

Year 5 Long Term Plan 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question:	Why should rainforests be important for us all?	Will we ever send another human to the moon?	Were the Anglo-Saxons really smashing?	Can you feel the force?	Could you be the next CSI Investigator?	How were people's lives affected by WWII?
Babcock English Text	Jungle survival handbook – instructions Kensuke's Kingdom – extended story (story ending)	Everest – newspaper report of the moon landing Ripley's mighty machines – non-chronological report.	Beowulf – overcoming the monster story Chitty Chitty Bang Bang – write a chapter	Women in Science - biography	Earth verse – poetry Tear Thief – story	My secret War Diary – Diary writing
Guided Reading	Some schools following whole class reading – books to be decided by individual schools.					
White Rose Maths	<ul style="list-style-type: none"> • Number: Place Value • Number: Addition and Subtraction • Statistics • Number: Multiplication and Division • Measurement: Perimeter & Area 		<ul style="list-style-type: none"> • Number: Multiplication and Division • Number: Fractions • Number: Decimals and Percentages 		<ul style="list-style-type: none"> • Number: Decimals • Geometry: Properties of Shape • Geometry: Position and Direction • Measurement: Converting Units 	
Maths investigation (St Mikes Only)	Autumn 2 (week 1) How many Jelly Beans? By Andrea Menotti Spring 2 (week 1) Bean Thirteen by Matthew McEllicott Summer (week 1) One is a snail Ten is a crab By April Pulley Sayre and Jeff Sayre					

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<p>Science</p>	<p><u>Living things and their habitats</u> 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> <p><u>Earth and space</u> 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>	<p><u>Forces</u> 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>	<p><u>Properties and changes of materials</u> 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 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 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 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 THROUGH SRE/PSHE: <u>Animals, including humans</u> describe the changes as humans develop to old age</p>
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	<p>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> <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>using test results to make predictions to set up further comparative and fair tests</p> <p>reporting and presenting 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</p> <p>identifying scientific evidence that has been used to support or refute ideas or arguments.</p>		
Geography	<p>1. Locational Knowledge</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>2.Place knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>2.Locational knowledge</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>1.Place knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>
	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>		
History		<p>Britain's settlement by Anglo-Saxons and Scot</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond</p>
	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>		

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Computing	Coding Online safety Spreadsheets	Databases Game creator 3D modelling	Concept maps Word processing (Microsoft word) Word processing (Google docs)			
<p>In Key Stage 2 - Pupils should be taught to:</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>						
PSHE	BEING IN MY WORLD – Who am I and how do I fit?	CELEBRATING DIFFERENCE - Respect for similarity and difference. Anti-bullying and being unique	DREAMS AND GOALS - Aspirations, how to achieve goals and understanding the emotions that go with this	HEALTHY ME - Being and keeping safe and healthy	RELATIONSHIPS - Building positive, healthy relationships	CHANGING ME - Coping positively with change
Art (LCC)	Textiles – creating a rainforest scene/shelter (DT link)	Abstract Art: Space Art inspired by Peter Thorpe Painting	3D – clay based on Saxons	Printing	Drawing – character profiles	Critical study – William Morris and Andy Warhol Sketching (link to LCC Hitler unit)
<p>In Key Stage 2 -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>						
DT (LCC)	Design and make material cases/rainforest shelter(Art/LCC link-rainforest design theme)	Moving vehicles/mechanisms (English link to Chitty Chitty Bang Bang)	Food and Nutrition- LCC link (rationing recipes); World War II)			
<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>						

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	<p>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>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</p>					
MFL (Twinkl)	Getting to know you	All about ourselves	That's tasty	Family and friends	School life	Time travelling
	<p>In Key Stage 2 - Pupils should be taught to:</p> <p>listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 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 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Languages – key stage 2 3 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>					
Music (Charanga)	Livin' on a prayer – Rock Music	Classroom Jazz 1 – study of jazz music	Make you feel my love – study of pop ballads.	Fresh Prince of Bel Air – study of hip hop.	Dancing in the street – study of Motown.	Reflect, rewind and replay – Western classical music
<p>In Key Stage 2 - Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music § listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations</p>						

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appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.						
RE	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: What would Jesus do?	U2.10 What matters most to Humanists and Christians?
PE	Indoor: Gymnastics Outdoor: Games E.G. Netball/Tag rugby	Indoor: Dance Outdoor: Game E.G. Football/Hockey	Indoor: Gymnastics Outdoor: Games E.G. Tennis/Handball	Indoor: Healthy lifestyles: Circuits/Body fitness Outdoor: Football	Indoor: Dance Outdoor: Games E.G. Rounders/Cricket Athletics	Outdoor: Swimming Outdoor Adventure: E.G. Orienteering/Obstacle course
In Key Stage 2 - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders' and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best 						
<u>Swimming:</u> In particular, pupils should be taught to: <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations 						