

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 CottrellBoyce</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-chronolgical 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>

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History/Geography	<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.</p> <p><b>Reading: The world of Vikings</b></p>		<p>Main Focus: UK – links with economic trade (tourism) comparison with Spain region</p> <p>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)</p> <p><b>Reading: Spain book – in wallet</b></p>	<p>Main Focus: Rivers – East Meon  Including Mountains and the Water cycle</p> <p>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.</p> <p><b>Reading: Rivers and Coasts Endangered rivers</b></p>	<p><b>History Ancient Greece- achievements and their influence on the western world 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.</p> <p><b>Reading: Ancient Greece (Navigators) Athens vs Sparta Ancient Greece book – in wallet</b></p>	
Science	<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</p> <p><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</p> <p>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.</p> <p><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</p> <p>☞ 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</p> <p>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.</p> <p><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</p> <p>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.</p> <p><b>Reading: The Science behind plants</b></p>	Main focus: Interdependence and adaptation

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	<b>Comparing Properties (SEN)</b>		with burning and the action of acid on bicarbonate of soda.  <b>Reading:</b> <b>Awesome matter and materials Solids, Liquids and Gasses Comparing Properties (SEN)</b>			
Art/DT	<b>Art Topic: Still life</b>  <b>Main Focus: Drawing</b> <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> <b>Reading: Van Gogh book – the chair Cezanne book</b>	<b>DT</b> Main Focus: STEM- Moon Buggies <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> <b>Reading:</b> <b>Exploring Space pg. 28</b>	<b>DT Topic:</b> <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> <b>Reading:</b> <b>Spain book (in folder)</b>	<b>Main Focus: Painting</b> <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> Artist study: Fauvism  <b>Reading: Turner text (art folder)</b>	<b>DT Topic:</b>  Main focus: sewing <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>	<b>Art Topic: Greek Pots</b>  <b>Main Focus: 3D art</b> <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> <b>Artist Study:</b> Ancient Greek/Minoan Art  <b>Reading:</b> <b>Ancient Greece History in Art M.C Escher Escher text (art folder)</b>
PSHE	<b>Being me in my world:</b> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating  <b>Reading:</b> <b>Beating stress and anxiety</b>	<b>Celebrating difference:</b> 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  <b>Reading: Cloud busting</b>	<b>Dreams and Goals</b>  Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation  <u><b>Internet Safety Day</b></u>	<b>Healthy me</b> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour  <b>Reading:</b> <b>Self esteem and Mental Health</b>	<b>Relationships</b> 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  <b>Reading:</b> <b>Beating stress and anxiety</b>	<b>Changing me:</b> 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  <b>Reading:</b>




			<b>Reading: Internet Safety</b>		<b>Self esteem and Mental Health</b>	<b>Self esteem and Mental Health</b>
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RE	RE Topic:Theme: Prayer and worship  Key question: What is the best way for a Hindu to show commitment to God?  Religion: Hinduism  <b>Reading: Hinduism and other eastern Religions</b>	RE Topic: Theme: Christmas  Concept: incarnation  Key question: Is the Christmas story true?  <b>Extracts and recounts of the story</b>  Religion: Christianity  <b>Reading: Children’s bible 2 versions of the Christmas story (in wallet)</b>	RE Topic: Hindu beliefs  Concept: incarnation  Key question: How can Brahman be everywhere and in everything?  Religion: Hinduism  <b>Reading: Hinduism and other eastern Religions</b>	RE Topic: Theme: Easter  Concept: Salvation  Key question: How significant is it for Christians to believe God intended Jesus to die?  Religion: Christianity  <b>Reading: Children’s bible</b>	RE Topic:  ·Theme: Beliefs and moral values  Key question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?  Religion: Hinduism  <b>Reading: Hinduism and other eastern Religions</b>	RE Topic: Theme: Beliefs and practices  Key question: What is the best way for a Christian to show commitment to God?  Religion: Christianity  <b>Reading: Children’s bible</b>
PE Year 5	Dance	Invasion Games	OAA Team Building	Sending and receiving Net and wall Tennis/badminton	Athletics Javelin/shot put/ running techniques/jumping	Gymnastics (Travel Based) Synchronised
Computing	<b>Unit: Systems and searching Theme: Digital Literacy</b> <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>	<b>Unit: Video Production Theme: Information Technology</b> <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>	<b>Unit: Vector Drawings Theme: Information Technology</b> <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></ul> I can select an appropriate online or offline tool to create and share ideas.	<b>Unit: Flat File databases Theme: Information Technology</b> <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>	<b>Unit: Selection in Physical Computing Theme: Computer Science</b> <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>	<b>Unit: Selection in quizzes Theme: Computer Science</b> <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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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>	
Spanish	<p><b>Unit title: Talking about us / School subjects</b></p>  <p>This half term, we will learn to...</p> <ul style="list-style-type: none"> <li>• Introduce ourselves with simple sentences</li> <li>• Explain in more detail about how we are feeling</li> <li>• Say some important things about ourselves and somebody else</li> <li>• Name some school subjects in Spanish</li> <li>• Give our opinions about school subjects</li> </ul>	<p><b>Unit title: Time in the city</b></p> <p>During this half term the children will revisit and extend their knowledge of places in a town. They will explore a Spanish city using Google Earth and find out facts it.</p> <p>The Children will look at the language involved in buying a ticket, asking for and giving directions, and they will become tour guides giving descriptive rainbow sentences!</p> <p>They will also use the nouns they have learned for city attractions to create their own city and write sentences about them. This is great opportunity for them to use their spoken and written language.</p>	<p><b>Unit title: Time in the city</b></p> <p>The children will start by revisiting fruits and vegetables they first came across in the Hungry Giant topic</p> <p>This time the children will explore going to the market to buy fruits and vegetables and take part in a role play at the market.</p> <p>Children will learn the phrases “I like = me gusta” and I don’t like “No me gusta” they will then write a few sentences about the fruits and vegetables they like/don't like.</p> <p>They will also create instructions for a fruit salad.</p>	<p><b>Unit title: Clothes and Colours</b></p> <p>In this unit the children will learn</p> <ul style="list-style-type: none"> <li>• Nouns for items of clothing</li> <li>• To read descriptive sentences with nouns and colour adjectives</li> <li>• use nouns and adjectives to write a sentence</li> </ul>  <p>The Children will use their learning to create a fancy dress outfit and use different adjectives to build sentences.</p>	<p><b>Unit title: Personal information and space</b></p> <p>This term the children will be learning to:</p> <ul style="list-style-type: none"> <li>• Identify information from an ID card</li> <li>• Ask someone about their own personal information</li> <li>• Read and understand simple information about planets</li> <li>• Create their own planet and use basic information to describe it</li> </ul> 	<p><b>Unit title: At the seaside</b></p> <p><b>This term the children will be learning about</b></p> <ul style="list-style-type: none"> <li>• Weather we could see at the beach</li> <li>• Things to do at the beach</li> <li>• Adjectives for the beach</li> </ul> <p>Children will learn how to write and speak a simple sentence describing a trip to the beach</p> 