

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;">Link to RE Genesis Story & The Prodigal Son</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="text-align: center;">Link to Science – Earth & Space 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;">Link to PHSE - To explore and critique how the media present information L17</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="text-align: center;">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 style="text-align: center;">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 link to SMSC protection of the natural world.</p> <p>Poem: Finding Magic 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="text-align: center;">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;">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;">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;">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;">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. $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$ 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;">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.</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;">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) 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 eg Paris is south-east of London. Read temperature charts for the capital cities. Use graphs to record the population of 8 European capital cities. Use atlases to name and locate mountain ranges. Name and locate the longest rivers in each of the capital cities. Investigate what time it is in each country at the moment.</p>	<p>World War 2 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? Write a diary extract as an evacuee Describe who were the allies and the axis powers Dec 7 1941 unexpected Japanese attack on Pearl Harbour 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. Write a non-chronological report about WW2</p>	<p>World War 2 (Liverpool Command Centre) Describe why the Battle of the Atlantic was so important throughout the entire war. (local visit to Western Approaches) Write a recount of the trip 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. Link to class novel The Boy in Striped Pyjamas Link to PSHE and World Holocaust Day</p>	<p>Anglo Saxons and Scots 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. Create a leaflet about Anglo Saxons & Scots</p>	<p>South or North American countries and their differences to the UK 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. Write an information leaflet to attract visitors to Chichen Itsa in Mexico, Christ the Redeemer in Brazil or Machu Pictu in Peru. Include geographical information about the country. Draw own sketch map, using symbols and a key for tourists .Skill 7</p>	<p>Early Islamic Civilization 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? Link PHSE: To appreciate the range of national, regional and ethnic identities in the UK. L11 To consider the lives of people living in other places, and people with different values and customs. L12</p>
Science	<p>Forces Describe the life and work of Sir Isaac Newton. Explore gravity and air resistance. Understand water resistance and friction. Investigate mechanisms – levers and pulleys. Investigate mechanisms – gears Predict if an object will float or sink. Maths Link – Units of force English Link NON FICTION LINK – BIOGRAPHY -Write a biography about Sir Issac Newton</p>	<p>Properties of Materials Learn how to compare and group everyday materials. Compare the properties and uses of different materials. Explore materials which can be derived from crude oil; explain the importance of carbon compounds in our lives. Explore extracting useful substances from natural resources. Explore the thermal conductivity of materials to improve energy efficiency in buildings or other systems. English Link NON FICTION – EXPLANATION - Explain the importance of crude oil.</p>	<p>Changes of Materials Understand the actions of filtering, sieving and evaporating. Be able to explain the words dissolve and solution; know how to recover a substance from a solution. Understand that some changes to materials are not reversible. Understand that a chemical change alters a molecule permanently. Know that compounds are molecules. Know the difference between physical and chemical change. Maths Link – Drawing and interpreting tables and drawing graphs. English Link NON FICTION - INSTRUCTIONS - Write a set of instructions to demonstrate a reversible change i.e. dissolving sugar</p>	<p>Earth and Space Describe Nicolaus Copernicus' ideas about planetary motion. Describe the movement of the Earth in space. Learn about the planets in our solar system. Describe the Big Bang Theory. Learn about gravitational force. Learn about the different phases of the moon. Maths Link – comparing and ordering planet sizes English Link NON FICTION – PERSUASION - Persuasion letter to IAU to reinstate Pluto as a primary planet.</p>	<p>Animals Including Humans – The Human Life Cycle Know about life cycles. Know about the humans reproductive organs. Exploring gestation periods. Describe the changes which happen in childhood Understand changes which happen in adolescence. Describe the changes as humans develop to old age. English Link NON FICTION WRITING (Scientific enquiry link) - Write an explanation which compares the gestation of another mammal to a human. PHSE/ SRE Link</p>	<p>Living Things & Their Habitats Know about the life and work of Sir David Attenborough. Know about the life and work of Dame Jane Goodall. Know the difference 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 life cycle of the butterfly. Learn about asexual reproduction. PHSE/ SRE Link English NON FICTION NON CHRON REPORT Non chronological report about Dame Jane Goodall and her work with wild chimpanzees</p>

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Computing (Twinkl a Scheme)	<p style="text-align: center;">Online Safety</p> <p>Identify a dangerous spam email. Explain what to do with spam email. Understand why they should cite a source—link to plagiarism. Explain rules and algorithms for creating a strong password. Know that not everything that is online is necessarily true. Explain how to stay safe online and how to identify unsafe behaviour. Create multiple strong passwords for use across different platforms and know why this is important. Alter a photograph. Identify citations online. Explain steps to take to avoid receiving spam emails.</p> <p style="background-color: #FF0000; color: white; padding: 2px;">PHSE - To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. How to manage the requests for images of themselves or others. R21</p> <p style="background-color: #FF0000; color: white; padding: 2px;">Link to PHSE – Antbullying</p> <p style="background-color: #FF0000; color: white; padding: 2px;">English Link NON-FICTION PERSUASION Type a persuasion letter to the Government to increase safety measures on social media sites to make them safer for children.</p> <p style="background-color: #0000FF; color: white; padding: 2px;">ECW – Privacy and Security</p>	<p style="text-align: center;">3D Modelling</p> <p>Draw 2d shapes or lines. Manipulate 2D shapes into 3D shapes Use a range of tools including: shape, push, pull, orbit, pan, zoom, erase and fill. Draw and manipulate 3D models independently. Use inference points to draw lines and shapes. Begin to use complex tools including: the dimensions toolbar and guides, tape measure, zoom extents and the 3D warehouse</p>	<p style="text-align: center;">Internet research and webpage design</p> <p>Comment on the features and layout of a webpage Create a new webpage with a chosen layout and format text in the webpage Independently search for images that can be used in documents Insert and format an image in a webpage Independently create a hyperlink Learn how to share a webpage so it can be viewed by anyone Use the advanced features of Google’s web search Understand and explain bias and authority in webpages Know how to use the different share settings in Google Sites</p> <p style="background-color: #0000FF; color: white; padding: 2px;">ECW – Copyright and Ownership</p> <p style="background-color: #0000FF; color: white; padding: 2px;">ECW – Managing Online Information</p>	<p style="text-align: center;">Programming</p> <p>Build on previous understanding of programming. Move and edit blocks as part of an algorithm. Program an algorithm as a sequence of game instructions with actions and consequences. Add additional effects and features, such as sound or point scoring, to enhance the appeal of a game</p>	<p style="text-align: center;">Radio Station</p> <p>Record and play own sounds in recording software. Import an existing sound file into recording software to play. Choose appropriate software for sound to play. Choose appropriate software for sound recording. Plan and record a radio advert. Evaluate own performance and others’ performance during sound recording. Re-record if necessary. Combine two or more tracks to make a new, original recording. Plan and record appropriate audio content for a podcast whilst understanding what listeners would appreciate. Evaluate what features make good quality audio content.</p>	<p style="text-align: center;">Using and Applying</p> <p>Use search engines safely and effectively to research new ideas. Use and combine appropriate software to draw and design room plans and other features. Use and combine software to present information in different ways. Implement learning from the year into a real life situation</p>
Spanish (Language Angels)	<p style="text-align: center;">Do you have a pet?</p> <p>Introduce the unit ¿Tienes una mascota? (Do you have a pet?) and learn the eight nouns and matching gender articles for the different pets (using the indefinite article the word for “a” or “an” in Spanish). Consolidation of ‘Pets’ vocabulary. Use of “Tengo...” (“I have...”) plus a pet and the connective “y” (“and”) Learn and use the structure “que se llama...” (“that is called...”) Learn how to use the negative structure “no tengo...” Link new language together and use the connective “pero” (“but”) Complete end of unit assessment</p>	<p style="text-align: center;">Learn the months of the year</p> <p>Consolidate the months of the year using a matching pair game. Learn how to say the date Learn how to say when their birthday is Create a Spanish calendar Complete end of unit assessment</p>	<p style="text-align: center;">Weather</p> <p>Introduce new unit ¿Qué tiempo hace? (‘what is the weather like today?’) consolidate weather language with a matching pairs game Use new language in a listening exercise integrating weather and days of the week. Learn how to reweather map and describe the weather in different parts of Spain. Use the language learnt in this unit to be Spanish weather presenters Complete end of unit assessment</p>	<p style="text-align: center;">Clothes</p> <p>Introduce the unit La Ropa and learn ten new nouns and articles for items of clothing. continue with introduction of the next nine items of clothing consolidate all the vocabulary for clothing and introduce me pongo See how a Spanish verb looks in full using ponerse (to put on / to wear). Put new knowledge to use with a listening activity and reading/ writing tasks. Complete end of unit assessment</p>	<p style="text-align: center;">Habitats</p> <p>Learn in Spanish the essential elements that all plants and animals need to survive. Learn how to decode and break down unfamiliar language - learning to look out first for cognates (words that are similar in Spanish and English). Use Spanish supported listening and reading activities to consolidate our new learning and improve our listening and reading skills in Spanish. Use the PowerPoint to learn about some of the key habitats in our world. Use listening and reading activities to help decipher and decode meaning whilst looking and listening specifically for any key words seen and heard in lesson 1. Learn in Spanish which plants grow in specific habitats and why. Introduce the verb crecer - ‘to grow’. Learn about which animals live in specific habitats and why. Introduced the verb vivir - ‘to live’. Consolidate which animals and which plants live in a particular habitat. Make a presentation to the class Complete end of unit assessment</p>	<p style="text-align: center;">Olympics</p> <p>Introduce the new unit Las Olimpiadas (The Olympics): listen attentively to longer pieces of Spanish and learn how to decode and breakdown language by looking out for cognates (words that are similar in Spanish and English). Decipher and decode meaning from a story by looking specifically for verbs, adjectives and nouns. Introduce ten Spanish nouns (and their article) for sports currently in the Olympic games. 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. 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. Complete end of unit assessment</p>
Music (Charanga Scheme)	<p style="text-align: center;">Live on a prayer</p> <p>All the learning is focused around one song: Livein' 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;">Classroom Jazz</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;">Make you feel my love</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;">The fresh prince of Belair</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;">Dancing on the street</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;">Reflect, review, replay</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;"><u>European Landmarks</u></p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Artist Focus: Yves Klein</p>	<p style="text-align: center;"><u>Food</u></p> <p style="color: red;">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 • Cutting and preparing vegetables safely • Using equipment safely, including knives, hot pans and hobs • Knowing how to avoid crosscontamination • Following a step by step method carefully to make a recipe <p style="color: green;">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 style="color: green;">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 style="text-align: center;"><u>WW2 Propaganda</u></p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Artist Focus: Edward Bawden</p>	<p style="text-align: center;"><u>Mechanisms</u></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 style="color: orange;">Following a design brief to make a pop up 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 style="color: blue;">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 style="text-align: center;"><u>Structures</u></p> <p style="color: red;">Designing a stable structure that is able to support weight</p> <ul style="list-style-type: none"> • Creating frame structure with focus on triangulation • Making a range of different shaped beam bridges • 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 style="color: green;">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 style="color: blue;">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;"><u>Latin America</u></p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Artist Focus: George Segal</p>	<p style="text-align: center;"><u>Textiles</u></p> <p style="color: red;">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 • Creating a 3D stuffed toy from a 2D design • 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 • Testing and evaluating an end product and giving point for further improvements • Learning to sew blanket stitch to join fabric • Applying blanket stitch so the space between the stitches are even and regular • Threading needles independently
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PSHE	<p>Transitions About change including transitions, loss, separation and divorce.H8</p>	<p>Anti-Bullying To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. R12 To recognise and manage ‘dares’.R15 To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. L6</p> <p>ECW – Online Bullying</p> <p>Enterprise What is meant by enterprise and begin to develop enterprise skills. L16 (Look with FOBL at a fundraising event at some point during the school year in all KS2 classes)</p> <p>Link to Maths: The value of money/ Loans</p> <p>Money Matters Module 1 About the role money plays in their own and others’ lives, including how to manage their money and about being critical consumer.(Money Matters)</p>	<p>What’s in the News? Why and how rules and laws that protect them and others are made an enforced. L2 To explore and critique how the media present information L18</p> <p>Money Matters Module 2 About the role money plays in their own and others’ lives, including how to manage their money and about being critical consumer. (Money Matters)L13 Link to Maths: The value of money/ Loans</p>	<p>Personal Hygiene How their body will, and their emotions may, changes as they approach and move through puberty.H18 Understanding that they have the right to protect their body from inappropriate and unwanted contact H20</p> <p>SRE Link – Personal Hygiene</p> <p>ECW – Self-image and Identify</p>	<p>Mental Health Awareness What positively and negatively affects their physical, mental and emotional health. H1 How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyles) H2</p> <p>ECW – Health, Well-Being and Lifestyle</p> <p>Money Matters Module 3 About the role money plays in their own and others’ lives, including how to manage their money and about being critical consumer.(Money Matters L13) Link to Maths: The value of money/ Loans</p>	<p>Growing Up and Moving on To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. R2 To judge what kind of physical contact is acceptable or unacceptable and how to respond. R8</p> <p>ECW – Online Relationships</p> <p>RSE</p> <p>SRE Link – Puberty/ body chnages Menstruation and wet dreams, personal hygeine.</p> <p>Bikeability Strategies for keeping physically and emotionally safe including road safety (including cycles safety- Bikeability)</p>	
	RE (St. Helens Scheme)	<p>Christianity God Why is it sometimes difficult to do the right thing? Sin Adam & Eve’s disobedience Temptation and morality PHSE - About change including transitions, loss, separation and divorce.</p>	<p>Islam Why is the Qur’an so important to Muslims? The Qur’an The Night of Power</p>	<p>Hindu dharma What might Hindu’s learn from stories about Krishna? Krishna Holi</p>	<p>Christianity Jesus What do we mean by a miracle? Miracles of Jesus Pilgrimage</p>	<p>Christianity Church How do people decide what to believe? The Trinity Use of symbols and metaphors The Worldwide Church</p>	<p>Judaism Do people need laws to guide them? The Torah The Synagogue</p> <p><i>Non-chronological report-what guidance do religious texts offer for how to live your lives.</i></p>
	PE (Sports 4 Kids)	<p>Football 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</p>	<p>Hockey 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</p>	<p>Gymnastics 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</p>	<p>Tennis 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</p>	<p>Cricket 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 Learn scoring and methods of being ‘out’</p>	<p>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.</p>

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	<p style="text-align: center;">Rounders</p> <p>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'</p>	<p style="text-align: center;">African Dance</p> <p><i>Creative movement</i> <i>Group formations</i> <i>Fluency</i> <i>Timing to stimuli</i> <i>Responding to a partner</i> <i>Self and peer evaluation to improve</i></p>	<p style="text-align: center;">Tag Rugby</p> <p>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.</p>	<p style="text-align: center;">Volleyball</p> <p>Demonstrate various types of volleyball shots and when to use them Improve service technique Focus on set and spike technique to win points Improve and focus on blocking technique Improve shot selection decision making Improve match play strategy when under pressure</p>	<p style="text-align: center;">Swimming</p> <p>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</p>	<p style="text-align: center;">Outdoor Athletics</p> <p>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</p>