



Limitless Potential

Ignite Passion

Embrace Difference

**LONG TERM PLAN – 2020/21**

**Class: Year 5**

**Teacher: Mrs. Bowman**

<b>YEAR 5</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>ENGLISH</b>	<b>Narrative</b> Myths and Legends  <b>Recount</b> Based on school visit or experience  <b>Explanation</b> How Shang Dynasty has influenced modern society  <b>Poetry</b> Free verse linked to raps	<b>Narrative</b> Suspense and Mystery  <b>Reports</b> Information Leaflets  <b>Journalistic Writing</b> A news report on the Battle of Britain  <b>Poetry</b> Personal response to poetry	<b>Narrative</b> Fiction linked to our literary classic (Kensuke's Kingdom by Michael Murpurgo)  <b>Persuasion</b> Why is Fair Trade fair?  <b>Discussion</b> Ethical issues e.g. Fair Trade  <b>Poetry</b> Cinquain inspired by Haiku
<b>MATHEMATICS</b>	<b>Year 5 White Rose Curriculum</b>  <b>Place Value</b> Numbers up to 1,000,000  <b>Number</b> Addition and Subtraction  <b>Statistics</b> Two way tables and line graphs  <b>Number</b> Multiplication and Division  <b>Measurements</b> Perimeter and Area	<b>Year 5 White Rose Curriculum</b>  <b>Number</b> Multiplication and Division  <b>Number</b> Fractions  <b>Number</b> Decimals and Percentages	<b>Year 5 White Rose Curriculum</b>  <b>Number</b> Decimals  <b>Geometry</b> Properties of Shape  <b>Geometry</b> Position and Direction  <b>Measurements</b> Converting Units
<b>SCIENCE</b>	<b>Animals including Humans</b>	<b>Earth and Space</b>	<b>States of matter</b>

	<p>Sc5/2.2a Describe the changes as humans develop to old age</p> <p><b>Properties and changing materials</b></p> <p>Sc5/3.1a compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Sc5/3.1f explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Sc5/4.1b describe the movement of the Moon relative to the Earth</p> <p>Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Sc5/4.1d use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Living things and their habitats</b></p> <p>Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Sc5/2.1b describe the life process of reproduction in some plants and animals.</p>
<b>ART &amp; DESIGN</b>	<b>Focus: Sculpture</b>	<b>Focus: Pastels/Painting</b>	<b>Focus: Drawing/charcoal- shading</b>

	<p><b>Artist-Anthony Gormley</b></p> <p><b>Learning Objectives:</b></p> <p>To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).</p> <p>To know great artists, architects and designers in history.</p> <p><b>Focus: Painting- cubism</b></p> <p><b>Artist Picasso</b></p> <p><b>Learning Objectives:</b></p> <p>To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).</p>	<p><b>Artist Edward Munch-The Scream</b></p> <p><b>Learning Objectives:</b></p> <p>To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).</p> <p>To know great artists, architects and designers in history.</p> <p><b>Focus: Sewing</b></p> <p><b>Learning Objectives:</b></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).</p>	<p><b>Learning Objectives:</b></p> <p>To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).</p> <p>To know great artists, architects and designers in history.</p> <p><b>Focus: View finders and printing</b></p> <p><b>Artist Gustav Klimt work-Adele Bloch-Bauer.</b></p> <p><b>Learning Objectives:</b></p> <p>To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).</p> <p>To know great artists, architects and designers in history.</p>
COMPUTING	Coding linked to designing a labyrinth game	Internet safety leading up to E safety day (02.02.21.)	Raspberry Pi

	<p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
<b>DESIGN &amp; TECHNOLOGY</b>	<p><b>Focus: Food</b></p> <p><b>Learning Objectives:</b></p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Linked to science curriculum and changing materials</p>	<p><b>Focus: Textiles</b></p> <p><b>Learning Objectives:</b></p> <p>Create objects (such as a cushion) that employ a seam allowance.</p> <p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)</p> <p>Linked to art and design curriculum</p>	<p><b>Focus: Computing</b></p> <p><b>Learning Objectives:</b></p> <p><b>Write code to control and monitor models or products.</b></p> <p>Linked to computing curriculum</p>

<b>GEOGRAPHY</b>	<p><b>Why are mountains so important?</b></p> <p><b>Learning Objectives:</b></p> <p>To identify why the three mountains of Olympus, Mauna Kea and Everest so famous.</p> <p>To understand how the world's greatest mountain ranges were formed.</p> <p>To reason and justify why the legend of Mallory and Irvine is the greatest unsolved mystery of mountaineering.</p> <p>To understand and hypothesise why Edmund Hillary and Tenzing Norgay found fossils of sea animals on the summit of Everest.</p> <p>To compare and contrast how the Cambrian mountains differ from the Himalayan mountains.</p> <p>To justify and empathise why tourists visit the Cambrian mountains</p> <p>To identify how else the precious resource of water is used in the Cambrian Mountains.</p>	<p><b>How do volcanoes affect the lives of people living on Hiemaey (island in Iceland)?</b></p> <p><b>Learning Objectives:</b></p> <p>To identify physical features.</p> <p>To identify and describe human geographical features.</p> <p>To understand how geographers describe the Westman Islands.</p> <p>To compare and contrast the physical and human geography of Hiemaey with the local area.</p> <p>To understand and hypothesise why there are so few trees in Hiemaey.</p> <p>To develop conclusions about why there are volcanoes on Hiemaey.</p> <p>To understand and describe how the people of Hiemaey were affected when Eldfell erupted.</p> <p>To empathise and make judgements about why the people of Hiemaey go on living next to an active volcano.</p>	<p><b>Why is fair trade fair?</b></p> <p><b>Learning Objectives:</b></p> <p>To understand what is fair trade.</p> <p>To explain and describe what the UK export to the rest of the world.</p> <p>To reason and draw conclusions as to why trade isn't always fair.</p> <p>To reason and explain why fair trade is fair.</p>
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<p><b>HISTORY</b></p>	<p><b>Shang Dynasty</b></p> <p><b>National Curriculum Focus: the achievements of the earliest civilisation</b></p> <p><i>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</i></p> <p><b>Learning Objectives:</b></p> <p>To use sources of evidence to deduce information.</p> <p>To select suitable sources of evidence and give reasons.</p> <p>To use sources of information to form testable hypotheses from the past.</p> <p>To seek out and analyse a range of evidence.</p> <p>To show awareness of the concept of propaganda.</p> <p>To understand that no single sources gives the full answers.</p> <p>To identify continuity and change.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To identify periods of rapid change in history and contrast them with times.</p>	<p><b>Battle of Britain and World War 2</b></p> <p><b>National Curriculum Focus: a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</b></p> <p><i>Why was winning the Battle of Britain in 1940 so important?</i></p> <p><b>Learning Objectives:</b></p> <p>To use sources of evidence to deduce information.</p> <p>To select suitable sources of evidence and give reasons.</p> <p>To use sources of information to form testable hypotheses from the past.</p> <p>To seek out and analyse a range of evidence.</p> <p>To show awareness of the concept of propaganda.</p> <p>To understand that no single sources gives the full answers.</p> <p>To identify continuity and change.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p><b>York and the impact on our local history</b></p> <p><b>National Curriculum Focus: a local history study.</b></p> <p><i>What did King George VI mean when he said "The history of York is the history of England"?</i></p> <p><b>Learning Objectives:</b></p> <p>To use sources of evidence to deduce information.</p> <p>To select suitable sources of evidence and give reasons.</p> <p>To use sources of information to form testable hypotheses from the past.</p> <p>To seek out and analyse a range of evidence.</p> <p>To show awareness of the concept of propaganda.</p> <p>To understand that no single sources gives the full answers.</p> <p>To identify continuity and change.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To identify periods of rapid change in history and contrast them with times.</p> <p>To understand the concepts of continuity.</p>
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	<p>To understand the concepts of continuity.</p> <p>To use dates and terms accurately.</p> <p>To use appropriate historical vocabulary.</p> <p>To use original ideas to present information.</p>	<p>To identify periods of rapid change in history and contrast them with times.</p> <p>To understand the concepts of continuity.</p> <p>To use dates and terms accurately.</p> <p>To use appropriate historical vocabulary.</p> <p>To use original ideas to present information.</p>	<p>To use dates and terms accurately.</p> <p>To use appropriate historical vocabulary.</p> <p>To use original ideas to present information.</p>
<b>MUSIC</b>	<p>Whole class to learn a musical instrument through music tuition</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Learning songs for Christmas performances</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p>	Garage Band	<p>Whole class to learn a musical instrument through music tuition</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Whitley Bay Playhouse singing practise</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p>

<b>PHYSICAL EDUCATION</b>	<p><b>Dance Chinese dance</b></p> <p><b>Netball</b></p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Tag Rugby</b></p> <p><b>Gymnastics – compose and perform a routine to music</b></p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Olympics 2021</b></p> <p><b>Cricket</b></p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<b>RELIGIOUS EDUCATION</b>	<p><b>Buddhism</b></p> <p>Who was Buddha?</p> <p>Beliefs: The Path to Enlightenment</p> <p>Karma and reincarnation</p> <p>Temples and Shrines</p> <p>Ways of Worship</p> <p><b>The Nativity Story</b></p>	<p><b>Why is Muhammad important to Muslims?</b></p> <p>Revealing Life</p> <p>Historical Impact</p> <p>The Qur'an: A daily Inspiration</p> <p>Influential People</p> <p><b>The Easter story</b></p>	<p><b>Beliefs in our community</b></p> <p>Our local area</p> <p>My Community</p> <p>Inspirational Figures</p> <p>Understanding others</p> <p>Challenges</p>



MFL	<p><b>French</b></p> <p><b>L2/1.1 Listening &amp; Comprehension</b></p> <p>FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><b>FL2/1.2 Speaking</b></p> <p>FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL2/1.2d present ideas and information orally to a range of audiences*</p> <p><b>FL2/1.3 Reading &amp; Comprehension</b></p>	<p><b>French</b></p> <p><b>L2/1.1 Listening &amp; Comprehension</b></p> <p>FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><b>FL2/1.2 Speaking</b></p> <p>FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL2/1.2d present ideas and information orally to a range of audiences*</p> <p><b>FL2/1.3 Reading &amp; Comprehension</b></p> <p>FL2/1.3a read carefully and show understanding of words, phrases and simple writing</p>	<p><b>French</b></p> <p><b>L2/1.1 Listening &amp; Comprehension</b></p> <p>FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><b>FL2/1.2 Speaking</b></p> <p>FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL2/1.2d present ideas and information orally to a range of audiences*</p> <p><b>FL2/1.3 Reading &amp; Comprehension</b></p> <p>FL2/1.3a read carefully and show understanding of words, phrases and simple writing</p>
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	<p>FL2/1.3a read carefully and show understanding of words, phrases and simple writing</p> <p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>FL2/1.4 Writing</b></p> <p>FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL2/1.4b describe people, places, things and actions orally* and in writing</p> <p>FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>FL2/1.4 Writing</b></p> <p>FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL2/1.4b describe people, places, things and actions orally* and in writing</p> <p>FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>FL2/1.4 Writing</b></p> <p>FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL2/1.4b describe people, places, things and actions orally* and in writing</p> <p>FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>
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<b>WOW experiences</b>	The History Bloke workshop <a href="http://www.thathistorybloke.co.uk/ancient-greek-workshop">http://www.thathistorybloke.co.uk/ancient-greek-workshop</a>	Great North Museum Mission to Mars workshop and Planetarium visit	Trip to York Minister
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