

Year 5 long term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of reading text	<p>Street child To help others less fortunate than themselves To show interest in, and understanding of, the way communities and societies function at a variety of levels (m)</p>	<p>The Highwayman The Delivery To recognise the difference between right and wrong and to apply this understanding to their own lives To understand the consequences of their actions (m)</p>	<p>The Birds Butterfly Lion To respect the rights and property of others To help others less fortunate than themselves (m)</p>	<p>There's a boy in the girl's bathroom To take responsibility for own actions To understand the consequences of their actions (m)</p>	<p>Greek myths To respect the rights and property of others To take responsibility for own actions (m)</p>	<p>Cosmic To tell the truth To recognise the difference between right and wrong and to apply this understanding to their own lives (m)</p>
Writing skills for the year	<p>Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Use semicolons to add clauses in to sentences Use expanded noun phrases to convey complicated information concisely Use devices to build cohesion, including adverbials of time, place and number Use modal verbs or adverbs to indicate degrees of possibility eg could, should Write sentences with different forms: statement, question, exclamation, command To use embedded subordinate clauses beginning with who, which, where, when, whose, Independently noting and developing initial ideas, drawing on reading and research where necessary to build writing To use a wide range of devices to build cohesion within and across paragraphs - golden thread To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. When writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed When writing narrative writing, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Be able to identifying the audience for and purpose of the writing, selecting the appropriate form FOR THEIR OWN. choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words continue to distinguish between homophones and other words which are often confused spell some words with 'silent' letters</p>					
Reading skills for the year	<p>Can apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Can read books that are structured in different ways and reading for a range of purposes</p> <p>Is confident to make comparisons within and across books.</p> <p>Can learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>					

	<p>Child is checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Are independently asking questions to improve their understanding of text</p> <p>Can summarise the main ideas drawn from more than one paragraph, identifying key details to support their main ideas</p> <p>Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Can draw inferences justifying them with evidence from the text</p> <p>Can predict what might happen from both facts stated and implied in the text</p> <p>Can explain how language, structure and presentation contribute to meaning of the text as a whole</p> <p>Is confident to discuss how author's use language, is used including figurative language, considering the impact on the reader</p> <p>Is confident to discuss and evaluate how author's use language, including figurative language, is used considering the impact on the reader</p> <p>In non fiction is able to distinguish between statements of fact and opinion</p> <p>Can recommend books that they have read to their peers, giving reasons for their choices</p> <p>Is able to participate in discussions about books, building on their own and others' ideas and challenging views courteously</p>					
<p>Science</p>	<p>Forces - in the context of Victorian design and manufacture</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 	<p>Victorian scientist study</p> <p>To develop an understanding of different cultures and beliefs (c)</p>	<p>Materials</p> <p>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>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>Animals including humans</p> <p>describe the changes as humans develop to old age.</p> <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by</p>	<p>Life cycles</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 including sexual reproduction in animals and asexual reproduction in plants <p>To develop a sense of enjoyment and</p>	<p>Earth moon 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 and the apparent movement of the sun across the sky. <p>To participate in scientific</p>

	<p>greater effect. To develop a love for learning (c)</p>		<p>□□give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic □□demonstrate that dissolving, mixing and changes of state are reversible changes</p> <ul style="list-style-type: none"> 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>To develop the skill to use all ones senses (sp)</p>	<p>researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p>To develop a sense of enjoyment and fascination in learning about themselves (sp)</p>	<p>fascination in learning about the world around them (sp)</p>	<p>opportunities (c)</p>
History	<p>Victorians</p> <p>Study the changing power of monarchs using Queen Victoria as a case study. To show interest in and understanding of the way communities and societies function (so)</p>			<p>The Greeks - including Greek astronomers A study of Greek life and achievements and their influence on the western world. To understand and appreciate cultural influences that have shaped their own heritage (c)</p>		
Geography			<p>Kenya</p> <ul style="list-style-type: none"> Use maps, atlases and globes to locate countries and describe features studied. Use the eight points of compass for direction. <p>To accept, respect and celebrate diversity as shown in attitudes to religious, ethnic and socio-economic groups in local, national and global communities (c)</p>			
Art	<p>William Morris designs - printing</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history To create 	<p>Rennie Mackintosh/ Brunel</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history To improve 			<p>Greek sculpture - clay, Greek pots - Frescos (Minoan bull leaping) mosaic</p> <ul style="list-style-type: none"> To develop and awareness of different kinds of art, craft and design To improve their mastery of art and design techniques sculpture with a range of materials 	

	<p>sketchbooks to record their observations and use them to review and revisit their ideas</p> <p>To participate in artistic opportunities (c)</p>	<p>their mastery of art and design techniques including drawing and painting with a range of materials</p> <p>To develop high expectations and a positive attitude (m)</p>			<p>To participate in technological and cultural opportunities (c)</p>	
DT			<p>CAM mechanisms linked to Kenya</p> <p>Understand and use mechanical systems in their products for examples, gears, pulleys, CAMS levers and linkages</p> <p>To participate in mathematical, technological and scientific opportunities (c)</p>			
PSHE SEAL/ UNICEF values	<p>New beginnings</p> <p>Belonging Respect Friendship Happiness</p> <p>To respect the rights and property of others</p> <p>To be considerate to others</p>	<p>Getting on and falling out / Say no to bullying</p> <p>Freedom Peace Unity Love/humility</p> <p>To take responsibility for own actions (m)</p>	<p>Going for goals</p> <p>Honesty Simplicity Hope Trust</p> <p>To tell the truth (m)</p>	<p>Good to be me</p> <p>Thoughtfulness Appreciation Understanding Care and compassion</p> <p>To help others less fortunate than themselves (m)</p>	<p>Relationships</p> <p>Confidence Quality</p> <p>To develop high expectations and a positive attitude (m)</p>	<p>Changes</p> <p>Fairness Courage Cooperation Responsibility</p> <p>To respect the rights and property of others (m)</p>
RE	<p>How is the Christian faith expressed through worship?</p> <p>Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices relating to worship</p> <ul style="list-style-type: none"> • Empathy – identify with feelings such as love, wonder, forgiveness and sorrow; seeing the relevance of worship for a Christian and seeing issues from their point of view 	<p>Why is light an important sign at Christmas?</p> <p>Reflecting on their own feelings about light and dark e.g. light and dark experiences; on those who are guiding lights or influences on lives</p> <ul style="list-style-type: none"> • Empathy: considering the thoughts and feelings of Simeon when he met the infant Jesus in the temple or the wise men as they 	<p>How did it all begin?</p> <p>Reflection: Raise ultimate questions about the origin, meaning and purpose of the world and mankind.</p> <ul style="list-style-type: none"> • Empathy: Identify with feelings of wonder for the natural world; Listen respectfully to the views of others. • Interpretation: Suggest meanings for creation stories and their purpose, exploring the difference between 'how' and 'why' 	<p>How do we know what happened at Easter?</p> <p>Reflecting on ultimate questions which are raised by the Easter Story.</p> <ul style="list-style-type: none"> • Empathising by considering the beliefs and values of others; developing the ability to identify feelings such as love, wonder, forgiveness and 	<p>What do Muslims believe?</p> <p>Reflecting on the experiences, beliefs and practices of Muslim communities</p> <ul style="list-style-type: none"> • Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others and seeing 	<p>What are the five pillars of Islam?</p> <ul style="list-style-type: none"> • Analysis: Distinguishing between the features of different religions • Synthesis: Linking significant features of a religion together into a meaningful whole • Investigation: Knowing what may constitute evidence for justifying beliefs in religion • Empathy: Considering the thoughts, feelings,

	<ul style="list-style-type: none"> • Investigation: knowing how to gather information from a variety of sources e.g. buildings, symbolism, service elements • Interpretation: drawing meaning from the artefacts, works of art, music, poetry or symbolism used in Christian worship; interpreting religious language • Evaluation: debating the relevance of worship for a Christian • Analysis: distinguishing between the different expressions of worship • Application: making the association between Christian worship and its effects on individual & community life • Expression: explaining concepts, rituals and practices <p>To develop an understanding of different cultures and beliefs, including Christianity (c)</p>	<p>followed the star; developing the ability to identify feelings such as love, wonder, forgiveness and sorrow</p> <ul style="list-style-type: none"> • Investigating the religious meaning of light at Christmas & comparing it with light as a theme in other faiths • Interpreting by drawing meaning from the symbolism in the Christingle or painting. 'Christ the Light of the World': interpreting religious language such as 'bringing light to the world' or 'The Light of the World'. • Synthesising by connecting light as a theme across religions • Expressing religious concepts and practices in relation to the symbolism of light <p>To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond (c)</p>	<ul style="list-style-type: none"> • Evaluation: Debate views about creation with reference to evidence and argument • Analysis - • Examine similarities and differences between creation stories from different religions • Application: Consider ideas of stewardship and responsibilities to care for the world. • Expression: Respond to ideas of beginnings and creation through dance or art <p>To develop imagination and to sense wonder and mystery in the world (sp)</p>	<p>sorrow as these issues are raised in the Easter Story; seeing the world through the eyes of others, and seeing issues from their point of view</p> <ul style="list-style-type: none"> • Investigating by asking relevant questions about life after death; knowing how to gather information from a variety of sources e.g. the four gospels • Interpreting religious language and suggesting meanings of religious texts • Analysing by distinguishing between opinion and fact <p>To give responses to searching and puzzling questions (sp)</p>	<p>the world through the eyes of Muslims, and seeing issues from their point of view</p> <ul style="list-style-type: none"> • Investigation - gather information about what Muslims believe from a variety of sources • Interpretation: drawing meaning from artefacts and symbolism; interpreting religious language and suggesting meanings of religious texts • Analysis: distinguishing between the features of different religions e.g. comparing Muslim prayer with how other faith communities pray and suggesting reasons why they might be different • Synthesis: linking significant features of religion together to gain a more 	<p>experiences, attitudes, beliefs and values of others</p> <ul style="list-style-type: none"> • Reflection: Reflecting on beliefs and practices <p>To be reflective about beliefs and values (sp)</p>
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					<p>complete understanding</p> <ul style="list-style-type: none"> • Application: recognising how Muslim beliefs affect both individuals and communities <p>To show interest in and respect for different people's feelings and values (sp)</p>	
French - Rigolo 2	Salut Gustave!	A'L'ecole	La nourriture	En Ville	En Vacances	Chez moi
ICT	<p>we are game developers developing an interactive game create original artwork and sound for a computer game</p> <p>To use imagination and creativity in learning (sp)</p>	<p>We are cryptographers to be familiar with semaphore and morse code and encrypt messages</p> <p>To realise that every individual can do something well and have something to offer (so)</p>	<p>We are artists fusing geometry and art to become familiar with techniques and tools of vector packages</p> <p>To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc. (c)</p>	<p>We are web developers creating a website for cyber safety to use and combine a variety of software to create a range of programmes</p> <p>To develop individual self-confidence (sp)</p>	<p>We are bloggers sharing experiences and opinions become familiar with a blog as a medium for writing To be sensitive to the needs and feelings of others (so)</p>	<p>we are architects creating a virtual space understand how designers and engineers work in 3d and use CAD as a design tool To interact positively across a range of situations (so)</p>
Music	<p>School value songs</p> <p>Play and perform in solo and ensemble contexts, using voices and playing musical instruments (recorder) with increasing accuracy, fluency, control and expression</p> <p>To participate in musical opportunities (c)</p> <p>Get Vocal</p>	<p>Christmas songs</p> <p>School value songs</p> <p>Christmas show</p> <p>To participate in musical opportunities (c)</p> <p>Get Vocal</p>	<p>Kenyan music and songs / recorders</p> <p>composing and singing.</p> <p>Use and understand staff and other musical notations - recorder</p> <p>Preparation for joint concert with Year 3 Kenya music and songs</p> <p>To develop an understanding of different cultures (c) To explore respect for cultural diversity (c)</p> <p>Get Vocal</p>	<p>Rap writing based around space travel</p> <p>Improvise and compose music for a range of purposes</p> <p>Learn about great composers</p> <p>Holst the planets - composer</p> <p>Rap writing</p> <p>To develop an awareness, recognition and appreciation of the Arts, i.e. Music (c)</p> <p>Get Vocal</p>		

PE indoor	Country dance Perform dances with a range of movement patterns To use a range of social skills in different contexts (so)	Gym - flight Develop flexibility, strength, technique, control and balance To participate in sporting opportunities (c)	Gym - functional use of limbs Develop flexibility, strength, technique, control and balance To work as part of a group (so)	Line dancing Perform dances with a range of movement patterns To participate in artistic and sporting opportunities (c)	Athletics Take part in outdoor adventurous activities with challenge both individually and as a team To cooperate with others and resolve conflicts effectively (so)	
PE outdoor	Tag rugby Take part in outdoor adventurous activities with challenge both individually and as a team To recognise the difference between right and wrong and to apply this understanding to their own lives (m)	Netball Take part in competitive games and apply basic principles for attacking and defending To work as part of a group (so)	Football Take part in competitive games and apply basic principles for attacking and defending To exercise self-discipline (m)	Netball Take part in competitive games and apply basic principles for attacking and defending To cooperate with others and resolve conflicts effectively (so)	Tennis Take part in outdoor adventurous activities with challenge both individually and as a team To conform to rules and regulations to promote order for the good of all (c)	Rounders Take part in outdoor adventurous activities with challenge both individually and as a team To show care and consideration for others e.g. sharing and turn taking (m)
Environment	SEAL: New beginnings. Planting class bulbs as a symbolism of topic. To sense wonder and mystery in the world (sp)		Geography: Linking water pollution to health. Designing and understanding natural and man-made water filtration. To understand the consequences of their actions (m)		PSHE: Golden boot challenge/pollution To respect the rights and property of others To take responsibility for own actions (m)	

Green text: SMSC