's countries, using maps and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of 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. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Analyse and compare a place, or places, using aerial photographs, atlases and maps.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p>History</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	<p>Extended Chronological Study: Tudors</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> 			<p>Artefacts from different periods of history tell historians about the technology and skills used, the materials available, aspects of culture and everyday life, and changes over time. Use a range of historical sources or artefacts to build a picture of a historical event or person</p>	

<p>Art & Design</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history.</p> <p>Peter Thorpe</p>			<p>Botanical drawings of flowers – annotated to link with science (anatomy of a flower)</p> <p>Watercolour painting</p> <p>Dissection of a flower drawing with colour and annotations</p>		<p>Observational drawing of mini beasts – using pencil and pen</p> <p>Wire sculpture</p>
<p>Whole class read/ related texts</p>	<p>Cosmic</p>	<p>Treason</p>	<p>The lion, the witch and the wardrobe</p> <p>Harry Potter and the Philosophers Stone</p>	<p>Charlotte’s web</p> <p>The Secret Garden</p>		<p>Storm breaker</p> <p>Beetle Boy</p>
<p>T4W genres and foci (including project)</p>	<p>English: Journey story Description</p> <p>Project: Debate (moon landing)</p>	<p>English: Biography</p> <p>Project: Persuasive letter: behead Ann Boleyn!</p>	<p>English: Portal story Openings and Endings</p> <p>Project: How to clean dirty water</p>	<p>English: Discussion</p> <p>Project: Explanation: fair trade</p>		<p>English: Suspense tale</p> <p>Project: Autobiography: My life so far</p>
<p>Meaningful maths</p>	<p>Measure / scale Conversion</p>		<p>Co-ordinates Angles</p>	<p>Area and perimeter</p>		
<p>Innovation Friday</p>	<p>Be the teacher: Recall understanding of Earth and Space</p>	<p>Design and make a Tudor punishment instrument that uses a force</p>	<p>Re-visit learning – escape from the Island focus</p>	<p>Design an allotment to be situated on the school field</p>		<p>What does your future hold?</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing unit	Computer Literacy Safety / PowerPoint	I-algorithm	I-program	I-web	I-safe	I-program
French unit	About me and my family Days / months Animals	Regular and irregular verbs	Clothes	At the café	Time / date Days / months Birthdays	Weather
Music unit	The Planets by Gustav Holst Ostinato / composing	Christmas Carols	Tudor music	Soundtracks	Play the recorder	Composing and notation
PSHCE • Jigsaw • Values • Other	Why are rules, rights and responsibilities needed in our school and wider community?	Which characteristics and factors should be considered when forming a relationship?	What could my future look like?	Why are rules, rights and responsibilities needed in our school and wider community? Revisit	What are my responsibilities in my relationship?	What is puberty and why does it need to happen?
RE unit	What does it mean to forgive and why do people do it? Judaism and Buddhism		Why was he known as Jesus the Healer? Christianity		How was the world created and why should I care for the world? Hinduism/ Sikhism/ Islam/ Judeo-Christian	
PE units	REAL PE 1 Hockey	REAL PE 2 Basketball	REAL PE 3 / DANCE Swimming	REAL PE 4 Badminton	REAL PE 5 Athletics	REAL PE 6 Rounders