

Year 5 Long Term Plan 2022-23

| | Autumn 1 7 weeks | Autumn 2 7 weeks | Spring 1 6 weeks | Spring 2 6 weeks | Summer 1 6 weeks | Summer 2 7 weeks |
|---|---|--|--|---|---|--|
| | Early Islamic Culture Forces & Space | | Mystery Around The World in 30 Days Anglo-Saxons, Scots | | Vikings Biology Biomes | |
| Class Reader | Girl of Ink and Stars – Kiran Millwood Hargrave | | Clockwork – Phillip Pullman | | Viking Boy – Tony Bradman | |
| <p>Writing (English) – see English LTP – Year 5</p>   | <p>Narrative - Significant authors – Alice in Wonderland</p> <p>Traditional Stories, Myths and Legends 1001 Arabian Nights</p> <p>I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious</p> <p>I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.</p> <p>I can use a thesaurus. Use knowledge of morphology and etymology in spelling</p> <p>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>I can write pieces describing settings, characters and atmosphere, and include speech that helps picture</p> | <p>Information text – on a planet in our solar system or other stellar body</p> <p>Biographies – Based on Neil Armstrong</p> <p>I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.</p> <p>I can give feedback on and improve my own writing and my classmates' writing.</p> <p>I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun.</p> <p>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.</p> <p>I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or</p> | <p>Narrative – Mystery – Time shift/Flashback</p> <p>Report - High Diving Giraffes</p> <p>I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.</p> <p>I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.</p> <p>I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.</p> <p>I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</p> <p>I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.</p> | <p>Poetry – Stylistic poetry – Val Bloom & Pie Corbett</p> <p>Persuasion – about either their food or one of the places visited.</p> <p>Geography LOs that this will cover:</p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. <p>I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.</p> | <p>Précising longer passages – Beowulf</p> <p>Procedural/Instructions for e.g. getting into Valhalla, or building a longboat; With parenthesis and commas to avoid ambiguity, e.g. ... (to avoid cutting your hand off with your adze.)</p> <p>I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.</p> <p>Précising: I can draft and write by summarising longer passages [what are the key points being made?]</p> | <p>Discussion: Rainforests/ Environmental Issues</p> <p>Poetry 'The Lost Words'</p> <p>I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work. I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</p> <p>I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun.</p> <p>I can use commas to make my writing clear to the reader.</p> <p>I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.</p> <p>Parenthesis: I can use brackets and can also use</p> |

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| | <p>the character and their personality or mood.</p> <p>I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.</p> <p>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.</p> <p>I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.</p> <p>I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.</p> <p>I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun.</p> <p>I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</p> | <p>tense choices e.g. he had seen her before.</p> <p>I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.</p> <p>I can find and write down facts and information from non-fiction texts.</p> | <p>I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</p> | | | <p>dashes or commas for the same purpose.</p> <p>I can use and proof-read for capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.</p> <p>[Reading LO] I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.</p> <p>I can find and write down facts and information from non-fiction texts.</p> <p>I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.</p> <p>I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</p> <p>I can mark and edit work to have the correct subject and verb agreement.</p> <p>I can perform my own work to a group with some confidence, changing the tone and volume of my</p> |

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| | | | | | | voice to make the meaning clear. |
| Maths | <p>Number – Place Value</p> <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <p>Number- Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. | <p>Statistics</p> <ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables. <p>Number – Multiplication and Division</p> <ul style="list-style-type: none"> Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (²) and cubed (³) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19 <p><i>[White Rose puts the next three objectives in Spring term]</i></p> <ul style="list-style-type: none"> Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long | <p><i>[White Rose puts Perimeter & Area in Autumn term]</i></p> <p>Perimeter and Area</p> <ul style="list-style-type: none"> Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes. <p>Number: Fractions</p> <ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Compare and order fractions whose denominators are all multiples of the same number. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements, for example: $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ Add and subtract fractions with the same denominator and denominators that are multiples of the same number. <p><i>[Spring 2 objectives may be started depending on the length of the first half-term (Spring 1)]</i></p> | <p>Number: Fractions</p> <ul style="list-style-type: none"> Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions, e.g. $0.71 = \frac{71}{100}$ Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <p>Number: Decimals and Percentages</p> <ul style="list-style-type: none"> Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ and those | <p>Number: Decimals</p> <ul style="list-style-type: none"> Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling. <p>Measures Volume</p> <ul style="list-style-type: none"> Estimate volume [for example using 1cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] Use all four operations to solve problems involving measure. <p><i>[White Rose puts Measures Volume Summer 2nd term. Summer 2 objectives may be started depending on the length of the first half-term (Summer 1)]</i></p> | <p>Measurement- converting units</p> <ul style="list-style-type: none"> Convert between different units of metric measure [for example, km and m; cm and mm; g and kg; l and ml] Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time. <p>Geometry- Properties of Shapes and Angles</p> <ul style="list-style-type: none"> Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (°) Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90° <p>Geometry- position and direction</p> <ul style="list-style-type: none"> Identify, describe and represent the position of a shape following a reflection or translation, using the |

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| | | multiplication for 2 digit numbers. <ul style="list-style-type: none"> • Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. • Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. | | fractions with a denominator of a multiple of 10 or 25. | | appropriate language, and know that the shape has not changed. |
| Art & Design  | <u>Collage</u> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. Famous artist: Banksy <u>Textiles (as part of DT unit)</u> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques • Combine previously learned techniques to create pieces. Famous artist: Harriet Powers | | <u>Digital Media</u> Enhance digital media by editing (including sound, video, animation, still images and installations). Famous artist: Wassily Kandinsky | | <u>Printing</u> Build up layers of colours. <ul style="list-style-type: none"> • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. Famous artist: William Morris | |
| Repeating Objectives in each Unit | Taking inspiration from the greats: <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. <ul style="list-style-type: none"> • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. <u>Develop Ideas (same for both 5 & 6)</u> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. <ul style="list-style-type: none"> • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. | | | | | |
| Computing (Purple Mash) | Online Safety Increasing children's awareness or knowledge (abbreviated version): Childnet SMART CREW and | Spreadsheets Conversions of measurements. Use a spreadsheet to work out the area and perimeter of rectangles. Use these | Databases To learn how to search for information on a database. To contribute to a class database. | Concept Maps To understand the need for visual representation when generating and discussing complex ideas. | Game Creator To set the scene. To create the game environment. To create the game quest. | 3D Modelling Designing a building for a purpose Explore the effect of moving points when designing. |

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|  | <p>the information they share online. who to tell if they are upset by something online. Clear ideas about good passwords. See how images and digital technology can create effects not possible without technology. Children select keywords and search techniques to find relevant information and increase reliability Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.</p> | <p>calculations to solve a real-life problem. Text variables to perform calculations. Plan an event.</p> | <p>To create a database around a chosen topic</p> | <p>Understand how a concept map can be used to retell stories and information. Present this to an audience.</p> | <p>To finish and share the game To evaluate their and peers' games.</p> | <p>Print their design as a 2D net and then create a 3D model.</p> |
| Design & Technol ogy | <u>Sewing</u> Create a narrative quilt Famous artist: Harriet Powers | | <u>Cooking and Nutrition</u> Cultural differences in food | | <u>Making shell, solid and combination structures</u> | |
| | <ul style="list-style-type: none"> Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Understand how fabrics can be strengthened, stiffened and reinforced where appropriate. Know and use technical vocabulary relevant to the project. | | <ul style="list-style-type: none"> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary | | <p>building different types of framed structures that are suitable for different biomes – work towards most effective structure for e.g. a rainforest</p> <ul style="list-style-type: none"> Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project. | |

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| Throughout the different units | <p><u>Generating ideas designing & Taking inspiration from design throughout history</u></p> <ul style="list-style-type: none"> • Generate innovative ideas through research including surveys, interviews and questionnaires and discussion with peers to develop a design brief and criteria for a design specification. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views, and, where appropriate, computer-aided design | | <p><u>Making</u></p> <ul style="list-style-type: none"> • Produce detailed lists of equipment and fabrics relevant to their tasks. • Write a step-by-step plan, including a list of resources required. • Select from and use, a range of appropriate utensils, tools and equipment accurately to measure and combine appropriate ingredients, materials and resources | | <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Investigate and analyse products linked to their final product. • Compare the final product to the original design specification and record the evaluations. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work | |
| Vocabulary | seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings | | ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble | | frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent | |
| Geography | <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North[Y3] and South America[Y5], concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, 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] • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | <p>Human & Physical Geography</p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts [Y5]</p> <p>Human & Physical Geography</p> <p>Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>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>Locational Knowledge</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America[Y5], concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America</p> <p>Human & Physical Geography</p> <p>Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> | |
| History | <p><u>Key Concepts and Vocabulary</u></p> <p>Use specific vocabulary linked to periods studied and begin to use historical terminology to describe and explain historical events and periods.</p> <p>Understanding of Events, People and Changes</p> | | <p>Emphasis on Anglo-Saxons, Scots - Post-Roman Britain (400CE) to Alfred the Great</p> <p><u>Key Concepts and Vocabulary</u></p> | | <p>Emphasis on Vikings – late 700sCE to 1066CE</p> <p><u>Key Concepts and Vocabulary</u></p> <p>Use specific vocabulary linked to periods studied and begin to use historical terminology to describe and explain historical events and periods.</p> | |

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| <ul style="list-style-type: none"> A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900 I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods I can use evidence to support arguments I can give some reasons for some important historical events <p>[called 'Historical Knowledge and Understanding' in <i>History Progression Map.doc</i>]</p> <ul style="list-style-type: none"> Show knowledge and understanding of aspects of history. Describe the characteristic features of past societies and periods. Identify changes within and across periods. Compare an aspect of life with the same aspect in another time period Describe some of the main events, people and changes. Give some of the causes and consequences of the main events and changes. <p><u>Chronological Understanding</u></p> <p>I can use dates to order and place events on a timeline</p> <ul style="list-style-type: none"> Relate current studies to previous studies. Place current study on timeline in relation to other studies. Know and sequence up to 10 events on a timeline (of periods studied) Use relevant dates and terms. Make comparisons between different times in the past <p><u>Historical Enquiry</u></p> <p>I can compare sources of information available for the study of different times in the past</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Ask and answer questions such as "What was it like for a... (an evacuee, soldier, civilian...)" Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions. | | <p>Use specific vocabulary linked to periods studied and begin to use historical terminology to describe and explain historical events and periods.</p> <p><u>Understanding of Events, People and Changes</u></p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots, The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods I can use evidence to support arguments I can give some reasons for some important historical events <p>[called 'Historical Knowledge and Understanding' in <i>History Progression Map.doc</i>]</p> <ul style="list-style-type: none"> Show knowledge and understanding of aspects of history. Describe the characteristic features of past societies and periods. Identify changes within and across periods. Describe some of the main events, people and changes. Give some of the causes and consequences of the main events and changes. <p><u>Chronological Understanding</u></p> <p>I can use dates to order and place events on a timeline</p> <ul style="list-style-type: none"> Relate current studies to previous studies. Place current study on timeline in relation to other studies. Know and sequence up to 10 events on a timeline (of periods studied) Use relevant dates and terms. 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| | <p>Historical Interpretations</p> <ul style="list-style-type: none"> I can make comparisons between aspects of periods of history and the present day I can understand that the type of information available depends on the period of time studied I can evaluate the usefulness of a variety of sources Choose reliable sources of factual evidence to describe the past. Give own reasons why changes may have occurred, backed up by evidence from research. Show on a time line, the changes that have been identified. Describe similarities and differences between some people, events and objects and describe how some of the things from the past affect life today. <p>Organisation and Communication</p> <ul style="list-style-type: none"> I can present findings and communicate knowledge and understanding in different ways I can provide an account of a historical event based on more than one source | | <ul style="list-style-type: none"> Ask and answer questions such as "What was it like for a... (an evacuee, soldier, civilian...)" Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions. <p>Historical Interpretations</p> <ul style="list-style-type: none"> I can make comparisons between aspects of periods of history and the present day I can understand that the type of information available depends on the period of time studied I can evaluate the usefulness of a variety of sources Choose reliable sources of factual evidence to describe the past. Describe similarities and differences between some people, events and objects and describe how some of the things from the past affect life today. <p>Organisation and Communication</p> <ul style="list-style-type: none"> I can present findings and communicate knowledge and understanding in different ways I can provide an account of a historical event based on more than one source | | <ul style="list-style-type: none"> Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions. <p>Historical Interpretations</p> <ul style="list-style-type: none"> I can make comparisons between aspects of periods of history and the present day I can understand that the type of information available depends on the period of time studied I can evaluate the usefulness of a variety of sources Choose reliable sources of factual evidence to describe the past. Give own reasons why changes may have occurred, backed up by evidence from research. Show on a time line, the changes that have been identified. Describe similarities and differences between some people, events and objects and describe how some of the things from the past affect life today. <p>Organisation and Communication</p> <ul style="list-style-type: none"> I can present findings and communicate knowledge and understanding in different ways I can provide an account of a historical event based on more than one source | |
| MFL | <ul style="list-style-type: none"> Understand and use the alphabet to assist in correct spelling and pronunciation. <ul style="list-style-type: none"> Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing). Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar. <ul style="list-style-type: none"> Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions). | | <ul style="list-style-type: none"> Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather). Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions). | | <ul style="list-style-type: none"> Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country). Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they". This can be done using familiar verbs such as "to wear" regarding clothes and they can then build sentences about what they and their friends are wearing). | |
| Music | <ul style="list-style-type: none"> 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 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. | | | | | |

Year 5 Long Term Plan 2022-23

| | Autumn 1 7 weeks | Autumn 2 7 weeks | Spring 1 6 weeks | Spring 2 6 weeks | Summer 1 6 weeks | Summer 2 7 weeks |
|------------------------------------|--|--|--|--|---|--|
| | Early Islamic Culture Forces & Space | | Mystery Around The World in 30 Days Anglo-Saxons, Scots | | Vikings Biology Biomes | |
| | <p><i>I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</i></p> <p>Introduction to keyboards Charanga: beginner-keyboard-course:</p> <p>(Christmas) <i>I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</i></p> | | <p><i>I can understand some formal, written notation which includes semibreves and dotted crotchets and their position on a staff.</i></p> <p><i>I can compose complex rhythms using my aural memory</i></p> <p>Mysteries: Keyboards Moody Mystery Music (Magical Instrumentals soundtracks - film & movie scene) <i>I can develop an increasing understanding of the history and context of music.</i> <i>I can compose complex rhythms using my aural memory</i> <i>I can sing as part of an ensemble with increasing confidence and precision.</i></p> | | <p><i>I can improvise with increasing confidence using my own voice, rhythms and varied pitch.</i></p> <p><i>I can listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p>Vikings – singing Led Zeppelin – Immigrant Song; Bon Jovi – Livin’ on a Prayer <i>I can understand some formal, written notation which includes semibreves and dotted crotchets and their position on a staff.</i> <i>I can understand how pulse, rhythm and pitch work together.</i></p> <p>Rainforest animal (Prokofiev’s Peter & the Wolf) leitmotif compositions, influenced by samba, bossa nova, hip-hop Gotta’ Be Me by Secret Agent 23 Skidoo - Hip Hop Libertango by Astor Piazzolla - Tango Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas - Bossa Nova and Hip Hop</p> | |
| PE - sports | Hockey (Uni-Hoc) | Netball | Team Games Focus on ball skills to be developed throughout year – dribbling, passing, throwing, catching etc. | Badminton | Orienteering | ‘En Masse’ or ‘outdoor & obstacle’ games: fun slingers, capture the flag, assault courses, etc. |
| Real PE units & ‘games’ | 1. <u>Cognitive</u> Throw Tennis & Endball | 2. <u>Creative</u> Seated Volleyball & Scorpion Handball | 3. <u>Social</u> River Crossing & Kabadi | 4. <u>Physical</u> Jumpball & Jump, Roll, Balance | 5. <u>Health & Fitness</u> Beanbag Raid & Dodgeball | 6. <u>Personal</u> Throlf & Scatterball |
| | <p><u>Cognitive</u> Level 6 I review, analyse and evaluate my own and others’ strengths and weaknesses. I can read and react to different gymnastics situations as they develop. Level 5</p> | <p><u>Creative</u> Level 6 I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. Level 5 I can respond imaginatively to different situations.</p> | <p><u>Social</u> Level 6 I can involve others and motivate those around me to perform better. Level 5 I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others.</p> | <p><u>Physical</u> Level 6 I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. Level 5</p> | <p><u>Health & Fitness</u> Level 6 I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. Level 5</p> | <p><u>Personal</u> Level 6 I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. Level 5</p> |

Year 5 Long Term Plan 2022-23

| | Autumn 1 7 weeks | Autumn 2 7 weeks | Spring 1 6 weeks | Spring 2 6 weeks | Summer 1 6 weeks | Summer 2 7 weeks |
|--------------------------------------|--|--|---|--|--|--|
| | Early Islamic Culture Forces & Space | | Mystery Around The World in 30 Days Anglo-Saxons, Scots | | Vikings Biology Biomes | |
| | <p>I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. I have a clear idea of how to develop my own and others' work. Level 4 I can identify specific parts of performance to work on. I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions. 1-6</p> | <p>I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. Level 4 I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging. 7-12</p> | <p>Level 4 I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. 13-18</p> | <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. Level 4 I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow. 19-24</p> | <p>I can self-select and perform appropriate warm-up and cool down activities. I can identify possible dangers when planning an activity. Level 4 I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. 25-30</p> | <p>I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. Level 4 I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. 31-36</p> |
| Coordination: Ball Skills | <p>In 20 seconds or less: 1. Stand with legs apart and complete 20 front to back catches with a bounce in between. 2. Perform above 30 times without ball bouncing in between. 3. Complete above tasks with head up throughout. 4. Complete 11 overhead throw and catches.</p> | | | | | |
| Coordination: Footwork | <p>1. Move in 3-step zigzag pattern while alternating knee raise and foot behind. 2. Move backwards in-3 step zigzag pattern with cross-over (swerve). 3. Move backwards in 3-step zigzag pattern with knee raise across body.</p> | | | | | |
| Agility: Ball Chasing | <p>1. Stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce. 2. Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce.</p> | | | | | |
| Agility: Reaction & Response | <p>From 1, 2 and 3 metres: 1. React to call from partner when they drop a ball, turn and catch it after 1 bounce. 2. Perform above challenge but react to sound of the bounce rather than call.</p> | | | | | |
| Dynamic Balance: On a Line | <p>1. Sidestep in both directions. 2. Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots 3. Move sideways, stepping across body (lateral step-over). 4. Perform 'grapevines' (step-over, sidestep, step-behind, repeat). 5. Complete blue challenges then above challenges with eyes closed.</p> | | | | | |
| Dynamic Balance: Jumping & Landing | <p>1. Jump 2 feet to 2 feet with a 180° turn in the middle (both directions). 2. Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions). 3. Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides).</p> | | | | | |
| Counter Balance: In Pairs | <p>1. Complete all blue challenges with eyes closed. 2. Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together. 3. Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms.</p> | | | | | |

Year 5 Long Term Plan 2022-23

| | Autumn 1 7 weeks | Autumn 2 7 weeks | Spring 1 6 weeks | Spring 2 6 weeks | Summer 1 6 weeks | Summer 2 7 weeks |
|---|---|---|--|---|--|---|
| | Early Islamic Culture Forces & Space | | Mystery Around The World in 30 Days Anglo-Saxons, Scots | | Vikings Biology Biomes | |
| Coordination: Sending & Receiving | 1. With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes. 2. With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds. | | | | | |
| Static Balance: 1 Leg | On both legs: 1. Complete 5 ankle extensions with eyes closed. 2. Complete 10 squats into ankle extensions with eyes closed. 3. Complete above 2 challenges on uneven surface with eyes open. 4. Complete first 2 challenges on uneven surface with eyes closed. | | | | | |
| Static Balance: Seated | 1. Reach and pick up cones from in front, to the side and from behind. 2. Reach and pick up cones from in front, to the side and from behind with eyes closed. 3. Reach and pick up cones from in front, to the side and from behind while a partner applies a force. 4. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force. | | | | | |
| Static Balance: Floorwork | 1. Hold front support position with only 1 foot in contact with floor and transfer cone on and off back. 2. Rotate fluently from front support to back support, and then continue rotating with fluency | | | | | |
| Static Balance: Stance | 1. Throw and catch 2 small balls alternately, using both hands, both close to and away from body. 2. Strike small ball back to a partner with a racket. 3. Strike a small ball back to a partner from across body with a racket. | | | | | |
| PSHE | <u>Being Me In My World</u> • Planning forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating. | <u>Celebrating Difference</u> • Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures. | <u>Dreams and Goals</u> • Future dreams • importance of money • Jobs and careers • Dream job – how to get there • Goals in different cultures • Supporting others (charity) • Motivation. | <u>Healthy Me</u> • Smoking, including vaping • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour. | <u>Relationships</u> • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules. | <u>Changing Me</u> • Self- and body image • Influence (online/media) on body image • Puberty for girls/boys • Conception (including IVF) • Growing responsibility • Coping with change • Preparing for transition. |
| RE | <u>5.1 Why are some journeys and places special – 2021</u> • Identify and explain features of special places and journeys, and why these inspire people. • Investigate places of pilgrimage and reflect on the challenges involved in the journey. | <u>5.2 What values are shown in codes for living – 2021</u> • Make connections between morals and values found in religious teachings and everyday life. • Identify and explain similarities and differences between Humanist, Muslim and Christian values • Investigate and apply ideas about values and how people choose to live their lives. | <u>5.3 Should we forgive others</u> • Show understanding of some reasons people might feel sorry and why it is hard to 'make up' or apologise in a conflict. • Respond clearly with their own ideas about importance of confession to Christians. • Describe how some modern individuals have faced the challenge of forgiveness. | <u>5.4 What do Christians believe about the old and new covenants – 2021</u> • Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths. • Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories and the idea of a covenant between God and the people. | | |

Year 5 Long Term Plan 2022-23

| Autumn 1 7 weeks | Autumn 2 7 weeks | Spring 1 6 weeks | Spring 2 6 weeks | Summer 1 6 weeks | Summer 2 7 weeks |
|---------------------|---|--|---------------------|------------------------------|--|
| | Early Islamic Culture Forces & Space | Mystery Around The World in 30 Days Anglo-Saxons, Scots | | Vikings Biology Biomes | |
| | | <ul style="list-style-type: none"> Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty | | | <ul style="list-style-type: none"> Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements |