



	AUTUMN AFRICA	SPRING WW2	SUMMER GREECE
<b>English</b>	<p>Stories from other cultures and traditions</p> <p><b>TEXT: Journey to Jo'Burg</b></p> <ul style="list-style-type: none"> <li>Character description</li> <li>Newspaper report</li> <li>Diary</li> <li>Poetry - Kwame Alexander</li> </ul> <p><b>TEXT: Nelson Mandela</b></p> <ul style="list-style-type: none"> <li>Biography</li> <li>Letters</li> </ul> <p><b>Autumn R4P TEXT:</b></p> <ul style="list-style-type: none"> <li>Butterfly Lion - Michael Morpurgo</li> </ul>	<p>Stories from our literary heritage</p> <p><b>TEXT: Letters from the Lighthouse</b></p> <ul style="list-style-type: none"> <li>Persuasive text</li> <li>Playscript</li> <li>Setting description</li> </ul> <p><b>TEXT: Goodnight Mr Tom</b></p> <ul style="list-style-type: none"> <li>Instructions</li> <li>Narrative - story writing</li> <li>Poetry</li> </ul> <p><b>Spring R4P TEXT:</b></p> <ul style="list-style-type: none"> <li>The Boy in the Striped Pyjamas - John Boyne</li> </ul>	<p>Myths and Legends</p> <p><b>TEXT: Theseus and the Minotaur</b></p> <ul style="list-style-type: none"> <li>Narrative- Greek myth</li> <li>Non-chronological reports - Mythical Gods</li> <li>Poetry</li> </ul> <p><b>TEXT: Greek Myths</b></p> <ul style="list-style-type: none"> <li>Newspaper report</li> <li>Persuasive text - The Adventures of Odysseus</li> <li>Explanation</li> </ul> <p><b>Summer R4P TEXT:</b></p> <ul style="list-style-type: none"> <li>The Adventures of Odysseus</li> </ul>
<b>Mathematics</b>	<p>Statutory programme of study</p> <p>Pupils will develop their understanding of measurement and develop their understanding of shape, progressing from work in Year 4.</p> <p>Number and place value            Addition and subtraction            Multiplication and division            Perimeter and area</p>	<p>Statutory programme of study</p> <p>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 -</p> <p>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>Decimals            Properties of shape            Position and Direction            Measurement - converting units and volume</p> <p>Statistics - also taught through science work and work on Greece - looking at differences in climates.</p>
<b>Science</b>	<p>Earth and Space - Pupils will work scientifically to explore our solar system. 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>Forces- Through scientific observations, pupils will learn about how objects fall to the Earth because of 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>Living things and their habitats - Pupils will explore the life cycle of different animals. They will observe caterpillars and 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>
<b>History</b>	<p>Africa - Nelson Mandela and the Apartheid</p> <p>What did Britain learn from Nelson Mandela?</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> </ul>	<p>World War 2</p> <p>Why was victory for Britain important during WW2?</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> </ul>	<p>Ancient Greece</p> <p>What was it like to live in Ancient Greece?</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> </ul>



	<ul style="list-style-type: none"> <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> </ul> <p>Looks at the causes and consequences of why people in the past acted like they did.</p>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>
<b>Geography</b>	<p><b>South America</b>  <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>World War 2</b>  <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>Greece</b>  <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>
<b>Art/DT</b>	<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><b>Great Artists</b>          Sketchbooks            Cookery and Nutrition          Wartime information posters            Sewing (range of stitches) - Make do and Mend.            Artist: J Howard Miller</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>          Kathy King</p>
<b>MFL</b>	<p>School and me -          -Numbers          -Telling the time          -School subjects          -Daily routines          -Weather (adding to sentences about routines)</p>	<p>Food and Cafe          -To engage in conversations, asking and answering questions.          -To know the names of food and drink.          -To learn about healthy eating.</p>	<p>Sports          -Name different sports          -Talk about activities they like/dislike.          -Know parts of the body</p>
<b>Computing</b>	<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 increasingly complicated tools to solve problems and display data.</li> </ul> <p><b>Manipulating sound</b></p> <p>Skill: Capturing, repeating and sequencing sound patterns..</p>	<p><b>Micro Bits</b></p> <p>Skill: Using sequencing, selection and repetition in coding.</p> <p><b>2Code</b></p> <p>Skill: Designing, writing and debugging programs.</p> <p>Context: Creating a playable, competitive game.</p>	<p><b>What is a computer?</b></p> <p>Skill: Understanding the key components of computers.</p> <p><b>Building Collaborative Websites</b></p> <p>Skill: Appropriate use of Google tools. Working as a team.</p>
<b>PE</b>	<p>Quick Sticks- Autumn 1          Tag rugby - Autumn 2</p>	<p>Badminton          Dance</p>	<p>Athletics</p>

**New York Primary School**  
**Year 5 Long Term Planning (2021-2022)**



	Health related fitness  Gymnastics	Basketball	Rounders Cricket
<b>Commando Joe</b>	Year 5 Focus - Tim Peake Missions Spacesuit design Food Drop	Year 5 Focus - Tim Peake Missions Communication via satellite phone Rock Sample Collection	Year 5 Focus - Tim Peake Missions Lost in Space Land safely on Planet Earth
<b>RE</b>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Skill: Knowledge and understanding</li> </ul> <p>Context: What do Christians believe about God?</p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Skill: Knowledge and understanding</li> </ul> <p>Context: What are the themes of Christmas?</p>	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>Skill: Knowledge and understanding</li> </ul> <p>Context: Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?</p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Skill: Critical thinking</li> </ul> <p>Context: Why is the Last Supper so important to Christians?</p>	<p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>Skill: Knowledge and understanding</li> </ul> <p>Context: How are Jewish beliefs expressed in the home?</p> <p><b>Thematic unit</b></p> <ul style="list-style-type: none"> <li>Skill: Critical thinking</li> </ul> <p>Context: Why do people use rituals today?</p>
<b>PHSE, SRE &amp; SEAL</b>	<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</b> <b>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>
<b>Music</b>	<p><b>Playing a tuned instrument - Keyboard</b> - use and understand staff and other musical notations</p> <p><b>Percussion and untuned instrument</b> An investigation into African Drumming. Keyboards</p>	<p>Listen with attention to detail and recall sounds, improvise and compose music for a range of purposes – Wartime soundscapes.</p> <p>Develop an understanding of the history of music – The role of music during WW2.</p>	<p><b>Appreciation and History</b> - BBC Ten Pieces. Looking at the work of Florence Price and creating work inspired by her music. Summer festival</p>