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**					
	The Man Who Walked Between the Towers/ Mordecai Gerstein ***Hidden Figures/Margot Lee Shetterly*** Outcomes: • **Biographies/autobiographies** • Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches **Memoirs** • Reports, formal and informal letters, diaries, character descriptions, journalistic writing	***The odyssey/Gillian Cross*** ***Percy Jackson and the Lightening Thief/Rick Riordan*** Outcomes: • **Epic stories** • Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts • **Mythical narratives** Odes, soliloquies, setting descriptions, additional chapters, reports	***The Lost Thing/Shaun Tan*** ***The Island/Armin Greder*** Outcomes: • **Own version fantasy narratives** Diaries, formal letters, adverts, character and setting descriptions, non-chronological reports **Sequel from a different perspective** • Welcome guide, description, letter of advice, analysis comparison, diary entry in role, imagined conversation	***The Sleeper and the Spindle/Neil Gaiman and Chris Riddell*** ***The Lost Happy Endings/Carol Ann Duffy*** Outcomes: • **Fairytale reworkings** Warning posters, diaries, dialogue, estate agent's descriptions, character descriptions, missing narratives • **Alternative perspective prequels -** Newspaper reports, extended responses to a text	***Kaspar, Prince of Cats/Michael Morpurgo*** ***Anne Frank/Josephine Poole*** Outcomes: • **Newspaper articles** Character descriptions, reports, letters, advertising leaflets, balanced reports • **Newspaper articles** Letters, short descriptions, extended diary entries, obituaries, opinion pieces	***Rumaysa/Radiya Hafiza*** ***Firebird/Saviour Pirotta*** Outcomes: • **Fairytale reworking** Warning poster, diary entry, dialogue, villain's lair advert, character description, missing narrative • **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**					
	• Place value • Addition and Subtraction • Multiplication and Division	• Multiplication and Division A • Fractions A • Multiplication and Division B	• Fractions B • Decimals and Percentages	• Perimeter and Area • Statistics	• Shape • Position and Direction • Decimals	• Negative numbers • Converting Units • Volume
Science	**CORNERSTONES**					
	• Forces and Mechanisms	• Earth and Space	• Human Reproduction and Ageing		• Properties and Changes In Materials	•
Art & Design	**CORNERSTONES**					
	• Tints, Tones and Shades		• Line, Light and Shadows		• Mixed Media	
Design & Technology	**CORNERSTONES**					
		• Moving Mechanisms		• Eat the Seasons		• Architecture
Geography	**CORNERSTONES**					
	Investigating Our World		• Sow, Grow and Farm			
History	**CORNERSTONES**					

	• Dynamic Dynasties				Ground Breaking Greeks	
Computing	**TEACH COMPUTING**					
	• Computing systems and networks - Systems and searching	• Creating media - Video production	• Programming A – Selection in physical computing.	• Data and information – Flat-file databases.	• Creating media – Introduction to vector graphics.	• Programming B – Selection in quizzes.
Music	**CHARANGA**					
	• Livin' On a Prayer	• Christmas Carol Practice	• Ukulele	• Ukulele	• Dancing in the Street	• Reflect, Rewind and Replay
Physical Education	REALPE +					
	REAL PE 1 Personal/ **Coordination** Ball Skills **Agility** Reaction / Response Run, Jump, Throw	REAL PE 2 Social/ **Dynamic Balance** On a Line **Counter Balance** With a Partner Real Gym	REAL PE 3 Cognitive/ **Static Balance** Stance **Coordination** Footwork Real Gym	REAL PE 4 Creative/ **Static Balance** Seated **Static Balance** Floor Work Real Dance	REAL PE 5 Physical/ **Dynamic Balance to Agility** Jumping and Landing **Static Balance** One Leg Football (DESA) Quick Cricket/OAA	REAL PE 6 Health and Fitness/ **Coordination** Sending and Receiving **Agility** Ball Chasing Rounders/Netball Games and Track
Religious Education	**DISCOVERY RE**					
	• Hinduism: what is the best way for a Hindu to show commitment?	• Christianity: is the Christmas story true?	• Sikhism: Are Sikh stories important today?	• Christianity: How significant is it for Christians to believe God intended Jesus to die?	• Sikhism: What is the best way for a Sikh to show commitment to God?	• 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).					