

Loose Primary School – Long Term Curriculum Plan



| Year 5 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------------|---|--|--|---|--|---|
| Core Text | Stormbreaker | The Highwayman | The Explorer | Rainforest Warrior | Macbeth | Floodlands |
| Text | (Thriller/spy fiction) | (Narrative poetry) | (Adventure fiction) | (Biography) | (Graphic novel and film) | (Fantasy fiction) |
| | ALEX Same CRIDER Some Recent Altimory Horowitz | Highwayman | KAPHERINE RUNDELL EXPLORER | RAINFOREST WARRIOR BE BE BE BE BE BE BE BE BE BE BE BE BE | | Marcus Scogwick FLOODLAD Tenrique second and |
| Purposeful | Spy Day | Slums Modelling | Parents invited to | Parents invited in for | | Fieldwork |
| Experiences | | | bridge building | sewing | | |
| | | | | Conservation Expert | | DT/Science visit to |
| | Description for the second | T I | | | Desta Mitchester | New Line |
| Writing | Persuasive letter (formal) | Third person narrative (Bess - <i>The</i> | Description (setting/ character) and | Biography - Chico Mendes | Poetry – Witches' spell – rhyming couplets | Persuasive speech Narrative |
| | Recount (Diary entries in | Highwayman) | conveying mood | Balanced argument | Narrative - Dialogue / | Narrative |
| | role) | News report (TV/Radio) | Non-chronological | Geography: Biomes | Playscript | |
| | | | report: Rainforest Survival Guide | | | |
| Maths | White Rose Autumn | | White Rose Spring | | White Rose Summer | |
| Science | Forces | Earth and Space | Materials and their properties – NC objectives 1&4 | Living things and their habitats | Materials and their properties – NC objectives 2,3,5&6 | Animals including Humans |
| Geog | | Slums | | Biomes | | Energy and Sustainability |
| History | The Benin Kingdom | | Medieval Monarchs | | Changing Britain | |
| Art | Fantasy | Identity/Figurative | | | | Buildings – Another Perspective |
| DT | | | Structures - Bridges | Textiles – Felt rainforest animals | Digital – Monitoring Devices | |
| RE | Why do some people | Why do some people | What would Jesus do? | If God is everywhere, | What does it mean to be | What does it mean to be |
| | believe God exists and | believe God exists and | | why go to a place of | a Muslim in Britain | a Muslim in Britain |
| | others don't? | others don't? | | worship? | today? | today? |

| Music | Sing and Play in | Melody and Harmonies | Creative Skill Building at | Composing and Chords | Enjoying Musical Styles | Say it through Song |
|-------|---|----------------------|----------------------------------|----------------------|--|-----------------------|
| | Different Styles | in Music | the Keyboard | | | |
| Comp | Coding | Game Creator | Online Safety | Databases | Spreadsheets | 3D Modelling |
| PSHE | Family and relationships/Health and wellbeing | | Health and Wellbeing/Citizenship | | Economic wellbeing /Safety and the changing body | |
| PE | Dance | Gymnastics | Dance | Yoga | Badminton | Enrichment – Y Centre |
| | Cricket | Football | Fitness | Netball | Athletics | ΟΑΑ |
| MFL | Phonics 3 | Classroom (I) | House (I) | Family (I) | Romans (I) | Clothes (I) |