


Mattishall Primary School
Indigo Class Year 5
Long Term Curriculum Plan

	Autumn Term		Spring Term		Summer Term	
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2
English	LITERACY TREE - WRITING					
	<i>The Man Who Walked Between the Towers/ Mordecai Gerstein</i> <i>Hidden Figures/Margot Lee Shetterly</i> Outcomes: <ul style="list-style-type: none">• Biographies/autobiographies• Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches Memoirs <ul style="list-style-type: none">• Reports, formal and informal letters, diaries, character descriptions, journalistic writing	<i>The odyssey/Gillian Cross</i> <i>Percy Jackson and the Lightening Thief/Rick Riordan</i> Outcomes: <ul style="list-style-type: none">• Epic stories• Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts• Mythical narratives Odes, soliloquies, setting descriptions, additional chapters, reports	<i>The Lost Thing/Shاون Tan</i> <i>The Island/Armin Greder</i> Outcomes: <ul style="list-style-type: none">• Own version fantasy narratives Diaries, formal letters, adverts, character and setting descriptions, non-chronological reports Sequel from a different perspective <ul style="list-style-type: none">• Welcome guide, description, letter of advice, analysis comparison, diary entry in role, imagined conversation	<i>The Sleeper and the Spindle/Neil Gaiman and Chris Riddell</i> <i>The Lost Happy Endings/Carol Ann Duffy</i> Outcomes: <ul style="list-style-type: none">• Fairytale reworkings Warning posters, diaries, dialogue, estate agent's descriptions, character descriptions, missing narratives <ul style="list-style-type: none">• Alternative perspective prequels - Newspaper reports, extended responses to a text	<i>Kaspar, Prince of Cats/Michael Morpurgo</i> <i>Anne Frank/Josephine Poole</i> Outcomes: <ul style="list-style-type: none">• Newspaper articles Character descriptions, reports, letters, advertising leaflets, balanced reports <ul style="list-style-type: none">• Newspaper articles Letters, short descriptions, extended diary entries, obituaries, opinion pieces	<i>Origami Yoda/Tom Angleburger</i> <i>Firebird/Saviour Pirotta</i> Outcomes: <ul style="list-style-type: none">• Discussion texts Instructions, persuasion, diaries <ul style="list-style-type: none">• Fairytale narratives Formal letters, retellings, character descriptions
	READING: Our school follows the Read Write Inc Phonics programme from Reception onwards. Children are taught to read in small groups, in incremental steps. Following completion of Read Write Inc Phonics , children participate in daily Reading for Understanding lessons, building on vocabulary and comprehension skills. SPELLING: We follow the Spelling Shed scheme, which provides daily opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary.					
Maths	WHITE ROSE MATHS					
	<ul style="list-style-type: none">• Place value• Addition and Subtraction• Multiplication and Division	<ul style="list-style-type: none">• Multiplication and Division A• Fractions A• Multiplication and Division B	<ul style="list-style-type: none">• Fractions B• Decimals and Percentages	<ul style="list-style-type: none">• Perimeter and Area• Statistics	<ul style="list-style-type: none">• Shape• Position and Direction• Decimals	<ul style="list-style-type: none">• Negative numbers• Converting Units• Volume
Science	CORNERSTONES					
	<ul style="list-style-type: none">• Forces and Mechanisms	<ul style="list-style-type: none">• Earth and Space	<ul style="list-style-type: none">• Human Reproduction and Ageing		<ul style="list-style-type: none">• Properties and Changes In Materials	<ul style="list-style-type: none">•
Art & Design	CORNERSTONES					
	<ul style="list-style-type: none">• Tints, Tones and Shades		<ul style="list-style-type: none">• Line, Light and Shadows		<ul style="list-style-type: none">• Mixed Media	
Design & Technology	CORNERSTONES					
		<ul style="list-style-type: none">• Moving Mechanisms		<ul style="list-style-type: none">• Eat the Seasons		<ul style="list-style-type: none">• Architecture
Geography	CORNERSTONES					
	Investigating Our World		<ul style="list-style-type: none">• Sow, Grow and Farm			
History	CORNERSTONES					

	<ul style="list-style-type: none">Dynamic Dynasties			Ground Breaking Greeks		
Computing	TEACH COMPUTING					
	<ul style="list-style-type: none">Computing systems and networks - Systems and searching	<ul style="list-style-type: none">Creating media - Video production	<ul style="list-style-type: none">Programming A - Selection in physical computing.	<ul style="list-style-type: none">Data and information - Flat-file databases.	<ul style="list-style-type: none">Creating media - Introduction to vector graphics.	<ul style="list-style-type: none">Programming B - Selection in quizzes.
Music	CHARANGA					
	<ul style="list-style-type: none">Livin' On a Prayer	<ul style="list-style-type: none">Christmas Carol Practice	<ul style="list-style-type: none">Ukulele	<ul style="list-style-type: none">Ukulele	<ul style="list-style-type: none">Dancing in the Street	<ul style="list-style-type: none">Reflect, Rewind and Replay
Physical Education	REALPE +					
	REAL PE 1 Personal/ Coordination Ball Skills Agility Reaction / Response	REAL PE 2 Social/ Dynamic Balance On a Line Counter Balance With a Partner	REAL PE 3 Cognitive/ Static Balance Stance Coordination Footwork	REAL PE 4 Creative/ Static Balance Seated Static Balance Floor Work	REAL PE 5 Physical/ Dynamic Balance to Agility Jumping and Landing Static Balance One Leg	REAL PE 6 Health and Fitness/ Coordination Sending and Receiving Agility Ball Chasing
	Run, Jump, Throw	Real Gym	Real Gym	Real Dance	Football (DESA) Quick Cricket/OAA	Rounders/Netball Games and Track
Religious Education	DISCOVERY RE					
	<ul style="list-style-type: none">Hinduism: what is the best way for a Hindu to show commitment?	<ul style="list-style-type: none">Christianity: is the Christmas story true?	<ul style="list-style-type: none">Sikhism: Are Sikh stories important today?	<ul style="list-style-type: none">Christianity: How significant is it for Christians to believe God intended Jesus to die?	<ul style="list-style-type: none">Sikhism: What is the best way for a Sikh to show commitment to God?	<ul style="list-style-type: none">Islam: What is the best way for Muslims to show commitment to their God?
Modern Foreign Languages (FRENCH)	PRIMARY LANGUAGES NETWORK					
	My School	Time in the city	Healthy Eating - going to the market	Clothes and colours	Out of this world	Going to the seaside
RSHE - Life Skills	My Relationships RSE Solution (See RSHE Curriculum Map)	My feelings RSE Solution (See RSHE Curriculum Map)	My Rights and Responsibilities RSE Solution (See RSHE Curriculum Map)	My Body RSE Solution (See RSHE Curriculum Map)	My Beliefs RSE Solution (See RSHE Curriculum Map)	Asking for Help RSE Solution (See RSHE Curriculum Map)
	Curriculum Extras following our annual needs assessment may include: Road Safety, financial Literacy, enterprise, charities (Including FOODBANK, NSPCC etc.), school council. sun safety, fire safety, Friendship Squad, play leaders, peer mentors, police support; stranger danger and anti-social behaviour. We also provide some teaching to support International/National awareness days/weeks as they arise including significant events like Royal Jubilees, The Olympics and Government Elections etc. Other supporting and linked curriculum subjects are; English, Computing, RE and PE (REAL PE).					