

## Year 5 Long Term Plan 2017 – 2018

	Autumn Term		Spring term		Summer term	
Topic	The Earth and Beyond	Spectacular Superheroes	Victorious Vikings	Magnificent Materials	Ancient Egypt	Brilliant Brazil
English	<p><b>Cosmic –</b> Diary entry Letter writing Explanation texts Persuasive texts</p>	<p><b>The Incredibles –</b> Diary Writing Persuasive writing Play Scripts</p> <p>Poetry</p>	<p><b>How to Train Your Dragon –</b> Adventure stories Descriptive writing Non-chronological reports</p> <p>Letter writing (PTA Grand Raffle)</p>	<p>Film narrative Narrative poetry</p>	<p><b>Oliver Twist - Fiction from our literacy heritage.</b> Diary entry Playscript Newspaper report</p>	<p>Traditional stories, fables, myths, legends</p> <p>Stories from other cultures</p>
Mathematics	Following the Y5 Mathematics objectives in the programme of study using White Rose Maths Hub resources.					
Science	<p><b><u>Working Scientifically:</u></b> During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>▪ To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>▪ To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>▪ To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>▪ To use test results to make predictions to set up further comparative and fair tests</li> <li>▪ To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>▪ To identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p>Pupils should read, spell and pronounce scientific vocabulary correctly.</p>					
	<p><b><u>Earth and Space:</u></b> To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. To describe the movement of the Moon relative to the Earth. To describe the Sun, Earth and Moon as approximately spherical bodies. To use the idea of the Earth's rotation to explain day and night</p>	<p><b><u>Forces</u></b> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of air resistance that act between moving surfaces. To identify the effects of water resistance and friction, that act between moving surfaces.</p>	<p><b><u>Forces:</u></b> To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><b><u>Properties and changes of materials:</u></b> To 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 To give reasons, based on evidence from comparative</p>	<p><b><u>Animals, including humans:</u></b> To describe the changes as humans develop to old age.</p> <p><b><u>Forces – linked to D.T:</u></b> To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><b><u>Living things and their habitats:</u></b> To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some plants and animals.</p>

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	and the apparent movement of the sun across the sky.			<p>and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>To 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>		

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Computing	To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part. To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part. To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	To 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. To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	To 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. To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. To 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.	To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. To 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.
History			The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt.	
Geography	To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer		To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the eight points of a compass,	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the eight points of a compass,

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	and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).				four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America: Brazil.
Art and Design	<b><u>Peter Thorpe – Space pictures:</u></b> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To know about great artists, architects and designers in history.	<b><u>Pop Art – Andy Warhol:</u></b> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To know about great artists, architects and designers in history.		<b><u>Rainforest collage – Post-impressionist Henri Rousseau:</u></b> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To know about great artists, architects and designers in history.		
Design and Technology			<b><u>Viking long-ships:</u></b> To use research and develop design criteria to inform the design of innovative,		<b><u>Ancient Egyptian Shadufs:</u></b> To use research and develop design criteria to inform the	<b><u>Brazilian Food:</u></b> To become competent in a range of cooking techniques [for

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			<p>functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures.</p>		<p>design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways.</p> <p><a href="http://www.easyanddelish.com/strawberry-brigadeiros/">http://www.easyanddelish.com/strawberry-brigadeiros/</a></p>

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<b>PE</b>	<p><b>Rugby:</b> To use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p><b>Gymnastics:</b> To develop flexibility, strength, technique, control and balance To compare performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Football:</b> To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p><b>Circuit Training:</b> To use running, jumping, throwing and catching in isolation and in combination.</p>	<p><b>Hockey:</b> To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p><b>Dance:</b> To perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Netball:</b> To use running, jumping, throwing and catching in isolation and in combination To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p><b>Gymnastics:</b> To develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Cricket/Rounders:</b> <b>Athletics:</b> To use running, jumping, throwing and catching in isolation and in combination To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p><b>Cricket/Rounders:</b> <b>Athletics:</b> To use running, jumping, throwing and catching in isolation and in combination To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>
<b>RE</b>	<b>2 year rolling programme based on the Diocese of York curriculum:</b>					
Year A	Sept/Oct/Nov/Dec What does it mean to be a Muslim?		Jan/Feb/Mar Values: What matters most to Christians?		Mar/Apr/May How do people express their ideas about God?	May/June/July Where, how and why do people worship?
Year B	Sept / Oct How do people live through good times and through difficult times?	Nov / Dec / Jan What do stories from the Bible reveal about Jesus?	Nov / Dec / Jan What do stories from the Bible reveal about Jesus?	Feb / Mar / Apr What does it mean to be a Hindu?	May / June Why is pilgrimage important to some religious believers?	June / July What will make our city, town or village a more respectful place?
<b>Music</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ use and understand staff and other musical notations</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>▪ develop an understanding of the history of music.</li> </ul>					

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<b>French</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>▪ present ideas and information orally to a range of audiences*</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally* and in writing</li> </ul>					