

Year 5 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
English	<p style="text-align: center;">Queen of the Falls</p> <p>Themes: Niagara Falls, Annie Edson Taylor, properties of materials, America in 1901, cost of fame.</p>	<p style="text-align: center;">The Lost Happy Endings</p> <p>Themes: Wicked witch steals happy endings to bedtime stories – dark, mystery.</p>	<p style="text-align: center;">Arthur and the Golden Rope</p> <p>Themes: Vikings, bravery, resilience, adventure, Norse Gods, young boy goes to defeat the mighty beast Fenrir to save his village.</p>	<p style="text-align: center;">The Darkest Dark</p> <p>Themes: Facing your fears and following your dreams. Being inspired by others. First moon landing. Boy who dreams of being an astronaut but is afraid of the dark.</p> <p style="background-color: #90EE90;">Link to Science – Earth & Space</p> <p style="background-color: #66B3FF;">ECW – Online Reputation</p>	<p style="text-align: center;">The Paper Bag Prince</p> <p>Themes: An old man who lives in a dump. Sorts out the rubbish and cares for the wildlife until the dump no longer gets used and nature redeems itself. Pollution, recycling, caring for nature, man's affect on environments.</p>	<p style="text-align: center;">The Hunter</p> <p>Themes: Africa, hunting, family. Character grows up as a family of hunters until he discovers an orphaned baby elephant who he then cares for and vows never to be a hunter.</p> <p style="background-color: #008000; color: white;">Link to Science – Living Things and Their Habitats.</p>	
	<p>Outcome: Recount: series of diary entries. Greater Depth: Series of diary entries with viewpoint of other characters.</p>	<p>Outcome: Traditional tale. Greater Depth: Traditional tale from another character's point of view.</p>	<p>Outcome: Fiction: myth. Create heroes, villains and monsters. Greater Depth: Vary the viewpoint from which the story is told.</p>	<p>Outcome: Recount: biography Greater Depth: A first person recount with an experience from the person's life within the biography.</p>	<p>Outcome: Persuasion/information: hybrid leaflet. Greater Depth: Write an oral presentation for a TV or radio broadcast as an expert.</p>	<p>Outcome: Fiction: adventure story. Greater Depth: Write a leaflet/letter to a film director explaining why 'The Hunter' should be made in to a film.</p>	
	<p style="text-align: center;">Mastery Keys</p> <p>Identify the audience for purpose of writing. Organise paragraphs around a theme with a focus on more complex narrative structures. Use commas after fronted adverbials. Use commas to clarify meaning or avoid ambiguity in writing.</p>	<p style="text-align: center;">Mastery Keys</p> <p>Use expanded noun phrases to convey complicated information concisely. Describe settings, characters and atmosphere. Integrate dialogue to convey character and advance the action. Use of inverted commas and other punctuation to punctuate direct speech.</p>	<p style="text-align: center;">Mastery Keys</p> <p>Use expanded noun phrases to convey complicated information concisely. Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. Link ideas across paragraphs using adverbials. Use commas to clarify meaning and avoid ambiguity in writing.</p>	<p style="text-align: center;">Mastery Keys</p> <p>Variety of verb forms used correctly and consistently. Use commas to clarify meaning and avoid ambiguity in writing. Link ideas across paragraphs using adverbials and tense choices. Use brackets, dashes or commas to indicate parenthesis. Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</p>	<p style="text-align: center;">Mastery Keys</p> <p>Use modal verbs to indicate degrees of possibility. Use devices to build cohesion within a paragraph. Choose the appropriate register. Use brackets, dashes or commas to indicate parenthesis. Enhance meaning through selecting appropriate grammar and vocabulary.</p>	<p style="text-align: center;">Mastery Keys</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. Use adverbs to indicate degrees of possibility. Use a wider range of devices to build cohesion across paragraphs. Link ideas using tense choices.</p>	
	<p>Missed NC Objectives not covered in Pathways to Write</p> <p>Increase familiarity with a wide range of books reading fairy stories, myths and legends and retelling some of these orally. Recommending books they have read to their peers, giving reasons for their choices. Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear.</p>						
	<p>Poetry (To be completed during Assessment Week)</p> <p>Poem: Jinnie Ghost Outcome: To write their own poem in the style of Berlie Doherty using a range of techniques (metaphors, noun phrases and a refrain). Greater Depth: To write their own poem selecting own form and structure. Poetry Keys: Use a range of descriptive language techniques to create effective imagery e.g. simile, metaphor, playing with word order. Experiment with a range of poetry forms.</p>		<p style="text-align: center;">Poetry</p> <p>Poem: Finding Magi Outcome: To write a free verse describing the wonder of the world using metaphor. Greater Depth: To choose the form of the poem and apply other poetry techniques experimented with. Poetry Keys: Experiment with metaphor to make effective comparisons. Experiment with a range of poetry forms.</p> <p style="background-color: #FFFF00;">Link to SMSC protection of the natural world</p>		<p>Poetry (To be completed during Assessment Week)</p> <p>Poem: Animals of Africa Puns & Wordplay Outcome: To write a poem about an African animal (which is fun to read out loud!) Greater Depth: To write a poem about an African animal including similes and metaphor, and using their own style and structure. Poetry Keys: Use a range of descriptive language techniques to create effective imagery e.g. metaphor, simile, playing with word order. Experiment with a range of poetry forms</p>		
Mathematics	<p style="text-align: center;">Number: Place Value</p> <p>Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through 0. Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. Solve number problems and practical problems that involve all of the above. Read Roman Numerals up to 1000 (M) and recognise years written in Roman Numerals.</p> <p style="text-align: center;">Number: Addition and Subtraction</p> <p>Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why.</p> <p style="text-align: center;">Number: Multiplication and Division</p> <p>Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared and cubed. Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes. Know and use the vocabulary for prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p style="text-align: center;">Number: Fractions</p> <p>Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to another and write mathematical statements greater than 1 as a mixed number e.g. $2/5 + 4/5 = 6/5 = 1\ 1/5$) Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions e.g. $0.71 = 71/100$ Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>		<p style="text-align: center;">Number: Multiplication and Division</p> <p>Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to four digits by a one- or two-digit number using a formal written method, including long multiplication for 2-digit numbers. Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving addition and subtraction, multiplication and division, and a combination of these, including understanding the use of the equals sign.</p> <p style="text-align: center;">Number: Fractions</p> <p>Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to another and write mathematical statements greater than 1 as a mixed number e.g. $2/5 + 4/5 = 6/5 = 1\ 1/5$) Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions e.g. $0.71 = 71/100$ Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p style="text-align: center;">Number: Decimals and Percentages</p> <p>Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving numbers up to three decimal places. Recognise the percent symbol (%) and understand the percent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.</p> <p style="text-align: center;">Measurement: Perimeter and Area</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares) and including using standard units, cm², m², estimate the area of irregular shapes.</p> <p style="text-align: center;">Statistics</p> <p>Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.</p>		<p style="text-align: center;">Geometry: Properties of Shape</p> <p>Identify 3D shapes including cubes and other cuboids from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees. Identify angles at a given point and one turn (360 degrees), angles at a point on a straight line and $1/2$ a turn (total 180 degrees) other multiples of 90 degrees.</p> <p style="text-align: center;">Geometry: Position and Direction</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed.</p> <p style="text-align: center;">Number: Decimals</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure e.g. kilometre to metre.), angles at a point on a straight line and $1/2$ a turn (total 180 degrees) other multiples of 90 degrees.</p> <p style="text-align: center;">Number: Negative Number</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p style="text-align: center;">Measurement: Converting Units</p> <p>Convert between different units of metric measure (for example, km and m, cm and m, cm and mm, g and kg, l and ml. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time.</p> <p style="text-align: center;">Measurement: Volume</p> <p>Estimate volume (for example using 1cm³ blocks to build cuboids (including cubes) and capacity (for example, using water). Use all four operations to solve problems involving measure.</p>		

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Geography/History	<p>European Capitals (greater depth than Y3) Prior Learn: Quiz on capitals, continents, mountains, rivers and landmarks: How many continents are there in the world? How many countries are there in Europe? What is the tallest mountain in Europe? Name some other European mountain ranges. What is the longest river in Europe? Can you name some other European rivers? Can you name some famous European landmarks? Know the position of the Greenwich Meridian Line. Revise latitude and longitude. How are they measured? Know the names of 8 European capital cities. Record them in a table. Use longitude and latitude to label 8 European countries on a map: United Kingdom, Germany, France, Ireland, Spain, Italy, Greece, Russia. Use an atlas to check predictions. Use the intercardinal points to describe the position of one city with another e.g. Paris is south-east of London. Read temperature charts for the capital cities. Use graphs to record the population of 8 European capital cities. Investigate what time it is in each country at the moment. Post Learn: What is the Greenwich Meridian and why is it so important? Can you recall the names of the 8 European capitals we explored? Temperatures of cities we have explored, Write a fact for two of our capital cities studied, If a country lies to the right of the Greenwich Meridian, does it have a later or earlier time than the UK?</p>	<p>World War 2 Prior Learn: Quiz on children's knowledge of WW2 - Why do countries go to war? (Link to Romans) What started WW2 and why? What countries were involved in WW2? How long did WW2 last? Why do we wear poppies? Who is Sir Tom Moore and what is he known for? Link to class novel Class Novel: The Boy in Striped Pyjamas Explain why Britain declared war on Germany. 2nd Sep 1939 What did Germany want? Who did they blame for losing WW1? Explain what rationing was and why it was needed. Consider why the Battle of the Atlantic was such an important battle throughout the war, strategically and for the lives of civilians who needed food supplies. Consider the impact of geography upon the war. Look at the geography of western Europe and consider how this enabled Germany to invade so many countries What problem did this geography cause when British troops needed to be evacuated from Dunkirk June 1940? How did geography influence events at The Battle of Stalingrad 1942-3? Investigate what evacuation was and why it was needed. July -Oct 1940 Battle of Britain/Blitz. Who was sent away? Where were they sent? Who with? Describe who were the allies and the axis powers Dec 7, 1941, unexpected Japanese attack on Pearl Harbor led to America becoming an ally. Research what happened on D-Day. 6 June 1944 What was the effect of this victory? Plot the keydates of WW2 on a timeline. Groups research the events and give a presentation to justify which they think was the most significant. Post Learn: A summary of all 7 areas of learning: Why did Britain declare war on Germany? Why was the Battle of the Atlantic so important? What was rationing and why was it needed? Why was evacuation introduced? What was the Battle of Dunkirk and why was it a success? When and why did America become an ally? What happened on D-Day and what did it lead to?</p>	<p>World War 2 (Liverpool Command Centre) Prior Learn: Trip evaluation - What did we learn about local people during WW2 when we visited the Command Centre? Class Novel: The Boy in Striped Pyjamas Describe why the Battle of the Atlantic was so important throughout the entire war. (local visit to Western Approaches) Explain the roles of those who worked at the secret command centre (including the importance of mapping and coding) Investigate the other roles that women undertook during the war Explain how people in Liverpool were affected by the Blitz, including evacuation, rationing, grow your own, make-do and mend, air-raid shelters and destruction of areas. Revise the events that led to America joining the war.(Pearl Harbour) Explain when and why American soldiers were stationed in the local area Investigate what evidence there is of their time here and consider what effect their arrival had on local people. Explain what the Holocaust was and describe some events that happened. Post Learn: How did WW2 change the lives of people in Liverpool?</p>	<p>Anglo Saxons and Scots Prior Learn: Why do people want to settle in other countries? Use a time line to show when the Anglo-Saxons were in England and the Scots arrived from Ireland Understand why, how and where they arrived from? Investigate how they lived? Farming, culture, religion Describe how the division of kingdoms led to the creation of some of our current county boundaries Identify sources for our knowledge about the Anglo-Saxons (Sutton Hoo) Describe how Britain changed between the end of Roman occupation and 1066. Post Learn: Non-chronological report (leaflet about Anglo Saxons and Scots)</p>	<p>South or North American countries and their differences to the UK Prior Learn: Use Menti.com for chn to answer questions about continents, countries and physical features. Research and identify well known landmarks in North and South America. Know the names of, and locate, a number of South American countries. Label South American countries on a map. How is the world split in to climate zones? Draw graphs to compare the average rainfall and temperature of three South American counties in different zones.. Track the progress of the Amazon river. Include geographical information about the country. Draw own sketch map, using symbols and a key for tourists. Skill 7 Post Learn: Chn to produce an information leaflet, labelling the countries of SA and commenting on the physical features of the land</p>	<p>Early Islamic Civilization Prior Learn: What ideas have 'old' civilizations left us with? (Legacy, Egyptians, Greeks, Romans) Use a timeline to show when the first civilisations appeared Use a map to show where the first civilisations occurred Describe key differences between life in Baghdad AD 900 and life in Britain at that time Identify sources for our knowledge about early Islamic civilisation Ask valid questions about the significance of key events—why did knowledge spread? Investigate what has been their influence and impact on the world? Post Learn: What achievement from this period of early Islam was important?</p>
	<p>Maths Link – Creating and Interpreting graphs Time comparisons between capital cities Rounding populations to the nearest million</p>	<p>English Link - Write a diary extract as an evacuee</p>	<p>English Link – Write a recount of the trip PSHE Link and World Holocaust Day TRIP: WESTERN APPROACHES HQ</p>	<p>English Link - Create a leaflet about Anglo Saxons & Scots</p>	<p>English Link - Write an information leaflet to attract visitors to Chichen Itsa in Mexico, Christ the Redeemer in Brazil or Machu Pictu in Peru</p>	

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Science	<p style="text-align: center;">Forces</p> <p><i>Prior Learn: What is a force? (Y3) Forces can cause objects to change what? (Y3) Which of the following is not a force? (Y3) If you roll a ball across the carpet, which force will cause it to slow down and then stop? (Y3) What is the law of magnetism? (Y3) Who is Sir Isaac Newton?</i></p> <p>Explore gravity Describe the life and work of Sir Isaac Newton. Examine the connection between air resistance and parachutes. Explore factors which effect an object's ability to resist water by predicting if an object will float or sink. Investigate the effects of friction on different surfaces. mechanisms – levers and pulleys and gears</p> <p>Post Learn</p> <p style="background-color: yellow;">Maths Link – Units of force</p> <p style="background-color: red;">English Link - NON FICTION LINK – BIOGRAPHY -Write a biography about Sir Issac Newton</p>	<p style="text-align: center;">Properties of Materials</p> <p><i>Prior Learn: What does the word 'property' mean when discussing materials? Describe the properties of glass. Plastic and wood (Y1) Why is rubber used for a hot water bottle? Cotton for a t-shirt? (Y1) Which materials are absorbent and non-absorbent? Can you name a more 'modern' material that has been used to solve problems? (Y2)</i></p> <p>Explore properties of materials Explore thermal conductors and insulators Explore the hardness of materials Discover that materials are soluble in water Investigate the solubility of materials Explore how mixtures can be separated.</p> <p>Post Learn</p> <p style="background-color: red;">English Link - NON FICTION – EXPLANATION - Explain the importance of crude oil.</p>	<p style="text-align: center;">Changes of Materials</p> <p><i>Prior Learn: How can the properties of materials be changed? (Y2) What is a solution? Can you name any ways you can separate a solution? (Y4) What are the three states of matter? Can you draw a diagram to represent their structure? (Y4) Is it possible for materials to change state? How could you make this happen? Can you give an example? (Y4) What is evaporation? What is condensation? (Y4)</i></p> <p>Use evaporation to recover the solute from the solution Recognise and describe reversible changes Observe chemical reactions and describe how new materials are made Investigate rusting and burning reactions Investigate chemical reactions</p> <p>Post Learn: Think about our lesson where we mixed sugar (or salt) in water of different temperatures. After it was mixed, we couldn't see the solute (particles) anymore. What happened to the solute? Can you give any other examples of solutions? Would you describe this process as reversible or irreversible? Would you describe changing state as reversible or irreversible? Why? Give an example(s) to help you explain. What is the name given to reactions which are reversible? What is the name given to reactions which are irreversible?</p> <p style="background-color: yellow;">Maths Link – Drawing and interpreting tables and drawing graphs.</p> <p style="background-color: red;">English Link - NON FICTION - INSTRUCTIONS - Write a set of instructions to demonstrate a reversible change i.e. dissolving sugar</p>	<p style="text-align: center;">Earth and Space</p> <p><i>Prior Learn: How many planets are in our solar system? Can you name them? What orbits the Earth? What shape is the sun, moon, Earth and all of the planets? When our side of the earth is facing the sun, it is ? When our side of the earth is facing away, it is ?</i></p> <p>Explore the solar system and its planets Understand the Heliocentric model of the solar system Explain the Earth's movement in space Explain the earth's rotation and night and day Explain movement of the moon Design a planet</p> <p>Post Learn</p> <p style="background-color: yellow;">Maths Link – comparing and ordering planet sizes</p> <p style="background-color: red;">English Link - NON FICTION – PERSUASION - Persuasion letter to IAU to reinstate Pluto as a primary planet.</p>	<p style="text-align: center;">Animals Including Humans – The Human Life Cycle</p> <p><i>Prior Learn: What do animals (including humans) need in order to grow? (Y1) Which of the following is NOT a stage in an animal's life cycle: birth, reproduction, feeding, death? (Y2) Different animals have different life spans. Approximately how long is the average human life span? Why is reproduction a necessary part of life? (Y3)</i></p> <p>Identify the stages of a mammal's life cycle Explore gestation periods of mammals Learn about foetal development Investigate the handspan of different children Learn about changes during puberty Describe the changes humans may experience during old age.</p> <p>Post Learn</p> <p style="background-color: red;">English Link - NON FICTION WRITING (Scientific enquiry link) – Write an explanation which compares the gestation of another mammal to a human.</p>	<p style="text-align: center;">Living Things & Their Habitats</p> <p><i>Prior Learn: Animals can be categorised into five 'distinct groups. Can you name any of the groups? (Y1) What is reproduction and what is an example of reproduction? (Y2) What is a micro-habitat and can you give an example? (Y2) Can you describe the life cycle of a butterfly? (Y3) What is the difference between and vertebrate and invertebrate? (Y4)</i></p> <p>Understand the life processes of a plant Understand the life cycles of animals Compare the life cycles of insects and amphibians Understand the life cycle of birds and reptiles Know about the life and work of Jane Goodall and David Attenborough Research and present the life cycle of a creature.</p> <p>Post Learn</p> <p style="background-color: red;">English Link - NON FICTION - NON CHRON REPORT about Dame Jane Goodall and her work with wild chimpanzees</p>
	Computing (Teach Computing)	<p style="text-align: center;">Computer Systems and Networks (Systems and searching)</p> <p>Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</p> <p style="background-color: blue;">ECW – Privacy and Security</p>	<p style="text-align: center;">Creating Media (Video Production)</p> <p>Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.</p>	<p style="text-align: center;">Programming A (Selection in physical computing)</p> <p>In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Learners will be introduced to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept. To conclude the unit, learners will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, learners will apply the stages of programming design.</p> <p style="background-color: blue;">SAFER INTERNET DAY: 7/2</p> <p style="background-color: blue;">ECW – Copyright and Ownership</p> <p style="background-color: blue;">ECW – Managing Online Information</p>	<p style="text-align: center;">Date and Information (Fact-file Databases)</p> <p>This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.</p>	<p style="text-align: center;">Creating Media (Introduction to Vector Graphics)</p> <p>In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p>

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Spanish (Language Angels)	<p style="text-align: center;"><u>Animals</u> (Recap 'Do you have a pet?' unit from Language Angels)</p> <p>Recap vocabulary for pets from Year 3. ¿Tienes una mascota? (Do you have a pet?) Consolidation of 'Pets' vocabulary. Use of "Tengo..." ("I have...") plus a pet and the connective "y" ("and") use the structure "que se llama..." ("that is called...")</p> <p>Learn how to use the negative structure "no tengo..."</p> <p>Link new language together and use the connective "pero" ("but")</p> <p>Learn the vocabulary for other animals that you might find at places other than the home.</p>	<p style="text-align: center;"><u>Nursery Rhyme</u></p> <p>Actively participate in two traditional nursery rhymes / songs in Spanish. Start to understand and decode more of the spoken/sung Spanish we hear. Memorising the lyrics for one nursery rhyme, song or film</p> <p>Lesson on Christmas in Spain (Feliz Navidad unit on Language Angels)</p>	<p style="text-align: center;"><u>The Weather</u> (Language Angels)</p> <p>Learn the vocabulary for the different weather types.</p> <p>Introduce new unit ¿Qué tiempo hace? ('what is the weather like today?')</p> <p>Use new language in a listening exercise integrating weather and days of the week.</p> <p>Learn how to read a weather map and describe the weather in different parts of Spain.</p> <p>Revisit free time here. When it is hot.. I do... <i>(cuando hace calor juego al fútbol, cuando hace frío veo la televisión,...)</i></p>	<p style="text-align: center;"><u>Clothes</u> (Language Angels)</p> <p>Introduce the unit La Ropa and learn ten new nouns and articles for items of clothing.</p> <p>continue with introduction of the next nine items of clothing</p> <p>consolidate all the vocabulary for clothing and introduce me pongo</p> <p>See how a Spanish verb looks in full using ponerse (to put on / to wear).</p>	<p style="text-align: center;"><u>Spanish Festivals:</u> (Core Vocabulary and Extras on Language Angels)</p> <p style="text-align: center;">La Tomatina (Tomato throwing festival)</p> <p style="text-align: center;">San Fermin (Bull)</p> <p>Learning about what happens at each festival and being able to talk about it.</p>	<p style="text-align: center;"><u>Olympics</u> (Language Angels)</p> <p style="text-align: center;">(Revisit sports from Year 3 and countries/nationalities)</p> <p>Introduce the new unit Las Olimpiadas (The Olympics):</p> <p>Learn how to decode and breakdown language by looking out for cognates (words that are similar in Spanish and English).</p> <p>Introduce ten Spanish nouns (and their article) for sports currently in the Olympic games.</p> <p>Create more complex and interesting sentences with the verb practicar ('to do' or 'to play' when used in relation to sports). Introduce a negative option for not doing a particular sport using the structure no practico...+ a sport.</p> <p>Learn how to link the word for a sport to how we use / change that word to describe that sport as someone's profession: what changes take place, when and why.</p>
Music (Charanga)	<p style="text-align: center;"><u>Livin' On A prayer</u></p> <p>All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>	<p style="text-align: center;"><u>Classroom Jazz</u></p> <p>All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing.</p>	<p style="text-align: center;"><u>Make You Feel My Love</u></p> <p>All the learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.</p>	<p style="text-align: center;"><u>The Fresh Prince of Belair</u></p> <p>All the learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p style="text-align: center;"><u>Dancing In The Street</u></p> <p>All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas.</p>	<p style="text-align: center;"><u>Reflect, review, replay</u></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

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Art/DT	<p style="text-align: center;">European Landmarks (ART)</p> <p>ARTIST FOCUS: YVES KLEIN <i>Prior Learn: What colours do you mix with a main colour to create; A tint? A tone? A shade? What are the four main types of print making?</i> Use sketchbooks to collect, record and plan for future works. Draw for a sustained period of time over a number of sessions working on one piece. Adapt their work according to their views and describe how they might develop it further.. Demonstrate a secure knowledge about monochromatic painting. Use acrylic paint to mix colours and create texture. Choose the printing method appropriate to task. Post Learn: Chn to create and evaluate finished monochromatic landmark paintings (comment on sketching, mixing colours, creating blocked sections) & write 3 facts about focus artist.</p>	<p style="text-align: center;">Mechanisms (DT)</p> <p><i>Prior Learn: What is a mechanism? Can you give any examples of mechanisms? What kind of energy does a moving object have? An input is the motion used to start a mechanism, an ? is the motion that happens as a result of starting the input.</i></p> <ul style="list-style-type: none"> • Designing a popup book which uses a mixture of structures and mechanisms • Naming each mechanism, input and output accurately • Storyboarding ideas for a book <p>Following a design brief to make a popup book, neatly and with focus on accuracy</p> <ul style="list-style-type: none"> • Making mechanisms and/ or structures using sliders, pivots and folds to produce movement • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result • Evaluating the work of others and receiving feedback on own work • Suggesting points for improvement <p>Knowing that an input is the motion used to start a mechanism</p> <ul style="list-style-type: none"> • Knowing that output is the motion that happens as a result of starting the input • Knowing that mechanisms control movement • Describing mechanisms that can be used to change one kind of motion into another <p>Post Learn: Chn to create and evaluate popup book, commenting on ability to follow design brief, movement of mechanism and make suggestions for improvement.</p>	<p style="text-align: center;">WW2 (ART)</p> <p>ARTIST FOCUS: EDWARD BAWDEN <i>Prior Learn: Which block materials could you use to create a print? Can you give an example of a monoprint? What are the features of a collagraph?</i> Propaganda Paint on different types of surfaces, i.e. canvas, brick. Make a lino, relief print. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Post Learn: Chn to evaluate finished relief paintings (comment on colours, textures and print designs used) & write 3 facts about focus artist.</p>	<p style="text-align: center;">Food (DT)</p> <p><i>Prior Learn: What are the 5 food groups? Where would you find the nutritional information on most purchased foods? What is cross-contamination? Can you name a well-known chef?</i> Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients</p> <ul style="list-style-type: none"> • Writing an amended method for a recipe to incorporate the relevant changes to ingredients • Designing appealing packaging to reflect a recipe <p>Cutting and preparing vegetables safely</p> <ul style="list-style-type: none"> • Using equipment safely, including knives, hot pans and hobs • Knowing how to avoid cross contamination • Following a step by step method carefully to make a recipe <p>Identifying the nutritional differences between different products and recipes</p> <ul style="list-style-type: none"> • Identifying and describing healthy benefits of food groups <p>Understanding where food comes from - learning that beef is from cattle and how beef is reared and processed</p> <ul style="list-style-type: none"> • Understanding what constitutes a balanced diet • Learning to adapt a recipe to make it healthier • Comparing two adapted recipes using a nutritional calculator and then identifying the healthier option <p>Post Learn: Chn to make healthy meal and complete evaluation, commenting on ingredients used and suggesting improvements.</p> <p style="text-align: center;">TRIP: COBBLE HEY FARM</p> <p style="text-align: center;">Structures (Easter Holidays Project)</p> <p>Designing a stable structure that is able to support weight</p> <ul style="list-style-type: none"> • Creating frame structure with focus on triangulation <p>Making a range of different shaped beam bridges</p> <ul style="list-style-type: none"> • Using triangles to create truss bridges that span a given distance and supports a load • Building a wooden bridge structure • Independently measuring and marking wood accurately • Selecting appropriate tools and equipment for particular tasks • Using the correct techniques to saws safely • Identifying where a structure needs reinforcement and using card corners for support <p>Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary</p> <ul style="list-style-type: none"> • Suggesting points for improvements for own bridges and those designed by others <p>Exploring how to create a strong beam</p> <ul style="list-style-type: none"> • Identifying arch and beam bridges and understanding the terms: compression and tension • Identifying stronger and weaker structures • Finding different ways to reinforce structures • Understanding how triangles can be used to reinforce bridges • Articulating the difference between beam, arch, truss and suspension bridges 	<p style="text-align: center;">Latin America (ART)</p> <p>ARTIST FOCUS: GEORGE SEGAL <i>Prior Learn: Which material would be best to use to make a model/sculpture?</i> Develop their own style of drawing through: line, tone, pattern, texture using different forms of media such as felt pens. Use different techniques for different purposes i.e. stippling and scribbling understanding which works well in their work and why. Describe the different qualities involved in modelling, sculpture and construction. Plan a sculpture through drawing and other preparatory work Use recycled, natural and man-made materials, use Modroc to sculpt. Post Learn: Chn to create and evaluate finished San Agustin statues (comment on use of Modroc, tools used to create detail) & write 3 facts about focus artist.</p>	<p style="text-align: center;">Textiles (DT)</p> <p><i>Prior Learn: What material would be best to make a soft toy? Can you name the different types of hand-stitching? How could you decorate/accessorise a soft toy?</i> Designing a stuffed toy considering the main component shapes required and creating an appropriate template</p> <ul style="list-style-type: none"> • Considering proportions of individual components <p>Creating a 3D stuffed toy from a 2D design</p> <ul style="list-style-type: none"> • Measuring, marking and cutting fabric accurately and independently • Creating strong and secure blanket stitches when joining fabric • Using applique to attach pieces of fabric decoration <p>Testing and evaluating an end product and giving point for further improvements</p> <p>Learning to sew blanket stitch to join fabric</p> <ul style="list-style-type: none"> • Applying blanket stitch so the space between the stitches are even and regular • Threading needles independently <p>Post Learn: Chn design and make a soft toy, using layering for detail. Chn evaluate finished product and make suggestions for improvement.</p>
	<p style="text-align: center;">Geography Link – European Capitals</p>					

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PSHE	Relationships		Living in the Wider World		Health and Well-being	
	Families and friendships Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26 Safe relationships Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29 Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33 ANTIBULLYING WEEK: WC 14/11		Belonging to a community Protecting the environment; compassion towards others PoS Refs: L4, L5, L19 Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14 Money and Work Identifying job interests and aspirations; What influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32 ECW – Online Bullying ECW – Online Relationships		Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies PoS Refs: H8, H9, H10, H12 Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27 Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM PoS Refs: H38, H43, H44, H45 SRE Link– Personal Hygiene ECW – Self-image and Identify	
RE (Lancashire)	Christianity God	Islam	Hindu dharma	Christianity Jesus	Christianity Church	Judaism
	Why is it sometimes difficult to do the right thing? Sin Adam & Eve’s disobedience Temptation and morality	Why is the Qur’an so important to Muslims? The Qur’an The Night of Power	What might Hindu’s learn from stories about Krishna? Krishna Holi	What do we mean by a miracle? Miracles of Jesus Pilgrimage	How do people decide what to believe? The Trinity Use of symbols and metaphors The Worldwide Church	Do people need laws to guide them? The Torah The Synagogue English Link - Non-chronological report-what guidance do religious texts offer for how to live your lives TRIP: ALLERTON SYNAGOGUE
PE (Sports 4 Kids)	Football	Hockey	Gymnastics	Tennis	Cricket	Rounders
	Find methods to dribble past an opponent Pass over a longer distance Turning under pressure from a defender (back to defender) Use different types of tackling in a game Practise shooting techniques from increasing distance Develop attacking and defending formations Indoor Athletics Sprint technique to be refined Develop strategies when running long distances Practise/re-visit long jump and sergeant jumping Develop techniques for: throwing (javelin, shot put), hurdling at pace and relay strategies.	Find methods to dribble past an opponent Pass over a longer distance Turning under pressure from a defence Use different types of tackling in a game Practise shooting techniques from increasing distance Develop attacking formations African Dance Creative movement Group formations Fluency Timing to stimuli Responding to a partner Self and peer evaluation to improve Swimming (For anyone not able to yet complete their 25 meters) Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively (e.g. front crawl, back stroke and breaststroke) Performs safe self-rescue in different water- based situations	Mirroring/matching with a partner on apparatus Contrast movements with a partner using apparatus Introduce leaps/hops/spins/twists into sequences Use symmetry with a partner in sequence Create a group sequence Tag Rugby Increase foot speed and footwork ability Ensure pass selection, whilst under pressure, is accurate Strategies chosen on how to progress through tackles (taking tags) Work on pace of reaction to reform the V shape when attacking and the line when defending Vary kicking techniques (kick from a tee and dropkicking) Positioning when defending and attacking to be rigid and organised.	Demonstrate various types of tennis shots Improve service technique Focus on forehand and backhand technique Improve and focus on volley technique Improve shot selection decision making Improve match play strategy when under pressure Netball	Develop catching techniques, especially over long distances Develop front foot and square cut techniques Demonstrate composure when running under pressure Understand the role of a wicket keeper Learn strategies to stop the ball in the field and return to bowler Outdoor Activities Develop strong listening skills Use and interpret maps accurately and quickly Think activities through and problem solve using prior knowledge Choose and apply strategies to solve problems Discuss and work with others in a group Demonstrate an understanding of how to stay safe Learn scoring and methods of being ‘out’	Catching Techniques (Long Distance) Front Foot and Square Cut Running under pressure Understand the roll of the Backstop Stopping the ball in the field Scoring and methods of being 'out' Athletics Sprint technique to be refined Develop strategies when running long distances Practise/re-visit long jump and sergeant jumping Develop techniques for: throwing (javelin, shot put), hurdling at pace and relay strategies.