

**Limitless Potential**

**Ignite Passion**

**Embrace Difference**

**LONG TERM PLAN – 2021/22**

**Class: Year 5**

**Teacher: Miss Gill**

Year 5	Autumn	Spring	Summer
English	<p><b>Narrative</b> Myths and Legends</p> <p><b>Explanation</b> Why Mountains are Formed.</p> <p><b>Poetry</b> Free Verse</p> <p><u>Books:</u> Percy Jackson Cosmic</p>	<p><b>Recount</b> Based on school visit or experience</p> <p><b>Discussion text</b></p> <p><b>Persuasion</b> Why is Fair Trade fair?</p> <p><b>Mystery and Suspense</b> The Mystery of the Ruins</p> <p><u>Books:</u> Wolf Brother</p>	<p><b>Journalistic Writing</b> A news report on the Battle of Britain</p> <p><b>Poetry</b> Cinquain inspired by Haiku</p> <p><b>Narrative</b> Literary classic</p> <p><u>Books:</u> Toms Midnight Garden Clockwork Philip Pulman</p>
Maths	<p><b>Year 5 White Rose Curriculum</b></p> <p><b>Place Value</b> Numbers up to 1,000,000</p> <p><b>Number</b> Addition and Subtraction</p> <p><b>Statistics</b> Two way tables and line graphs</p> <p><b>Number</b> Multiplication and Division</p>	<p><b>Year 5 White Rose Curriculum</b></p> <p><b>Number</b> Multiplication and Division</p> <p><b>Number</b> Fractions</p> <p><b>Number</b> Decimals and Percentages</p>	<p><b>Year 5 White Rose Curriculum</b></p> <p><b>Number</b> Decimals</p> <p><b>Geometry</b> Properties of Shape</p> <p><b>Geometry</b> Position and Direction</p> <p><b>Measurements</b> Converting Units</p>

	<b>Measurements</b> Perimeter and Area		
Science	<b>Animals including Humans</b>  Describe the changes as humans develop to old age  <b>Earth and Space</b>  Describe the movement of the Earth, and other planets, relative to the Sun in the solar system  Describe the movement of the Moon relative to the Earth  Describe the Sun, Earth and Moon as approximately spherical bodies  Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.	<b>Properties and Changing Materials</b>  Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets  Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic  Demonstrate that dissolving, mixing and changes of state are reversible changes  Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.  <b>Living Things and their Habitats</b>	<b>Forces</b>  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  Identify the effects of air resistance, water resistance and friction, that act between moving surfaces  Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

		Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  Describe the life process of reproduction in some plants and animals.	
Art	<b>Formal elements: Architecture</b>  To draw from observation, interpreting detail accurately.  To create a dramatic mono-print using ink.  To add vibrancy to an image.  To draw from different perspectives.  To design and reflect upon.	<b>Art and design skills</b>  To be introduced to sketchbooks.  Paul Klee – to extend drawings.  Leonardo Da Vinci – to come up with what we are missing in the world.  To draw a portrait using continuous line.  Packaging collage.	<b>Every picture tells a story</b>  Banksy – Clacton pigeon mural. To alter the image to reflect British values.  Andy Warhol's 'Rorschach'.  To create sentences to convey meanings (emojis).  John Singer Sargent 'Gassed' – to position themselves like soldiers.  Magdalene Odundo – to make sweeping movements.
Computing	<b>Internet Safety</b>  To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<b>Digital Imagery and Animation</b>  Everyone Can Create Photo Ch 4.	<b>Coding</b>  To design, write and debug programmes that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts.
Design and Technology	<b>Focus: Greek Food</b>  Understand and apply the principles of a healthy and varied diet.  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	<b>Focus: Textiles</b>  Create objects that employ a seam allowance.  Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decorations).	<b>Focus: Construction and Mechanics</b>  Develop a range of practical skills to create products (such as cutting, drilling, screwing, nailing, gluing, filling and sanding).

	Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.		
Geography	<p><b>Why are mountains so important?</b></p> <p>To identify why the three mountains of Olympus, Mauna Kea and Everest are 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>Why is fair trade fair?</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>	<p><b>How do volcanoes affect the lives of people living on Hiemaey (island in Iceland)?</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>

History	<p><b>The story of the Trojan Horse: historical fact, legend or classical myth?</b></p> <p>To describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece.</p> <p>To evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse and begin to formulate conclusions.</p> <p>To reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth and justify their decision.</p> <p>To review and evaluate the 'historical' evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgment as to its reliability and trustworthiness.</p>	<p><b>What did King George VI mean when he said, "The History of York is the History of England?"</b></p> <p>Describe and suggest reasons for the manufacture and use of Roman head pots discovered at York and suggest a reconstruction from archaeological remains, justifying their decisions.</p> <p>Explain how the discovery of the York Coppergate Anglo-Saxon helmet allowed historians to understand more about the ancient Kingdom of Northumbria.</p> <p>Explain the genre of historical fiction and make a justified judgment about the life of Oshere and the story behind his unclaimed helmet.</p> <p>Describe and explain how the Church during Norman times was able to raise the funds required to build York Minster.</p> <p>Empathise with those who were required to pay tithes and work for free during the construction of York Minster.</p> <p>Describe and explain why a battle was fought at Marston Moor in 1644 and evaluate a range of sources to reach a judgment about why killing a dog was so important to one of the armies fighting on that day,</p> <p>Identify, describe and explain why the arrival of the railways in York, together with the invention of the coal-fired steam engine, led to the</p>	<p><b>Why was winning the Battle of Britain in 1940 so important?</b></p> <p>Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was.</p> <p>Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940;</p> <p>Identify, describe, explain and evaluate the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant.</p> <p>Describe and explain the reasons why King John signed the Magna Carta in 1215, and evaluate and reach a judgment about why, like the Battle of Britain, it can be considered an important turning point in British history.</p>
---------	--	---	--

		<p>building of large manufacturing factories in the city.</p> <p>Compare and contrast working conditions in the Rowntree factory in York with those of most other Victorian factories of the time and reach a judgment that explains the differences,</p> <p>Explain why some wealthy businessmen and politicians became social reformers and philanthropists during the 19th century and evaluate some of the impacts they had.</p> <p>Compare and contrast the features of one other Norman Gothic cathedral in England with those of York Minster.</p>	
Music	<b>Music Tuition</b>  <b>Christmas Songs</b>	<b>Garage Band</b>	
Physical Education	Swimming Health and Related Fitness Dance	Swimming Gymnastics Orienteering	Swimming Orienteering Athletics
PSHCE	<b>Safety and the changing body</b>  <p>To begin to understand issues related to online friendship.</p> <p>To learn how to stay safe online.</p> <p>To learn about the physical changes that happen during puberty.</p> <p>To learn about the menstrual cycle and other changes that happen during puberty.</p>	<b>Health and well-being</b>  <p>To learn about the importance of relaxation.</p> <p>To learn about the benefits of a good night's sleep.</p> <p>To understand that failure is a normal part of life.</p> <p>To take responsibility for my feelings.</p> <p>To learn how to create a range of healthy meals.</p>	<b>Economic well being</b>  <p>To learn that a loan can be a way to pay for things.</p> <p>To understand income and expenditure.</p> <p>To learn some of the risks associated with money and what we can do to keep money safe.</p> <p>To learn how to put together a weekly budget by learning about needs and wants.</p>

	<p>To learn about the emotional changes that occur during puberty.</p> <p>To learn how to administer first aid.</p> <p>To understand the influence others have on us.</p> <p><b>Families and relationships</b></p> <p>To learn why friends are important.</p> <p>To explore friendships and possible solutions to problems.</p> <p>To learn about different types of marriage.</p> <p>To learn the importance of self-respect.</p> <p>To learn that sometimes family relationships can make children feel unhappy.</p> <p>To learn about bullying and what might lead someone to be a bully.</p> <p>To discover what gender stereotyping is.</p> <p>To discuss the saying 'you can't judge a book by its cover.'</p>	<p>To understand risks associated with skin exposure.</p> <p><b>Citizenship</b></p> <p>To understand the roles of police and the justice system.</p> <p>To explore the links between rights and responsibilities.</p> <p>To understand how reducing our use of materials and energy will help the environment.</p> <p>To understand how we recognise and value the contribution of people to society.</p> <p>To recognise the role of pressure groups on society.</p> <p>To learn how Parliament works.</p>	<p>To learn that stereotypes can exist in the workplace but they should not affect people's career aspirations.</p>
Religious Education	<p><b>Worship</b></p> <p>To consider how worth is determined and what has worth to me.</p>	<p><b>Forgiveness</b></p> <p>To explore the concepts of forgiveness.</p>	<p><b>Commitment</b></p> <p>To understand what commitment means and how it can be demonstrated in different ways.</p>

	<p>To reflect upon how music makes us feel and why it is used for religious worship.</p> <p>To discuss how and why religious believers pray.</p> <p>To compare expressions of worship in art.</p> <p>To investigate how artefacts are used as objects of worship within different religions.</p> <p>To explore what religious freedom is and how people use it.</p> <p><b>The True Meaning of Christmas</b></p>	<p>To explore and discuss what Jews believe about forgiveness.</p> <p>To explore the significance of Yom Kippur for Jews.</p> <p>To explore what Buddhists believe about forgiveness.</p> <p>To compare forgiveness in Buddhism and Judaism.</p> <p>To create and explain a symbol for forgiveness.</p>	<p>To explain how commitment is demonstrated in coming-of-age rituals.</p> <p>To understand and explain why people make sacrifices.</p> <p>To summarise the importance of fasting in Islam.</p> <p>To identify how commitment is shown through marriage ceremonies.</p> <p>To reflect on how I show commitment in my life.</p>
MFL: French	<p><b>Unit 2: Je me presente</b></p> <p>To say your age and ask others how old they are.</p> <p>To say your name and ask others what their name is.</p> <p>To say where you live and ask others where they live.</p> <p>To say the names of countries surrounding France.</p> <p>To use numbers to 20.</p> <p>To understand and say days of the week.</p> <p>To describe the weather.</p>	<p><b>Unit 3: Ma Famille</b></p> <p>To introduce family members.</p> <p>To say how many people are in my family and who they are.</p> <p>To introduce masculine and feminine.</p> <p>To use numbers to 30.</p> <p>To describe family.</p> <p>To learn about colours.</p>	<p><b>Unit 4: Les Animaux</b></p> <p>To learn the names for common pets.</p> <p>To listen and understand what animals others have.</p> <p>To introduce the plural forms of animals.</p> <p>To write simple sentences about yourself.</p> <p>To practise note taking.</p>
WOW experiences	<b>The History Bloke: Greeks</b>	<b>Newcastle Keep/Victoria Tunnels</b>	<b>WW2 Day: involving marching, cooking (ration), basic training.</b>



	<b>Bike-ability (20<sup>th</sup> October)</b>		
--	---	--	--