

LONG TERM PLAN YEAR 5

SUBJECT		AUTUMN		SPRING		SUMMER	
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	CORE TXTS	The Lost Thing <i>By Shaun Tan</i>	Street Child By Berlie Doherty/ (8 Weeks) Remembrance Day Poetry (1 week)	The Last Bear By Hannah Gold (10 weeks) The Explorer- (Opening Extracts) By Katherine Rundell (2 weeks)		Chocolate – Non-fiction- Persuasive writing (3 weeks) Journey by Aaron Becker (3 weeks)	Hidden Figures by Margot Lee Shetterly (6 weeks)
	WRITING OUTCOMES:	Writing Outcomes: To Entertain: Setting description Narrative fiction Poetry To Inform: Letters	Writing Outcomes: To Entertain: Descriptive writing. To Persuade: Argument writing To Inform: Report writing	Writing Outcomes: To Entertain: Setting description Rain Forest themed Poetry To Inform: Glossary	Writing Outcomes: To Entertain: Narrative To Discuss: Balanced argument To Persuade: Formal Letter To Inform: Diary entries Information writing Recount	Writing Outcomes: To Entertain: Narrative writing- Inference Narrative sequels To Inform: Information Leaflet	Writing Outcomes: To Discuss: Newspaper report To Inform: To Persuade: Persuasive Letter To Inform: Biography
MATHS		Place Value (within 1 000 000 and including negative numbers Addition & Subtraction (more than 4 digits) Statistics (tables including timetables)	Statistics contd. Perimeter and Area (calculate area and perimeter) Multiplication and Division (long multiplication)	Multiplication and Division contd. Fractions (mixed numbers and improper fractions)	Fractions contd. Properties of shape (polygons) Decimals and Percentages (recognise % and decimal equivalents)	Decimals (3 decimal places) Consolidation Position and Direction (reflection & translation of shapes)	Converting units (metric and imperial) Volume (estimating volume)
SCIENCE		Living Things and their Habitats How do living things reproduce and why is this important in a lifecycle?	Animals Including Humans Why do the elderly have grey hair?	Properties and Changes of Materials Reversible or irreversible?		Forces How does gravity affect us?	Earth and Space Why is Australia awake when we are asleep?
HUMANITIES		Who were the Anglo Saxons and Scots?	What did the Victorians do for us?	What is it like to live in a Rainforest?	Why do we need the rainforest?	What happened to the Maya?	Vikings Who were the Vikings?

LONG TERM PLAN YEAR 5

	<p>Using knowledge of topography and Chronology to make links between features of Anglo-Saxon society and identify differences and similarities with other civilisations studied. Consider habitat, travel, homes, food, clothes and equipment.</p> <p>Should consider key concepts of “invasion” and empire”.</p>	<p>Revisiting and deepening knowledge of Victorian period (Year 2) to identify and describe the impact of changes/developments in industry on the landscape and lives in London. As well as developing an understanding of exploration and Empire. Consider habitat, travel, homes, food, clothes and equipment.</p> <p>(Consider rich/poor; urban/rural life and compare to other civilisations.)</p>	<p>Building on knowledge of world maps and climate zones to explain in more detail, the differences in South American Rainforest compared to other biomes studied previously (Arctic/Desert/Europe and Europe topography to describe and explain differences to UK, and Antarctic,</p> <p>Identify the position of latitude and longitude, Equator, Northern and Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones including day and night.</p> <p>(Providing geographical context for Maya and in-depth study of South America as per National Curriculum)</p>	<p>Having built context in previous unit, describe deforestation process and effects on environment, climate and people, including seeing more than one viewpoint.</p> <p><u>NC requires a unit on sustainability, and this will build on the thread of food running through our curriculum.)</u></p> <p>Distribution of natural resources</p>	<p>Having built context in Rainforest units, can compare with other ancient civilisations studied particularly those of similar period I Britain Consider habitat, travel, homes, food, clothes and equipment.</p> <p>(NC requirement to study a specified non-European society that provides contrast with British history)</p>	<p>Using knowledge of topography and Chronology to make links between features of Anglo-Saxon society and identify differences and similarities with other civilisations studied. Consider habitat, travel, homes, food, clothes and equipment.</p> <p>Should consider key concepts of “invasion” and empire”.</p>
<p>COMPUTING</p>	<p style="text-align: center;">Database Spreadsheets</p> <p>Children are given an understanding of spreadsheets and how they can be used. Children learn skills in formatting and entering specific formulas as well as using the spreadsheet to solve specific problems. Examples include number calculations, sports league tables, test scores, and budget planning.</p>	<p style="text-align: center;">Using Search Engines effectively</p> <p>To explore the Purple Mash search engine and the World Wide Web; understanding the use of their tags to refine searches. To assess whether an information source is true and reliable.</p>		<p style="text-align: center;">Coding crash course Purple Mash – Following the 2 code programs in the correct order</p> <p>Objects, action, event blocks, specifying the number of steps, random block, speed, controlling the object by clicking on it or pressing keyboard keys, collision detection, change direction, sound selection, timer (every and after), rotation angles, scales, changing the background using a timer, increasing the size of an object using timer, print to screen, draggable objects, repeat, repeat over, function, creating a ‘button’, alert,</p>		

LONG TERM PLAN YEAR 5

D T	<u>Textiles Project 3</u> Soft toys Create a stuffed toy using blanket stitch and the techniques of appliqué and complex fastenings	<u>Cooking</u> Pizza with Olives- Tu Bishvat Measure ingredients accurately, kneading, spreading and baking. Discuss seasonality of food.		<u>Mechanisms Project 5</u> CAM Toy Create a moving toy using a cam mechanism.	
ART	Collage	Rainforest Paintings		Sculpture	
PSHE	<p>What makes up our identity? Changing bodies (science) How do things reproduce and importance of life cycle? Talk to parents from Mrs Pearlman about menstruation and the changing bodies. This is all done in line with the schools religious ethos.</p> <p>Managing hurtful behaviour and bullying. I understand the impact of bullying and the consequences of hurtful behaviour.</p> <p>I can learn strategies to respond to hurtful behaviour experienced or witnessed and how to report concerns and get support.</p> <p>I understand about discrimination: what it means and how to challenge it</p>	<p>How does kindness and gratitude deepen our sense of community? Can we explore the skills we need to sustain positive friendships? How do we react and respond to difficult situations?</p>		<p>Why is sleep important as we grow up?</p>	
MUSIC	<p>South and West Africa (African Songs and Instruments)</p> <p>Children learn 'Shosholozá', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety</p> <p style="text-align: center;">African drumming.</p>	<p>Famous composers- pieces of music</p> <p>Children are introduced to famous pieces of music written by famous composers to learn history of music and appreciate complexity.</p> <p>Ride of the Valkyries- Wagner CanCan -Offenbach William Tell Overture- Rossini In the Hall of the mountain King by Edward Grieg</p>	<p>Advanced rhythms</p> <p>Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.</p>		
PE	Netball	Dance	Hockey	Athletics	Cricket Cycling (1 week)
FOREIGN LANGUAGES BIBLICAL HEBREW	<p style="text-align: center;">Begin to read without vowels (Spring 1)</p> <p style="text-align: center;">Develop ability to translate previously unseen ancient texts using knowledge of root words and prefixes and suffixes</p> <p style="text-align: center;">Begin to understand the nuances of language that may affect meaning</p> <p style="text-align: center;">To begin to ask questions and discuss different interpretations of the ancient text.</p> <p style="text-align: center;">To use known phrases to explain their understanding of the text and how it relates to the culture surrounding Biblical Hebrew.</p>				