











Long Term Planning
Horton Park Primary School

Year 5 Long Term Plan

| | | | | | | |
|--|---|--|---|--|--|---|
| Big Ideas | <div><div>Big Ideas</div><div> Humankind</div><div> Processes</div><div> Creativity</div><div> Investigation</div><div> Materials</div><div> Nature</div><div> Place and space</div><div> Comparison</div><div> Significance</div><div> Change</div></div> | | | | | |
| Horton Park Curriculum Drivers ‘Everyone Learns to Succeed’ | <u>Resilience</u> The ability to recover quickly from difficulties and to never give up! | | <u>Problem Solving</u> The process of finding solutions to difficult or complex issues | | <u>Experiences</u> A range of opportunities which will support to further enhance learning | |
| | <u>Communicate</u> Share and exchange information effectively with others | | <u>Vocabulary</u> The technical vocabulary within the curriculum to demonstrate and enable children to talk with fluency | | <u>Mutual Respect</u> Developing strategies to collaborate with a range of people despite differences of opinions | |
| Driver Project Title | Dynamic Dynasties | | Sow, Grow and Farm | | Ground breaking Greeks | |
| Linked Book Study | Bronze and Sunflower By Cao Wenxuan | | The Secret Garden by Frances Hodgson Burnett | | Who Let the Gods out? By Maz Evans | |
| Entrance Point | Yellow Emperor and the Xia Dynasty playscript fiction text. Act out the story using props. Research the Shang Dynasty and compare with other previous Civilisations. | | Allotment visit Grown your own produce over the term | | Time teams (timeline) Weston Park Museum | |
| Exit Point | Comparisons (similarities and differences) | | Museum visit | | Debate the ancient Greeks | |
| Science Curriculum 22 | Forces and Mechanisms | Earth and Space | Humans | | Properties and Changes of Materials | |
| History Curriculum 22 | Dynamic Dynasties (Driver Project) | | Revision and Retrieval Practice | | Ground breaking Greeks (Driver Project) | |
| Geography Curriculum 22 | Investigating Our World | | Sow, Grow and Farm (Driver Project) | | Revision and Retrieval Practice | |
| Art Curriculum 22 | Tints, Tones and Shades | Taotie | Line, Light and Shadows | Nature’s Art | Mixed Media | Expression |
| Design Technology Curriculum 22 | Moving Mechanisms | | Eat the Seasons | | Architecture | |
| Computing | Media | | Data Handling | | Computer Science | |
| | Information Literacy Online Safety | | | | | |
| PSHE You, Me, PSHE | Physical health and wellbeing | Identity, society and equality: Stereotypes, discrimination and prejudice | Keeping safe and managing risk: Making safer choices | Mental health and emotional wellbeing: Dealing with feelings | Drug, alcohol and tobacco education: Different influences | Careers, financial capability and economic wellbeing: Borrowing and earning money |
| Music Charanga | Living on a Prayer | Classroom Jazz 1 | Make You Feel My Love | The Fresh Prince of Bell Air | Dancing in the Street | Reflect, Rewind, Replay |
| RE Believing and Belonging | Why are some journeys and places special? | | What values are shown in codes for living? Should we forgive others? | | What do Christians believe about the old and new covenants? | |
| PE Jasmine Real PE | Cognitive | Creative | Social | Physical | Health and Fitness | Personal |
| T4L/ Oracy/ Presenting/ Debate | Do you think that the Shang Dynasty was an advanced civilisation? Why was the dig at Yinxu so significant? How would it have felt like to live in the period of the Shang Dynasty? How did position in the social hierarchy affect their everyday life? What impact has the Shang Dynasty had on us today? | | Which predator eats the most varied diet? What would happen if the allotment holder used pesticides that killed slugs? Where are the farms located? What type of farming do you think happens in England? What do you think are the main challenges for a UK farmer? Which modern farming practices do they consider beneficial, with the positive effects outweighing the negative? Which climate do you think best supports coffee growing and production? What transportation systems do you think are used to move food? Should countries grow all their own food or should they rely on trade with other countries to feed the people that live there? | | What are the geographical features in Greece? What primary and secondary sources can be used to find out more about Greece? Exploring the Minoan and Mycensean civilisation. What does the craftsmanship used to create the buildings tell us about the importance of the Acropolis? What might have happened if the Romans had not conquered Greece? Why do you think the Romans adopted Greek ideas, architecture, language and culture? What did the world lose when ancient Greece was conquered? What did the world gain when ancient Greece was conquered? Who was Alexander the Great, what did he achieve and how did he influence the wider world? Who do you think was the most significant person to live in Athens? | |

| | | | |
|-----------------------|---|---|---|
| | | | What was democracy like in ancient Greece? How have the roles of men and women changed? How was the social hierarchy in ancient Athens? |
| Memorable Experiences | https://onedaycreative.com/workshop/shang-dynasty/ TBC Shakespeare in schools performance | National Media Museum Field work | Royal armories (Leeds) |