



Limitless Potential

Ignite Passion

Embrace Difference

LONG TERM PLAN – 2022/23

Class: Year 5

Teacher: Mrs Bowman

Year 5	Autumn	Spring	Summer
<b>English</b>	<p><b>Narrative</b> – Myths and Legends. Character Flaw</p> <p><b>Explanations</b> – Linked to class topic</p> <p><b>Poetry Free Verse</b> – Humour</p> <p><b>Persuasive texts</b> – Linked to best Christmas Adverts</p> <p>Reciprocal reading</p> <p>Grammar linked to writing genres</p>	<p><b>Recount</b> – Based on school visit or experience</p> <p><b>Non- Chronological Report</b> – Linked to Water World topic.</p> <p><b>Discussion text</b> – Linked to Local area project e.g. Litter in Lockey Park. Or linked to Anglo-Saxons vs Vikings</p> <p><b>Narrative</b> - Character Flaw tale</p> <p>Reciprocal reading</p> <p>Grammar linked to writing genres</p>	<p><b>Journalistic writing</b>- a news report on the extreme Earth topic and Climate Change.</p> <p><b>Poetry</b> – Cinquain inspired by Haiku</p> <p><b>Narrative Flashback tale</b> – Literary Classic e.g. Holes by Louis Sachar</p> <p>Reciprocal reading</p> <p>Grammar linked to writing genres</p>
<b>Maths</b>	<p><b>Year 5 White Rose Curriculum</b></p> <p><b>Place Value</b> Numbers up to 1,000,000</p> <p><b>Statistics</b> Line and bar charts</p> <p><b>Number</b> Short multiplication and short division</p>	<p><b>Year 5 White Rose Curriculum</b></p> <p><b>Number</b> Long multiplication and short division Fractions 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 shapes Position and direction</p> <p><b>Measurements</b> Converting units and volume</p>

	<p><b>Measurement</b> Perimeter and area</p>		
<p><b>Science</b></p>	<p><b>Animals including Humans</b></p> <p>To describe the changes as humans develop to old age.</p> <p><b>Scientist-</b> Sarah Fowler OBE – marine biologist whose research identified the global threat to sharks and shares strategies of how we can protect them.</p> <p><b>Properties and Change in Materials</b></p> <p>To 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>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p><b>Forces</b></p> <p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p><b>Scientist</b> - Emma England – aerospace engineer who works in a team to design the wings of an aircraft.</p>	<p><b>Earth and Space</b></p> <p>To describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>To describe the movement of the Moon relative to the Earth</p> <p>To describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>To 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><b>Scientist-</b> Nicolaus Copernicus – proposed that the sun was the centre of the universe.</p> <p><b>Living Things and their Habitats</b></p> <p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>To describe the life process of reproduction in some plants and animals.</p> <p><b>Scientist</b> - Sir David Attenborough Or Jane Goodall</p>

	<p>To demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>To 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><b>Scientist-</b> Jamie Garcia – came up with recyclable plastic.</p>		
<b>Art &amp; Design</b>	<p><b>Formal elements: Architecture</b></p> <p>To draw from observation, interpreting detail accurately.</p> <p>To create a dramatic monoprint using ink.</p> <p>To add vibrancy to an image.</p> <p>To draw from different perspectives.</p> <p>To design and reflect upon.</p>	<p><b>Art and design skills</b></p> <p>To be introduced to sketchbooks.</p> <p>Paul Klee – to extend drawings.</p> <p>Leonardo Da Vinci – to come up with what we are missing in the world.</p> <p>To draw a portrait using continuous line.</p> <p>Packaging collage.</p>	<p><b>Every picture tells a story</b></p> <p>Banksy – Clacton pigeon mural. To alter the image to reflect British values.</p> <p>Andy Warhol's 'Rorschach'.</p> <p>To create sentences to convey meanings (emojis).</p> <p>John Singer Sargent 'Gassed' – to position themselves like soldiers.</p> <p>Magdalene Odundo – to make sweeping movements.</p>
<b>Computing</b>	<p><b>Internet Safety</b></p> <p><b>Computing systems and networks – sharing information</b></p> <ol style="list-style-type: none"> <li>To explain that computers can be connected together to form systems</li> </ol>	<p><b>Internet Safety</b></p> <p><b>Data and Information – Flat File Databases</b></p> <ol style="list-style-type: none"> <li>To use a form to record information</li> </ol>	<p><b>Internet Safety</b></p> <p><b>Creating Media</b>  <b>Sound: Garage Band Chapter 3 Chords and Melody</b></p> <p>You'll be able to:</p>

	<ol style="list-style-type: none"> <li>2. To recognise the role of computer systems in our lives</li> <li>3. To experiment with search engines</li> <li>4. To describe how search engines select results</li> <li>5. To explain how search engines are ranked</li> <li>6. To recognise why the order of results is important and to whom</li> </ol> <p>Planning from Teach Computing</p> <p><b>Creating Media</b>  <b>Digital Imagery: Photography Chapter 6 – Photo Journalism</b></p> <p>You'll be able to:</p> <ol style="list-style-type: none"> <li>1. Tell a story with a series of photos.</li> <li>2. Rearrange and add transitions to slides.</li> <li>3. Layer text on top of photos in Keynote</li> </ol> <p>Everyone Can Create Photo  Apple Education  <a href="https://books.apple.com/gb/book/everyone-can-create-photo/id1440211371">https://books.apple.com/gb/book/everyone-can-create-photo/id1440211371</a></p>	<ol style="list-style-type: none"> <li>2. To compare paper and computer databases</li> <li>3. To outline how to answer questions by grouping and sorting data</li> <li>4. To explain that tools can be used to select specific data</li> <li>5. To explain that computer programmes can be used to compare data visually</li> <li>6. To use real world data bases to answer questions</li> </ol> <p>Planning from Teach Computing.  To teach using 'Numbers' App.</p> <p><b>Everyone Can Code Puzzles</b></p> <p><a href="https://books.apple.com/gb/book/everyone-can-code-puzzles/id1481279489">https://books.apple.com/gb/book/everyone-can-code-puzzles/id1481279489</a></p>	<ol style="list-style-type: none"> <li>1. Understand basic chord structures and progressions.</li> <li>2. Play and record chords and melodies using Touch Instruments.</li> <li>3. Layer multiple instruments with drums to create full songs.</li> </ol> <p>Everyone Can Create Music  Apple Education  <a href="https://books.apple.com/gb/book/everyone-can-create-music/id1440203050">https://books.apple.com/gb/book/everyone-can-create-music/id1440203050</a>  This material may be protected by copyright.</p> <p><b>Coding: Physical Coding Sphero Block 3</b></p> <p><a href="https://edu.sphero.com/cwists/category">https://edu.sphero.com/cwists/category</a></p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. I can use a gyroscope to calculate rotational velocity.</li> <li>2. I can learn what absolute value is.</li> <li>3. I can create and execute a Block program.</li> </ol>
<p><b>Design and Technology</b></p>	<p><b>Focus: Building Bridges</b>  I know what beams and pillars are and how they are used in bridge construction.</p>	<p><b>Focus: Chinese Inventions</b>  I can explain how the invention of paper helped shape the world.</p>	<p><b>Focus: Fashion and Textiles</b>  I know that products that are woven together are called textiles.</p>

	<p>I can predict which beams will be strongest from their cross-section.</p> <p>I can test the strength of different beam shapes using paper and card.</p> <p>I can explain what a truss is and how trusses make bridges stronger.</p> <p>I can identify the three types of trusses commonly used in bridge design.</p> <p>I can build a truss bridge spanning a width of 40cm using paper straws.</p> <p>I can use a fair test to evaluate the strength of my truss bridge.</p> <p>I can explain how arches work to make bridges stronger.</p> <p>I can test the arch heights to see which can bear the most load.</p> <p>I can make an arch frame.</p> <p>I can explain how suspension bridges use tension forces to work.</p> <p>I can design, make and evaluate a prototype suspension bridge using a scale of 1:100 according to specific design criteria.</p>	<p>I can explain the traditional method for making paper.</p> <p>I can test a variety of types of paper for strength, absorbency, opacity, etc.</p> <p>I can make recycled paper.</p> <p>I can explain how the invention of the compass changed the world.</p> <p>I can explain why kites were first invented and how they were made.</p> <p>I can make a variety of kite prototypes and test their effectiveness.</p> <p>I can design, make and evaluate a kite according to specific design criteria.</p>	<p>I know that different textiles have different properties, and can match these to their purpose.</p> <p>I can identify straight stitch, zigzag stitch, whip/blanket stitch, blind stitch, buttonhole stitch and overlock stitch on a variety of ready-made garments.</p> <p>I can describe what the job of a fashion designer entails.</p> <p>I can sew a basting stitch.</p> <p>I can sew a whip stitch.</p> <p>I can sew a hem.</p> <p>I can sew back stitch.</p> <p>I can sew an appliqué decoration.</p> <p>I can use back stitch to embroider.</p> <p>I know what a pattern piece is and why they are important when designing a garment.</p> <p>I can use pattern pieces to measure, mark, cut and sew fabric.</p> <p>I can sew design elements according to design criteria.</p> <p>I can join two pieces of fabric by hand sewing, using an appropriate stitch.</p> <p>I can evaluate my finished product against a set of design criteria</p>
<b>Geography</b>	<p><b>The Grand Canyon</b></p> <p>To locate the Grand Canyon and identify key features.</p>	<p><b>Water World</b></p> <p>To explore water on our planet.</p> <p>To understand the water cycle.</p>	<p><b>Extreme Earth</b></p> <p>Explore the Earth's extreme climates by investigating what climates there are on our planet and finding out about the</p>

	<p>To understand how the Grand Canyon was formed.</p> <p>To learn about the environment at the bottom of the Grand Canyon.</p> <p>To find out about different biomes in the canyon.</p> <p>To consider ways in which the Grand canyon is used by humans.</p> <p>To consider the different settlements and land uses.</p> <p>To describe the human and physical geographical features of the Grand Canyon.</p>	<p>To explore why we need water and how we use it.</p> <p>To compare the differences in water availability and usage in the UK and Kenya.</p> <p>To explore how water can be used for power to contribute to a sustainable future.</p> <p>To investigate and explore a local body of water. (River Tyne, Kielder).</p>	<p>hottest, wettest, coldest and driest places on Earth.</p> <p>Find out about the water cycle and how it works to result in different levels of rainfall in different parts of the world.</p> <p>Investigate a variety of extreme weather.</p> <p>Explore tectonic plates and the links to earthquakes.</p> <p>Investigate tsunamis</p> <p>How volcanos formed and what happens when one erupts.</p>
<p><b>History</b></p>	<p><b>Who were the Ancient Greeks?</b></p> <p>I can infer information about daily life in ancient Greece by studying ancient Greek artefacts.</p> <p>I can identify the difference between primary and secondary sources of information.</p> <p>I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths.</p>	<p><b>Vikings vs Anglo-Saxons</b></p> <p>I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period.</p> <p>I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past.</p> <p>I can find out about key people in history such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use</p>	<p><b>The Changing Roles of Woman</b></p> <p>I can identify how the roles of women in society from ancient times to the Renaissance changed.</p> <p>I can find out about women's roles in the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> centuries.</p> <p>I can find out how women's lives changed with different societal changes.</p> <p>I can find out what the roles of women were during the First World War.</p>

	<p>I can arrange key civilisations in world history chronologically.</p> <p>I can name the periods in the ancient Greek civilisation and order them on a timeline</p>	<p>this information to help explain the events that led to England becoming a unified country.</p> <p>I can describe what Britain was like before the arrival of the Vikings.</p> <p>I can use dates with increasing fluency to describe historical events and eras.</p>	<p>I know what feminism is.</p> <p>I can use primary and secondary sources to find out how the lives of women changed during the 1950s.</p> <p>I can use a timeline to show the changes of the role of women across different periods.</p> <p>I can order key events in the history of women's rights chronologically.</p> <p>I can recall major events, dates and people which impacted on woman's rights.</p>
<b>Music</b>	<p><b>Music Tuition</b></p> <p><b>Christmas Songs (Carol Service)</b></p>	<b>Garage Band</b>	<p><b>Learn songs to perform solo/group in front of a large audience.</b> (Whitley Bay Playhouse/Sage)</p>
<b>Physical Education</b>	<p><b>Striking and Fielding</b> (hockey)</p> <p><b>Invasion games</b> (tag rugby)</p> <p><b>Dance</b></p>	<p><b>Gymnastics</b></p> <p><b>Net and wall games</b> (netball)</p> <p><b>Fitness</b></p>	<p><b>Striking and fielding</b> (rounders)</p> <p><b>Athletics</b></p> <p><b>OAA</b></p>
<b>PSHCE</b>	<p><b>Safety and the changing body</b></p> <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><b>Health and well-being</b></p> <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><b>Economic well being</b></p> <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 about the menstrual cycle and other changes that happen during puberty.</p> <p>To learn about the emotional changes that occur during puberty.</p> <p>To learn how to administer first aid. 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 take responsibility for my feelings. To learn how to create a range of healthy meals.</p> <p>To associate the risks 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 how to put together a weekly budget by learning about needs and wants.</p> <p>To learn that stereotypes can exist in the workplace but they should not affect people's career aspirations.</p>
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<b>Religious Education</b>	<p>Why is Moses important to Jewish people?</p> <p>Why do Jewish people go to the synagogue?</p> <p>What are the themes of Christmas?</p>	<p>What do Christians believe about God?</p> <p>Why is the Last Supper so important to Christians?</p>	<p>How are Jewish beliefs expressed in the home?</p> <p>Why do people use rituals today?</p>
<b>MFL: French</b>	<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>