New York Primary School
Come as you are. Leave at your best.



Year Five Long Term Plan 2

	AUTUMN AFRICA	SPRING WW2	SUMMER GREECE
English	**Stories from other cultures and traditions** **TEXT: Journey to Jo'Burg** • Journey story - characterisation/ dialogue • Letter writing - formal persuasive **TEXT: The Undefeated by Kwame Alexander** • Poetry **TEXT: Nelson Mandela – A Long Walk to Freedom by Chris Van Wyk** • Biography **Autumn R4P texts:** • Children of the Benin Kingdom • The Girl who stole the Elephant	**Stories from our literary heritage** **TEXT: Letters from the Lighthouse** • Meeting Tale • Newspaper Report **TEXT: Noor Un Nissa Inayat Khan** • Warning Tale • Instructions **Spring R4P texts:** • Friend or Foe • Now or Never	**Myths and Legends** **TEXT: Theseus and the Minotaur** • Non-chronological report - Mythical creature • Greek plays (playscripts) - PLZ • Conquering the Monster Tale **TEXT: The Adventures of Odysseus** • Explanation Text • Tale of Fear **Summer R4P texts:** • Who Let the Gods Out? • Percy Jackson and the Lightning thief
Mathematics	Statutory programme of study including calculations, measurement, handling data and understanding shape. Place value 2 weeks Monday – Number Tuesday – Measurement Wednesday - Geometry Thursday - Number/fractions Friday – Arithmetic and Reasoning	Statutory programme of study including calculations, measurement, handling data and understanding shape. Place value 2 weeks Monday – Number Tuesday – Measurement Wednesday - Geometry Thursday - Number/fractions Friday – Arithmetic and Reasoning	Statutory programme of study including calculations, measurement, handling data and understanding shape. Place value 2 weeks Monday – Number Tuesday – Measurement Wednesday -Geometry Thursday - Number/fractions Friday – Arithmetic and Reasoning
Science Working Scientifically will run throughout all topics.	**Earth and Space:** • 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 **Forces:** • 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 **Commando Joe** Mae Jemmison – first black woman to travel in space.	**Properties and changes of Materials**: • 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	**Living things and their habitats**: • 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 **Animals, including humans:** • Describe the changes as humans develop to old age **STEM Week**

History	**<u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u>** **Big Question: How did the people of North Shields contribute to the abolitionist movement?** **Skill: Chronological Understanding:** • Order significant events, movements and dates on a timeline • Describe the main changes in a period in history **Skill: Historical Enquiry** • Devise, ask and answer more complex questions about the past, considering key concepts in history • Choose reliable sources of evidence to answer questions **Skill: Interpreting History** • Understand some evidence from the past is propaganda/ opinion or misinformation. **Skill: Causes and Consequences** • Begin to offer explanations about why people in the past acted as they did **Skill: Similarities and differences** • Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual **Skill: Significance** • Give reasons why some events, people or developments are seen as more significant than others **Career Focus: Solicitor**	**<u>Local History Study</u>** **Big Question: Why was victory for Britain important during WW2?** **Skill: Chronological Understanding:** • Order significant events, movements and dates on a timeline • Describe the main changes in a period in history **Skill: Historical Enquiry** • 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 **Skill: Interpreting History** • 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 **Skill: Significance** • Give reasons why some events, people or developments are seen as more significant than others **Skill: Knowledge and understanding of events, people and changes in the past** • 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.) **Career Focus: Gallery Curator**	**<u>Ancient Greece - a study of Greek life and achievements and their influence on the Western world.</u>** **Big Question: What was it like to live in Ancient Greece?** **Skill: Chronological Understanding:** • Changes in a period in history **Skill: Historical Enquiry** • Investigate own lines of enquiry by posing questions to answer. **Skill: Similarities and differences** • Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual **Skill: Significance** • 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 **Skill: Similarities and differences** • 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 **Career Focus: Horticulturist**
Geography	**<u>Africa</u>** **Mapping Skills:** • Compare maps with aerial photographs. • Begin to use atlases to find out other information • Identify the position and significance of lines of longitude & latitude **Locational Knowledge:** • Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. **Human and Physical:** • Describe and understand a range of key physical processes and the resulting landscape features. • Understand how a mountain region was formed.	**<u>World War 2</u>** **Mapping Skills:** • Draw a variety of thematic maps based on their own data **Fieldwork:** • 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 **Locational Knowledge:** • Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.	**<u>Greece</u>** **Human and Physical Geography**: • Understand how climate and vegetation are connected in biomes. • Understand how food production is influenced by climate. **Mapping skills:** • Draw a sketch map using symbols and a key, • Use and recognise OS map symbols regularly. • Find and recognise places on maps of different scales • Use 8 figure compasses, begin to use 6 figure grid references. - Geography meeting

	• Understand what life is like in cities and in villages and in a range of settlement sizes within the same country. • Describe what the climate of a region is like and how plants and animals are adapted to it.	• Recognise broad land-use patterns of the UK. **Place Knowledge:** • Understand how a region has changed and how it is different from another region of the UK. **Human and Physical:** • Explain how the types of industry in the area have changed over time. • Understand that products we use are imported as well as locally produced. • Understand where our energy and natural resources come from.	
Art	**<u>Tinga Tinga Art</u>** **Skills** • Use sketchbooks as a resource for experimenting and refining previously taught skills: -Mark/ line making • Use colour to create mood and feeling. • Build upon the mark making and lines learnt in Year 4 to create drawings with control. • to improve mastery of art and design techniques, including drawing and painting **Artist Focus:** • Edward Saidi Tingatinga.	**<u>Anderson Shelters</u>** **Skills:** • 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 **Artist Focus:** • Henry Moore	**<u>Greek Pottery</u>** **Skills:** • 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. **Artist Focus:** • Caravaggio • Kathy King
DT	**<u>African Moving Masks</u>** **Skills:** • 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 • Develop their critical evaluation skills for each stage of the design and make of the product • To create a hinged masks with moving parts **Artist Focus: Ogoni People**	**<u>Make Do and Mend</u>** **Skills:** • 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 **Artist Focus: J Howard Miller**	**<u>Greek Food</u>** Skills: • 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. • Create a Greek menu using a variety of cooking techniques **Chef Focus: Nikolaos Tselementes**
MFL	**<u>School and me</u>**	**<u>Food and Café</u>**	**<u>Sports</u>**

	• Numbers • Telling the time • School subjects • Daily routines • Weather (adding to sentences about routines)	• To engage in conversations, asking and answering questions. • To know the names of food and drink. • To learn about healthy eating.	• Name different sports • Talk about activities they like/dislike. • Know parts of the body
Computing Lego League will run throughout the year	**Online Safety & Digital literacy** • Recognising appropriate and inappropriate content online **Lego** • Designing, writing and debugging programs • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	**Manipulating Sound** • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **Designing retro games** • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	**Building Collaborative Websites** • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration **What is a computer?** • Understanding the key components of computers
PE Cycling throughout the year	**Net and wall games: Badminton** • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending **Invasion Games: Basketball & Hockey** • Understand the rules of the sport, play competitive games using tactics and communication. Deciding techniques that would be most effective. **Dance** • Show co-ordination, control, and a sense of style • Demonstrate dynamic qualities and use of space	**Net and wall games: Tennis** • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending **Gymnastics** • 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: Netball** • Understand the rules of the sport, play competitive games using tactics and communication. Deciding techniques that would be most effective.	**Athletics** • 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** • Throwing & catching in isolation & combination. • Play competitive games and apply basic principles for attacking and defending
RE	**Christianity** • Does belief in the Trinity make better sense of God as a whole? • How do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	**Judaism** • How does celebrating Shavuot help Jewish children feel closer to God? **Christianity** • How do the events of Easter and Pentecost impact on Christians today?	**Judaism** • What is the best way for a Jewish person to show commitment to God? **Thematic unit** • How do inspirational people impact on how humanist live today?
PHSE, SRE & SEAL	**New Beginnings:** • Safety Education • Child Protection • Families and People who care for me • Online relationships	**Going for Goals** • Drugs education • Citizenship (financial capability) • Mental wellbeing • Drugs, Alcohol & Tobacco	**Relationships** • SRE • Health and prevention • Basic first aid • Changing adolescent body

	• Being safe **Say no to bullying & Getting on and falling out** • Anti-bullying education • Citizenship • Caring for me	**Good to be me** • Emotional health and wellbeing • Healthy eating • Respectful relationships	**Changes** • Physical and social environment • Physical health and fitness
Music	**Percussion and untuned instrument** • An investigation into African Drumming. • How music reflects different cultural contexts **Appreciation and History** • BBC Ten Pieces. Looking at the work of Errollyn Wallen - Mighty River and creating work inspired by her music.	**Playing a tuned instrument - Keyboard Charanga - Beginner Keyboard Course** • Use and understand staff and other musical notations **Playing a tuned instrument - Keyboard Sing Up** • Use and understand staff and other musical notations	**Introduction to Songwriting Unit - Garageband** • Suggest improvements for own and others work • Explore layering of rhythmic and / or melodic phrases