

Year Five long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Class Texts:                      Outlaw – Michael Morpurgo                      The Adventures of Robin Hood – Adrian Mitchell,                      The Adventures of Robin Hood – Roger Lancelyn Green</p> <p>Themes: Heroes and Villains/Friendship                      Literary Ideas: Legends/Oral traditions</p> <p>Writing opportunities:</p> <ul style="list-style-type: none"> <li>- Narrative rewrite - Action scene</li> <li>- Setting description</li> <li>- Character review</li> <li>- Poetry</li> </ul>	<p>Class Texts:                      The Unforgotten Coat – Frank Cottrell-Boyce</p> <p>Themes: Migrants/Bullying/Friendships                      Literary Ideas: Other Cultures/Poetic Structure/Voice and Viewpoint</p> <p>Writing opportunities:</p> <ul style="list-style-type: none"> <li>- Diary entries - humour</li> <li>- Narrative</li> </ul>	<p>Class Texts:                      Cloud Busting – Malorie Blackman                      The Highwayman – Alfred Noyes                      Literary Ideas: Viewpoints/Poetic Structure</p> <p>Themes: Conservation/Change Over Time</p> <p>Writing opportunities:</p> <ul style="list-style-type: none"> <li>- Narrative</li> <li>- Synopsis</li> <li>- Character description</li> <li>- Non-chronological report - Highwayman</li> </ul>	<p>Class Texts:                      The Wolf Wilder – Katherine Rundell</p> <p>Themes: Heroes/Relationships with Nature                      Literary Ideas: Symbolism/Quests</p> <p>Writing opportunities:</p> <ul style="list-style-type: none"> <li>- Continued narrative</li> <li>- Non-fiction paragraph</li> <li>- Persuasive Speech</li> </ul>	<p>Class Texts:                      Greek Myths (<i>Focus on Medusa and Theseus and The Minotaur</i>) – Anthony Horowitz                      Greek Myths – The Usborne Collection</p> <p>Themes: Heroes and Villains                      Literary Ideas:                      Beating the Monster stories                      Quests                      Legends                      Oral Traditions</p> <p>Writing opportunities:</p> <ul style="list-style-type: none"> <li>- Narrative</li> <li>- Character description</li> </ul>	<p>Class Texts:                      Floodland - Marcus Sedgewick</p> <p>Themes: Conservation/Dystopia                      Literary Ideas: Symbolism</p> <p>Writing opportunities:</p> <ul style="list-style-type: none"> <li>- Narrative</li> <li>- Formal persuasive letter</li> <li>- Non-chronological report</li> </ul>
Maths	<p>Number and Place Value                      Addition and Subtraction with measurement                      Multiplication and Division with measurement                      Fractions</p>	<p>Time                      Geometry and measure                      Number and Place Value and Measurement with the Four Operations</p>	<p>Fractions                      Geometry                      Addition and subtraction                      Statistics</p>	<p>Measurement and Geometry                      Fractions                      Addition and subtraction                      Multiplication and division</p>	<p>Multiplication and division                      Geometry                      Four operations                      Addition and subtraction with statistics                      Fractions</p>	<p>Fractions                      Geometry                      Multiplication and division                      Four operations and measurement</p>

<p>History/Geography</p>	<p>Struggle for power between the Saxons and the Vikings  <b>Enquiry question:</b> Were the Vikings raiders or traders?                  Chronology                  •Understand that past civilizations overlap with others in different parts of the world, and that their respective durations vary. Timeline/map work when and why they left their homeland.                  Continuity and Change                  •Can give simple explanations with simple examples of why change happened during particular events/ periods.                  •Understands that there are usually a combination of reasons for any change.                  •Understands that changes do not impact everyone in the same way or at the same time. (compare to Stone Age, Bronze age and iron age)                  Cause and consequence                  •Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently.                  •Can link causes or explain that one cause might be linked to another making an event much more likely to happen.                  Historical significance                  •Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.                  Historical Interpretation                  •Understands that different accounts of the past emerge for various reasons - different people might give a different emphasis.                  •Understands that some interpretations are more reliable than others.   <b>Reading: The world of Vikings</b></p>		<p>Main Focus: UK – links with economic trade (tourism) comparison with Spain region                   Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time                  Locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities                  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom                  Human geography, including: types of settlement and land use and economic activity including trade links                  Use maps, atlases, globes and digital/computer mapping to locate countries                  Use maps, atlases, globes and digital/computer mapping to describe features studied                  Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)   <b>Reading: Spain book – in wallet</b></p>		<p><b>History Ancient Greece- achievements and their influence on the western world</b>  <b>Chronology</b>                  •Begin to understand historical periods overlap each other and vary in length.                  •Uses more precise chronological vocabulary.                  •Explore duration /overlaps with timeline and locations via world map  <b>Historical significance</b>                  •Can identify significance reveals something about history or contemporary life.  <b>Historical enquiry</b>                  •Can describe and question the origins and purposes of sources using knowledge of periods and civilizations. features of modern items that illustrate some Greek ideas today.                  •Knows how to find, select and utilise suitable information and sources to formulate and investigate hypotheses.   <b>Reading: Ancient Greece (Navigators) Athens vs Sparta</b>  <b>Ancient Greece book – in wallet</b></p>	<p>Main Focus: Rivers – East Meon Including Mountains and the Water cycle                   Progression: Physical geography, including: rivers, mountains and the water cycle                  Human geography, including: types of settlement and land use                  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom                  Use maps, atlases, globes and digital/computer mapping to locate countries                  Use maps, atlases, globes and digital/computer mapping to describe features studied                  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, digital technologies                  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time                  Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world                  Use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world                  Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.   <b>Reading: Rivers and Coasts Endangered rivers</b></p>
<p>Science</p>	<p>Main focus: Materials                  ☒ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets                  ☒ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution                  ☒ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating   <b>Reading: Awesome matter and materials Solids, Liquids and Gasses</b></p>	<p>Main Focus: Earth and space                  Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research                   Progression: describe the movement of the Earth, and other planets, relative to the Sun in the solar system, describe the movement of the Moon relative to the Earth, describe the Sun, Earth and Moon as approximately spherical bodies, use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.   <b>Reading: Grand tour of the Solar System The Northern Lights (Guided reading)</b></p>	<p>Main Focus: Properties and changes of materials                  Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research                   ☒ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic                  ☒ demonstrate that dissolving, mixing and changes of state are reversible changes                  ☒ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated</p>	<p>Main Focus: Forces                  Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research                   Progression: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object, identify the effects of air resistance, water resistance and friction, that act between moving surfaces, recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.   <b>Reading: Switchback Turns Forces in Motion</b></p>	<p>Main Focus: Life cycles                  Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research                   Progression: explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals, describe the changes as humans develop from birth to old age.   <b>Reading: The Science behind plants</b></p>	<p>Main focus: Interdependence and adaptation</p>

	<b>Comparing Properties (SEN)</b>		with burning and the action of acid on bicarbonate of soda.  <b>Reading:</b> <b>Awesome matter and materials</b> <b>Solids, Liquids and Gasses</b> <b>Comparing Properties (SEN)</b>			
Art/DT	<p><b>Art Topic: Still life</b></p> <p><b>Main Focus: Drawing</b></p> <ul style="list-style-type: none"> <li>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</li> <li>Draw for a sustained period of time at an appropriate level.</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Start to develop their own style using tonal contrast and mixed media.</li> <li>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.</li> </ul> <p><b>Reading: Van Gogh book – the chair</b> <b>Cezanne book</b></p>	<p><b>DT</b></p> <p>Main Focus: STEM- Moon Buggies</p> <ul style="list-style-type: none"> <li>Start to generate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD.</li> <li>Begin to use research and develop design, draw up a specification for their design-link with Mathematics and Science.</li> <li>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</li> <li>Understand how mechanical systems such as cams or pulleys or gears create movement and how more complex electrical circuits and components can be used to create functional products.</li> <li>With growing confidence cut and join with accuracy to ensure a good-quality finish to the product</li> <li>Use finishing techniques to strengthen and improve, evaluate a product against the original design specification and by carrying out tests. Evaluate their work both during and at the end of the assignment.</li> <li>Begin to evaluate it personally and seek evaluation from others.</li> </ul> <p><b>Reading:</b> <b>Exploring Space pg. 28</b></p>	<p><b>DT Topic:</b></p> <ul style="list-style-type: none"> <li>Main Focus: Food and Nutrition- Spanish Cuisine</li> <li>Begin to understand that seasons may affect the food available.</li> <li>•Understand how food is processed into ingredients that can be eaten or used in cooking.</li> <li>•Know how to prepare and cook a variety of predominantly savory dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>•Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</li> </ul> <p><b>Reading:</b> <b>Spain book (in folder)</b></p>	<p><b>Main Focus: Painting</b></p> <ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media.</li> <li>Recognise the art of key artists and begin to place them in key movements or historical events.</li> </ul> <p>Artist study: Fauvism</p> <p><b>Reading: Turner text (art folder)</b></p>	<p><b>Art Topic: Greek Pots</b></p> <p><b>Main Focus: 3D art</b></p> <ul style="list-style-type: none"> <li>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li> <li>Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>Develop understanding of different ways of finishing work: glaze, paint, polish</li> <li>Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.</li> <li>Adapt work as and when necessary and explain why.</li> <li>Confidently carve a simple form.</li> </ul> <p><b>Artist Study:</b> Ancient Greek/Minoan Art</p> <p><b>Reading:</b> <b>Ancient Greece History in Art</b> <b>M.C Escher</b> <b>Escher text (art folder)</b></p>	<p><b>DT Topic:</b></p> <p>Main focus: sewing</p> <ul style="list-style-type: none"> <li>To have a neat finish by using a variety of materials joined together by either the running or overstitch.</li> <li>Draw and annotate a design</li> <li>List materials needed</li> <li>Talk about why they have chosen different aspects of their designs</li> <li>Children to cut out their shapes for their design</li> <li>Choosing the stitch of their choice they can start sewing the material on to the front of their cushion.</li> <li>Use small stitches as they will look better and more appealing.</li> </ul>
PSHE	<p><b>Being me in my world:</b></p> <p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p> <p><b>Reading:</b> <b>Beating stress and anxiety</b></p>	<p><b>Celebrating difference:</b></p> <p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p> <p><b>Reading: Cloud busting</b></p>	<p>Dreams and Goals</p> <p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p><b>Internet Safety Day</b></p>	<p><b>Healthy me</b></p> <p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p> <p><b>Reading:</b> <b>Self esteem and Mental Health</b></p>	<p><b>Relationships</b></p> <p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p> <p><b>Reading:</b> <b>Beating stress and anxiety</b></p>	<p><b>Changing me:</b></p> <p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> <p><b>Reading:</b></p>

			Reading: Internet Safety		Self esteem and Mental Health	Self esteem and Mental Health
RE	<p>RE Topic:Theme: Prayer and worship</p> <p>Key question: What is the best way for a Hindu to show commitment to God?</p> <p>Religion: Hinduism</p> <p><b>Reading: Hinduism and other eastern Religions</b></p>	<p>RE Topic: Theme: Christmas</p> <p>Concept: incarnation</p> <p>Key question: Is the Christmas story true?</p> <p><b>Extracts and recounts of the story</b></p> <p>Religion: Christianity</p> <p><b>Reading: Children’s bible 2 versions of the Christmas story (in wallet)</b></p>	<p>RE Topic: Hindu beliefs</p> <p>Concept: incarnation</p> <p>Key question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p> <p><b>Reading: Hinduism and other eastern Religions</b></p>	<p>RE Topic:Theme: Easter</p> <p>Concept: Salvation</p> <p>Key question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religion: Christianity</p> <p><b>Reading: Children’s bible</b></p>	<p>RE Topic:</p> <p>·Theme: Beliefs and moral values</p> <p>Key question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p> <p><b>Reading: Hinduism and other eastern Religions</b></p>	<p>RE Topic:Theme: Beliefs and practices</p> <p>Key question: What is the best way for a Christian to show commitment to God?</p> <p>Religion: Christianity</p> <p><b>Reading: Children’s bible</b></p>
PE	<p><b>PE Topic: Dance</b></p> <p>Accurately copy and repeat set choreography in different styles and show good timing</p> <p>Confidently perform using appropriate dynamics to represent and idea</p> <p>Use counts accurately when working with choreography and support others</p> <p>Use lifts and inversions with greater success in set choreography</p>	<p><b>PE Topic: Invasion Games</b></p> <p>Use dribbling to change direction of play under pressure</p> <p>Dribble with feet under increased pressure</p> <p>Use a variety of throws under pressure</p> <p>Use a variety of kicking techniques under pressure</p> <p>Catch and intercept using one and two hands in games</p> <p>Receive a ball using different parts of the foot under pressure with control</p> <p>Use variety of ways to lose an opponent</p> <p>Create and use space for self and others</p> <p>Understand why we use tactics</p>	<p><b>PE Topic: Fitness tests</b></p> <p>Creating personal bests and logging scores.</p>	<p><b>PE Topic: OAA and Team Building</b></p> <p>Use clear communication when working in a group and taking on different roles</p> <p>Begin to lead others, providing clear instructions</p> <p>Plan and apply strategies with others to more complex challenges</p> <p>Orientate a map confidently using it to navigate around a course</p> <p>Explain why a particular strategy worked and alter methods to improve</p>	<p><b>PE Topic: Net and Wall</b></p> <p>Use forehand, back hand and overhead shots increasingly well in games they play</p> <p>Hit the ball with purpose, varying speed, height and direction</p> <p>Show good backswing, follow through and feet positioning</p>	<p>PE Topic: Athletics</p> <p>Jasvelin</p> <p>Shot Put</p> <p>Running techniques</p> <p>Jumping techniques</p>
Computing	<p><b>Unit: Systems and searching</b> <b>Theme: Digital Literacy</b></p> <ul style="list-style-type: none"> <li>I can explain that computers can be connected together to form systems.</li> <li>I can recognise the role of computer systems in our lives.</li> <li>I can recognise how information is transferred over the internet.</li> <li>I can explain how sharing information online lets people in different places work together.</li> <li>I can contribute to a shared project online.</li> </ul>	<p><b>Unit: Video Production</b> <b>Theme: Information Technology</b></p> <ul style="list-style-type: none"> <li>I can use text, photo, sound and video editing tools to refine my work.</li> <li>I can use the skills I have already developed to create content using unfamiliar technology.</li> <li>I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.</li> <li>I can select an appropriate online or offline tool to create and share ideas.</li> </ul>	<p><b>Unit: Selection in Physical Computing</b> <b>Theme: Computer Science</b></p> <ul style="list-style-type: none"> <li>I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</li> <li>I can refine a procedure using repeat commands to improve a program.</li> <li>I can understand and use variables within my programming.</li> <li>I can use input to alter and affect my variables.</li> <li>I can confidently use sequence, selection and repetition within</li> </ul>	<p><b>Unit: Flat File databases</b> <b>Theme: Information Technology</b></p> <ul style="list-style-type: none"> <li>I can use a spreadsheet and database to collect and record data.</li> <li>I can choose an appropriate tool to help me collect data.</li> <li>I can present data in an appropriate way.</li> <li>I can search a database using different operators to refine my search.</li> <li>I can talk about mistakes in data and suggest how it could be checked.</li> </ul>	<p><b>Unit: Vector Drawings</b> <b>Theme: Information Technology</b></p> <ul style="list-style-type: none"> <li>I can use text, photo, sound and video editing tools to refine my work.</li> <li>I can use the skills I have already developed to create content using unfamiliar technology.</li> <li>I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.</li> <li>I can select an appropriate online or offline tool to create and share ideas.</li> </ul>	<p><b>Unit: Selection in quizzes</b> <b>Theme: Computer Science</b></p> <ul style="list-style-type: none"> <li>I can identify conditions in a program</li> <li>I can identify the condition and outcomes in an ‘if... then... else...’ statement</li> <li>I can design the flow of a program that contains ‘if... then... else...’</li> <li>I can use a design format to outline my project</li> <li>I can implement my algorithm to create the first section of my program</li> <li>I can identify ways the program could be improved</li> </ul>

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		<ul style="list-style-type: none"> <li>I can review and improve my own work and support others to improve their work.</li> </ul>	<p>my algorithms and programming.</p> <ul style="list-style-type: none"> <li>I can design, build and program physical systems using inputs, process and outputs.</li> <li>I can use logical reasoning to detect and debug mistakes in a program.</li> <li>I use logical thinking, imagination and creativity to extend a program.</li> </ul>		<ul style="list-style-type: none"> <li>I can review and improve my own work and support others to improve their work.</li> </ul>	
Music	<p><b>Composition notation (Theme: Ancient Egypt)</b></p> <ul style="list-style-type: none"> <li>- Sing in time and in tune with other people and the backing track.</li> <li>- Remember the lyrics to a song.</li> <li>- Identify the structure of a piece of music and match this to non-standard notation.</li> <li>- Improvise their own piece of music.</li> <li>- Play a melody with reasonable accuracy.</li> <li>- Perform with confidence and in time with others.</li> <li>- Compose and play a melody using stave notation.</li> <li>- Contribute meaningfully to the group performance and composition.</li> <li>- Use hieroglyphic notation to show the structure of their piece.</li> </ul>	<p><b>Blues</b></p> <ul style="list-style-type: none"> <li>- Name three key features of Blues music.</li> <li>- Sing in tune, using vocal expression to convey meaning.</li> <li>- Explain what a chord is and play the chord of C sixteen times.</li> <li>- Play the twelve bar blues correctly.</li> <li>- Play the notes of the Blues scale in the correct order, ascending and descending.</li> <li>- Play a selection of Blues scale notes out of order in their own improvisation.</li> </ul>		<p><b>South and West Africa</b></p> <ul style="list-style-type: none"> <li>- Sing using the correct pronunciation and with increasing confidence.</li> <li>- Play a chord with two notes, remaining in time.</li> <li>- Maintain their part in a performance with accuracy.</li> <li>- Play the more complicated rhythms in time and with rests.</li> <li>- Create an eight beat break and play this in the correct place.</li> </ul>	<p><b>Composition to represent the festival of colour (Theme: Holi festival)</b></p> <ul style="list-style-type: none"> <li>- Sing using the correct pronunciation and with increasing confidence.</li> <li>- Play a chord with two notes, remaining in time.</li> <li>- Maintain their part in a performance with accuracy.</li> <li>- Play the more complicated rhythms in time and with rests.</li> <li>- Create an eight beat break and play this in the correct place.</li> </ul>	