



Year Five Long Term Plan

	AUTUMN AFRICA	SPRING WW2	SUMMER GREECE
English	<p>Stories from other cultures and traditions</p> <p>TEXT: Journey to Jo'Burg by Beverley Naidoo</p> <ul style="list-style-type: none"> Character description Newspaper report Poetry - The Undeclared by Kwame Alexander <p>TEXT: Nelson Mandela - A Long Walk to Freedom by Chris Van Wyk</p> <ul style="list-style-type: none"> Biography Letters Diary <p>Autumn R4P TEXT:</p> <ul style="list-style-type: none"> Boy at the Back of the Class by Onjali Q. Raúf 	<p>Stories from our literary heritage</p> <p>TEXT: Letters from the Lighthouse</p> <ul style="list-style-type: none"> Persuasive text Playscript Setting description Instructions Narrative - story writing Poetry x 2 weeks <p>Spring R4P TEXT:</p> <ul style="list-style-type: none"> Friend or Foe by Michael Morpurgo 	<p>Myths and Legends</p> <p>TEXT: Theseus and the Minotaur</p> <ul style="list-style-type: none"> Non-chronological report - Mythical creature Narrative- Greek myth Poetry <p>TEXT: The Adventures of Odysseus by Hugh Lupton</p> <ul style="list-style-type: none"> Newspaper report Persuasive text - The Adventures of Odysseus Explanation <p>Summer R4P TEXT:</p> <ul style="list-style-type: none"> Who Let the Gods Out? By Maz Evans
Mathematics	<p>Number:</p> <ul style="list-style-type: none"> Place value (up to 100,000) Addition and subtraction Multiplication and division Fractions 	<p>Number:</p> <ul style="list-style-type: none"> Place value (up to 100,000) Multiplication and division Fractions Decimals and percentages <p>Measurement:</p> <ul style="list-style-type: none"> Perimeter and area <p>Statistics</p>	<p>Number:</p> <ul style="list-style-type: none"> Place value (up to 100,000) Decimals <p>Geometry:</p> <ul style="list-style-type: none"> Properties of shapes Position and direction <p>Measurement:</p> <ul style="list-style-type: none"> Converting units Volume
Science Working Scientifically will run throughout all topics.	<p>Earth and Space:</p> <ul style="list-style-type: none"> 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 <p>Properties and changes of Materials:</p> <ul style="list-style-type: none"> Compare and group together everyday materials Know that some materials will dissolve in liquid to form a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials 	<p>Forces:</p> <ul style="list-style-type: none"> 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 	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> 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 <p>Animals, including humans:</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age <p>STEM Week</p>



<p>History</p>	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p>Big Question: How did the people of North Shields contribute to the abolitionist movement?</p> <p>Skill: Chronological Understanding:</p> <ul style="list-style-type: none"> Order significant events, movements and dates on a timeline Describe the main changes in a period in history <p>Skill: Historical Enquiry</p> <ul style="list-style-type: none"> Devise, ask and answer more complex questions about the past, considering key concepts in history Choose reliable sources of evidence to answer questions <p>Skill: Interpreting History</p> <ul style="list-style-type: none"> Understand some evidence from the past is propaganda/opinion or misinformation. <p>Skill: Causes and Consequences</p> <ul style="list-style-type: none"> Begin to offer explanations about why people in the past acted as they did <p>Skill: Similarities and differences</p> <ul style="list-style-type: none"> Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual <p>Skill: Significance</p> <ul style="list-style-type: none"> Give reasons why some events, people or developments are seen as more significant than others <p>Career Focus: Solicitor</p>	<p><u>Local History Study</u></p> <p>Big Question: Why was victory for Britain important during WW2?</p> <p>Skill: Chronological Understanding:</p> <ul style="list-style-type: none"> Order significant events, movements and dates on a timeline Describe the main changes in a period in history <p>Skill: Historical Enquiry</p> <ul style="list-style-type: none"> Analyse a range of source material to promote evidence about the past Construct and organise response by selecting and organising relevant historical data Use a range of sources to collect evidence about the past <p>Skill: Interpreting History</p> <ul style="list-style-type: none"> Understand some evidence from the past is propaganda/opinion or misinformation. Give reasons why there may be different accounts of history Evaluate evidence to choose the most reliable forms <p>Skill: Significance</p> <ul style="list-style-type: none"> Give reasons why some events, people or developments are seen as more significant than others <p>Skill: Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> Describe how historical events studied affect/influence life today Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) <p>Career Focus: Gallery Curator</p>	<p><u>Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</u></p> <p>Big Question: What was it like to live in Ancient Greece?</p> <p>Skill: Chronological Understanding:</p> <ul style="list-style-type: none"> Changes in a period in history <p>Skill: Historical Enquiry</p> <ul style="list-style-type: none"> Investigate own lines of enquiry by posing questions to answer. <p>Skill: Similarities and differences</p> <ul style="list-style-type: none"> Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual <p>Skill: Significance</p> <ul style="list-style-type: none"> Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual Describe similarities and differences between some people, events and artefacts studied <p>Skill: Similarities and differences</p> <ul style="list-style-type: none"> Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual Describe similarities and differences between some people, events and artefacts studied <p>Career Focus: Horticulturist</p>
<p>Geography</p>	<p><u>Africa</u></p> <p>Mapping Skills:</p> <ul style="list-style-type: none"> Compare maps with aerial photographs. Begin to use atlases to find out other information Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references. Identify the position and significance of lines of longitude & latitude <p>Locational Knowledge:</p> <ul style="list-style-type: none"> Locate and describe several physical environments in the UK, and how they change. e.g. coastal and mountain environments Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to 	<p><u>World War 2</u></p> <p>Mapping Skills:</p> <ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly. <p>Fieldwork:</p> <ul style="list-style-type: none"> Use a database to interrogate/amend information collected, Use sketches as evidence in an investigation. Select field sketching from a variety of techniques Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Use photographic evidence in their investigations <p>Locational Knowledge:</p>	<p><u>Greece</u></p> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Understand how climate and vegetation are connected in biomes. Describe what the climate of a region is like and how plants and animals are adapted to it. Understand how food production is influenced by climate. Understand what life is like in cities and in villages and in a range of settlement sizes within the same country. Understand that products we use are imported as well as locally produced.



	<p>their time zone, climate, seasons and vegetation.</p> <p>Human and Physical:</p> <ul style="list-style-type: none"> Describe and understand a range of key physical processes and the resulting landscape features. Understand how a mountain region was formed. 	<ul style="list-style-type: none"> Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Recognise broad land-use patterns of the UK. <p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand how a region has changed and how it is different from another region of the UK. <p>Human and Physical:</p> <ul style="list-style-type: none"> Explain how the types of industry in the area have changed over time. Understand where our energy and natural resources come from 	
Art	<p><u>African Landscapes</u></p> <p>Skills</p> <ul style="list-style-type: none"> Use sketchbooks as a resource for experimenting and refining previously taught skills: -Mark/ line making Use shading to create mood and feeling. Build upon the mark making and lines learnt in Year 4 to create drawings with control. Use shading to create mood and feeling. <p>Artist Focus:</p> <ul style="list-style-type: none"> Paul Goldstein (Wildlife Photographer) 	<p><u>Anderson Shelters</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Use sketchbooks as a resource for experimenting and refining previously taught skills: -Building texture Creating emotion through different medias Use shading to create mood and feeling. Create an accurate print design by following a given criteria. Confidently express emotion through Art using techniques taught previously <p>Artist Focus:</p> <ul style="list-style-type: none"> Henry Moore 	<p><u>Greek Pottery</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Use sketchbooks as a resource for experimenting and refining previously taught skills: -Mark/ line making -Building texture Confidently express emotion through Art using techniques taught previously. Share previous knowledge and ask questions about an artist. Research a focus artist to find answers to questions. <p>Artist Focus:</p> <ul style="list-style-type: none"> Caravaggio Kathy King
DT	<p><u>African masks</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Work as a small group to develop a simple design specification to guide their thinking Begin to create 3D products using a variety of materials and shapes apply their understanding of how to strengthen, stiffen and reinforce more complex structures Begin to understand how they can group materials together to have the biggest impact on the final design and product functionality Develop their critical evaluation skills for each stage of the design and make of the product Generate, develop, model and communicate their ideas through discussion, research, annotated sketches, diagrams, and prototypes <p>Artist Focus: Modigliani</p>	<p><u>Make Do and Mend</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Begin to create 3D textile products using a variety of materials and shapes Understand that materials they choose should have functional and aesthetic benefits Begin to understand how they can group materials together to have the biggest impact on the final design and product functionality How much materials and products might cost The sustainability of materials used The long-term impact of their products e.g. recyclability Explain their choice of materials and components according to functional properties and aesthetic qualities Begin to produce appropriate lists of tools, equipment and materials that they need using their design to support Formulate step-by-step plans as a guide to making e.g. instructions <p>Artist Focus: J Howard Miller</p>	<p><u>Greek Food</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Begin to understand how to adapt recipes to change the appearance, taste, texture etc. Continue to use the Eatwell plate and introduce the properties of different foods and how we can benefit from them e.g. water, fibre, carbohydrates etc. <p>Chef Focus: Nikolaos Tselementes</p>



MFL	School and me <ul style="list-style-type: none"> Numbers Telling the time School subjects Daily routines Weather (adding to sentences about routines) 	Food and Cafe <ul style="list-style-type: none"> To engage in conversations, asking and answering questions. To know the names of food and drink. To learn about healthy eating. 	Sports <ul style="list-style-type: none"> Name different sports Talk about activities they like/dislike. Know parts of the body
Computing Lego League will run throughout the year	Online Safety <ul style="list-style-type: none"> Recognising appropriate and inappropriate content online Spreadsheets <ul style="list-style-type: none"> Using increasingly complicated tools to solve problems and display data 	Lego <ul style="list-style-type: none"> Designing, writing and debugging programs Manipulating sound <ul style="list-style-type: none"> Capturing repeating and sequencing sound patterns 	What is a computer <ul style="list-style-type: none"> Understanding the key components of computers Building Collaborative Websites <ul style="list-style-type: none"> Appropriate use of Google tools and working as a team.
PE Cycling throughout the year	Gymnastics <ul style="list-style-type: none"> To use previous knowledge and technique of movements and create more advanced sequences using the apparatus. Compare and improve their performances from previous weeks. Invasion Games: Tag Rugby/Basketball <ul style="list-style-type: none"> Understand the rules of the sport, play competitive games using tactics and communication. Deciding techniques that would be most effective. Dance <ul style="list-style-type: none"> Show co-ordination, control, and a sense of style Demonstrate dynamic qualities and use of space 	Swimming <ul style="list-style-type: none"> Swim competently, confidently and proficiently using a range of strokes. Net and wall games: Badminton/Tennis/Netball <ul style="list-style-type: none"> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending 	Athletics <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Compare performances with previous ones and improve their personal best. Striking and Fielding: Cricket/Rounders <ul style="list-style-type: none"> Throwing & catching in isolation & combination. Play competitive games and apply basic principles for attacking and defending
Commando Joe	Steve Backshall missions	Amelia Earhart	Spartacus
RE	Christianity <ul style="list-style-type: none"> What do Christians believe about God? What are the themes of Christmas? 	Judaism <ul style="list-style-type: none"> Why is Moses important to Jewish people? Why do Jewish people go to the synagogue? Christianity <ul style="list-style-type: none"> Why is the Last Supper so important to Christians? 	Judaism <ul style="list-style-type: none"> How are Jewish beliefs expressed in the home? Thematic unit <ul style="list-style-type: none"> How do people express belonging?
PHSE, SRE & SEAL	New Beginnings: <ul style="list-style-type: none"> Safety Education Child Protection Families and People who care for me Online relationships Being safe Say no to bullying & Getting on and falling out <ul style="list-style-type: none"> Anti-bullying education Citizenship Caring for me 	Going for Goals <ul style="list-style-type: none"> Drugs education Citizenship (financial capability) Mental wellbeing Drugs, Alcohol & Tobacco Good to be me <ul style="list-style-type: none"> Emotional health and wellbeing Healthy eating Respectful relationships 	Relationships <ul style="list-style-type: none"> SRE Health and prevention Basic first aid Changing adolescent body Changes <ul style="list-style-type: none"> Physical and social environment Physical health and fitness
Music	Percussion and untuned instrument <ul style="list-style-type: none"> An investigation into African Drumming. How music reflects different cultural contexts Appreciation and History <ul style="list-style-type: none"> BBC Ten Pieces. Looking at the work of Florence Price and creating work inspired by her music. 	Playing a tuned instrument - Keyboard <ul style="list-style-type: none"> Use and understand staff and other musical notations Garageband <ul style="list-style-type: none"> Suggest improvements for own and others work Explore layering of rhythmic and / or melodic phrases 	Playing a tuned instrument - Keyboard <ul style="list-style-type: none"> Use and understand staff and other musical notations Sing Up - Musical Notation