

New York Primary School  
Year 5 Long Term Planning (2020-2021)



	Autumn (It's All Greek to Me)	Spring (Hakuna Matata)	Summer (Heads Down Lights Off)
English	<p style="text-align: center;"><u>Myths and Legends</u></p> <p><u>TEXT: Theseus and the Minotaur</u></p> <ul style="list-style-type: none"> <li>• Narrative- Greek myth</li> <li>• Playscript</li> <li>• Non-chronological reports -Mythical Gods</li> <li>• Poetry - Autumn Cinquains</li> </ul> <p><u>TEXT: The Adventures of Odysseus</u></p> <ul style="list-style-type: none"> <li>• Newspaper report - The Adventures of Odysseus</li> <li>• Persuasive text - The Adventures of Odysseus</li> <li>• Poetry - Kennings</li> <li>• Poetry - Homer</li> </ul> <p><u>Autumn R4P TEXT:</u></p> <p><u>My Family and other Animals - Gerald Durrell</u></p>	<p style="text-align: center;"><u>Traditional Literature</u></p> <p><u>TEXT: The Journey to Jo'Burg</u></p> <ul style="list-style-type: none"> <li>• Characterisation - Character description for Naledi</li> <li>• News recount - Report on Grace's story</li> <li>• Diary - Tiro's experiences</li> </ul> <p><u>TEXT: The Long Walk To Freedom</u></p> <ul style="list-style-type: none"> <li>• Letter to explain - Why I have been sent to prison (Nelson to his children)</li> <li>• Biography - Nelson Mandela</li> <li>• Poetry - Mzwakhe Mbuli</li> </ul> <p><u>Spring R4P TEXT: The Undefeated - Kwame Alexander</u></p>	<p style="text-align: center;"><u>Historical Fiction</u></p> <p><u>TEXT: Letters from the Lighthouse</u></p> <ul style="list-style-type: none"> <li>• Persuasive text -Take an evacuee</li> <li>• Diary - Olive's experiences</li> <li>• Setting - The lighthouse</li> <li>• Poetry - Karl Shapiro</li> </ul> <p><u>TEXT: WW2 The Diary of Anne Frank</u></p> <ul style="list-style-type: none"> <li>• Instructions - How to make a gas mask</li> <li>• Autobiography</li> <li>• Poetry</li> </ul> <p><u>Summer R4P TEXT:</u></p> <p><u>The Boy in the Striped Pyjamas - John Boyne</u></p>
<u>Poetry to feature throughout the year</u>			
Mathematics	<p>Statutory programme of study - Through our maths work, pupils will explore place value and use these skills to solve addition and subtraction problems. Pupils will work with geometry to look at the perimeter of a shape and then work with multiplication and division before looking at the area of a shape.</p> <p>Number and place value Addition and subtraction Multiplication and division Perimeter and area</p> <p>Statistics - also taught through science work and work on Greece - looking at differences in climates.</p>	<p>Statutory programme of study - Through our maths work, pupils will focus mainly on fractions this term and spend time looking at links between fractions, decimals and percentages.</p> <p>Multiplication and division Fractions Decimals and percentages</p> <p>Statistics - also taught through science work, linking decimal knowledge and work on forces</p>	<p>Statutory programme of study - Pupils will develop their understanding of measurement and develop their understanding of shape, progressing from work in Year 4.</p> <p>Decimals Properties of shape Position and Direction Measurement - converting units and volume</p>
Science	<p>Earth and Space - Pupils will work scientifically to explore our solar system, linking this to their work on</p>	<p>Forces- through scientific observations, pupils will learn about how objects fall to the Earth because of</p>	<p>Living things and their habitats - Pupils will explore the life cycle of different animals. They will observe caterpillars and</p>

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	<p>Ancient Greeks. They will pose questions and research the answers. Children will explore day and night, explore the planets as spherical bodies and work with large numbers in maths to order the diameter of the planets.</p> <p>Properties of Materials - Properties of Materials Through scientific investigations, children will explore materials and their properties. They will classify materials and work scientifically to explore how different materials can be separated.</p> <p>Working Scientifically will run throughout all topics.</p>	<p>gravity. Pupils will conduct investigations to identify the effects of air resistance, water resistance and friction. This work follows on from work done on how things move in Year 3.</p> <p>Working Scientifically will run throughout all topics.</p>	<p>butterflies in their own classroom, making predictions about their life cycle.</p> <p>Animals, including humans - Pupils will explore the human body as it grows to old age, drawing on previous knowledge from earlier in the curriculum. This work will link with PSHE work on our changing bodies.</p> <p>Working Scientifically will run throughout all topics.</p>
<p><b>History</b></p>	<p><b>Ancient Greece - a study of life achievements and influences on the Western World</b></p> <ul style="list-style-type: none"> <li>• Daily life in Ancient Greece</li> <li>• Impact of the Greeks on our lives</li> <li>• Know some of the characteristics of the Athenians and the Spartans</li> <li>• Know the influence the gods had on Ancient Greece</li> <li>• Know at least five sports from the Ancient Greek olympics</li> <li>• To study Greek life and achievements on the Western World</li> <li>• To note connections, contrasts and trends over time.</li> <li>• To understand how our knowledge from the past is constructed from a range of sources.</li> </ul>	<p><b>Africa and apartheid (black history)</b></p> <ul style="list-style-type: none"> <li>• Order significant events, movements and dates on a timeline.</li> <li>• Describe main changes in a period in history with increasing accuracy.</li> <li>• Life in South Africa - (Journey to Jo'burg text)</li> <li>• Slavery links in comparison to South America</li> <li>• People who have made significant contributions to history) - Nelson Mandela , Rosa Parks</li> </ul> <p><b>Interpreting History</b></p> <ul style="list-style-type: none"> <li>• Understand some evidence from the past is propaganda/ opinion or misinformation.</li> <li>• Looks at the causes and consequences of why people in the past acted like they did.</li> </ul>	<p><b>WW2 - Local Area Study</b></p> <ul style="list-style-type: none"> <li>• Know how to place historical events and people from the past societies and periods in a chronological framework.</li> <li>• To know about a period of history that has strong connections to our own locality.</li> <li>• To know how the lives of wealthy people were different from the lives of poorer people.</li> <li>• How did life change for people in the North East during World War II.</li> </ul> <p><b>Interpreting History</b> Understand some evidence from the past is propaganda/ opinion or misinformation.</p> <p><b>Evacuation</b>-visit to South Shields Museum/Beamish/That History Bloke.</p>

New York Primary School  
Year 5 Long Term Planning (2020-2021)



<p><b>Geography</b></p>	<p><b>Locational knowledge -</b> Locate some major cities and countries of Europe. Where is Greece? How does it compare to the UK? Describe physical and human characteristics of Greece. <b>Map work-</b> Locate the world's countries. <b>Human and Physical Geography -</b> Trade/import and export Volcanoes and Earthquakes Climate including line graphs To be able to locate places studied in relation to the equator, tropics of Cancer and Capricorn, latitudes and longitudes and relate this to time zone, climate, season and vegetation.</p>	<p><b>Locational knowledge/Map work -</b> Locate cities, countries of South America on both physical and political maps. <b>Physical and Human Geography</b> Focus on physical geography including earthquakes. Understand types of settlement, land use including trade links and the distribution of natural resources. <b>Geographical skills and fieldwork</b> Use the 8 points of a compass to develop knowledge of South America. To be able to locate places studied in relation to the equator, tropics of Cancer and Capricorn, latitudes and longitudes and relate this to time zone, climate, season and vegetation.</p>	<p><b>Locational knowledge -</b> To be able to locate and describe several physical environments - coastal and mountain environments and how these have changed over time. Ship building in North Shields and study changes.  <b>Physical and Human Geography -</b> Local Fieldwork - local damage and growth following the war UK population and baby boom Locate and describe physical elements in UK. To understand what life was like in cities and in villages. To know products were imported as well as locally produced. How industry in the area has changed over time.</p>
<p><b>Art/DT</b></p>	<p><b>Design and Sculpture</b> Greek pots (2D/3D ceramic) design and content- collecting ideas from life  <b>Sketching techniques</b> Tone and shade Drawing a Mythical beast (final piece)  <i>Artist study: Caravaggio (painting of Medusa)</i></p>	<p><b>Painting techniques</b> Timbavati sunrise (silhouette) Watercolor wash  Artist: Paul Goldstein  <b>Design and Revisit ideas</b> Colour and pattern in african art Create a final piece using pattern, inspired by Bisa Butler  <i>Artist study: Bisa Butler (pattern in portraits)</i> Sonia Boyce</p>	<p>Great Artists Sketchbooks Cookery and Nutrition Wartime information posters Sewing (range of stitches) - Make do and Mend.  Artist: J Howard Miller</p>
<p><b>MFL</b></p>	<p>School and me - -Numbers -Telling the time -School subjects -Daily routines -Weather (adding to sentences about routines) -Forms of transport</p>	<p>Food and Cafe Directions and Shopping -To engage in conversations, asking and answering questions. -To know the names of food and drink. -To learn about healthy eating.</p>	<p>All about me Final presentations -To be able to give and explain an opinion. -To know names of parts of the body. -To name different sports. -To look at writing verbs.</p>
<p><b>Computing</b></p>	<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>Skill: Recognising appropriate and inappropriate content online.</li> </ul> <p><b>Spreadsheets</b></p> <ul style="list-style-type: none"> <li>Skill: Using</li> </ul>	<p><b>What is a computer</b></p> <p>Skill: Understanding the key components of computers.</p> <p><b>2Code</b></p> <p>Skill: Designing, writing and debugging programs.</p>	<p><b>Scratch: Building retro games</b></p> <p>Skill: Using sequencing, selection and repetition in coding.</p> <p><b>Building Collaborative Websites</b></p>

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	<p>increasingly complicated tools to solve problems and display data.</p> <p><b>Manipulating sound</b></p> <p>Skill: Capturing, repeating and sequencing sound patterns..</p>	<p>Context: Creating a playable, competitive game.</p>	<p>Skill: Appropriate use of Google tools. Working as a team.</p>
PE	<p>Quick Sticks- Autumn 1 Tag rugby - Autumn 2 Health related fitness</p> <p>Pentathlon</p>	<p>Badminton Dance Gymnastics Basketball tournament Hoopstars workshop</p>	<p>Athletics Rounders Cricket</p>
Commando Joe	<p>Year 5 Focus - Tim Peake Missions Spacesuit design Food Drop</p>	<p>Year 5 Focus - Tim Peake Missions Communication via satellite phone Rock Sample Collection</p>	<p>Year 5 Focus - Tim Peake Missions Lost in Space Land safely on Planet Earth</p>
RE	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Skill: Knowledge and understanding</li> <li>• Context: Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Skill: Knowledge and understanding</li> <li>• Context: What are the themes of Christmas?</li> </ul>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Skill: Knowledge and understanding</li> <li>• Context: What do Christians believe about God?</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Skill: Critical thinking</li> <li>• Context: Why is the Last Supper so important to Christians?</li> </ul>	<p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• Skill: Knowledge and understanding</li> <li>• Context: How are Jewish beliefs expressed in the home?</li> </ul> <p>Thematic unit</p> <ul style="list-style-type: none"> <li>• Skill: Critical thinking</li> <li>• Context: Why do people use rituals today?</li> </ul>
PHSE, SRE & SEAL	<p><b>Online Safety</b> - cyber bullying and careful and considerate use of social media Online safety week NSPCC workshop RNLI assembly <b>New beginnings</b> - new year, new teacher <b>Say No to Bullying</b> - Anti Bullying week pledge <b>Getting on and Falling Out</b> - Friendships <b>Families and people who care for me</b> <b>Online relationships</b></p>	<p><b>Going for Goals</b> - Future plans/my money <b>Good to be me</b> - individuality and uniqueness Healthy choices and the Eatwell Guide <b>Caring for me</b> <b>Mental wellbeing</b> <b>Drugs, Alcohol and Tobacco</b></p>	<p><b>Physical and social environment Relationships</b> - incl SRE and respectful relationships <b>Drugs and Alcohol</b> medicine, legal highs/addictive substances <b>Basic first aid</b> <b>Health and prevention</b> <b>Changes</b> - changes to the adolescent body <b>Physical health and fitness</b></p>
Music	<p><b>Playing a tuned instrument (Ukelele)</b> - including notation (notes A-G and rests)</p>	<p><b>Appreciation and History</b> - BBC Ten Pieces. Looking at the work of Florence Price</p>	<p><b>Playing a tuned instrument (Ukelele)</b> - including notation (notes A-G and rests)</p>

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	<p>Ensemble choral work (Preparation for Harvest and Christmas Performance inc. harmonies)</p>	<p>and creating work inspired by her music.</p> <p>Percussion and untuned instrument</p> <p>An investigation into African Drumming.</p>	
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