

## Year 5 Long Term Plan 2021-22 – D Fisk

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks							
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest							
N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.													
<u>Jigsaw</u>	<u>Writing</u>	<u>Reading</u>	<u>Maths</u>	<u>Science</u>	<u>RE</u>	<u>Computing</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>D&amp;T</u>	<u>PE</u>	<u>MFL</u>	<u>Music</u>
Stuff to use	USE MY ROMAN NUMERAL ORIENTEERING CARDS for maths PV (Aut 1/Unit 1)  Creation of Pandora imovies 100 Smartboard Lessons/Foundation Subjects/ Lesson 4: It's Greek to me	E:\Dominic\Work Laptop - Rossett Acre\Back-up 10.1.15\Documents\DF Year 5\DF11 2014-15\PE\Dance – Space	→ Forensics from science day	Make zen gardens and rakes; Manga art; Kenzuke's Kingdom/Journey to the West (my myths book); stories from other cultures; tangram tale; aboriginal Stories; Hugo E:\Dominic\Work Laptop - Rossett Acre\Back-up 10.1.15\Documents\DF Year 5\DF11 2014-15\RE\Buddhism	Saxon Village at Murton Park	Den building  \\gateway\users\$\staff\staffdf\documents\1\DF Year 5 2018-19\Rainforests\Rainforests X Curr Eng, Maths, Sci from Testbase							
Trips	KS2 panto trip on bus to Harrogate?	Planetarium – share visit/cost with Year 1 and/or others: <a href="https://www.ukschooltrips.co.uk/school-day-trip-destinations/2407-immersive-experiences-mobile-planetarium-school-workshops-nationwide.html#pricing-information">https://www.ukschooltrips.co.uk/school-day-trip-destinations/2407-immersive-experiences-mobile-planetarium-school-workshops-nationwide.html#pricing-information</a> ... Followed by camping night on the field stargazing – see <a href="https://gostargazing.co.uk/dark-sky-calendar/">https://gostargazing.co.uk/dark-sky-calendar/</a> for best nights to do it (depending on weather) – could invite Year 6 too, as they missed out last year	Visit to restaurant: 1. food from another culture, e.g. Wagamama <a href="https://www.ashfieldprimary.co.uk/elm/">https://www.ashfieldprimary.co.uk/elm/</a> 2. Pizza Express – Yes, we've all eaten them – children and teachers alike – but do you really know what goes into making your favourite margherita? If you want to find out then the <b>Pizza Express chain runs free visits for local Primary schools</b> , where the staff turn their kitchens into classrooms. A chef teaches your class how to make the pizza including how to knead the dough. The kids should have a great experience while picking up some useful skills as well and an ingredients quiz should teach them about the various food stuffs that go into making their pizzas. 3. Farm Visit – Food For Life: Meanwood Valley Urban Farm (30min coach from school) <a href="https://www.foodforlife.org.uk/schools/what-can-you-do/farm-finder/farm-details?farmId=8941f2af-862d-4490-92d8-6e3a5a955b1d">https://www.foodforlife.org.uk/schools/what-can-you-do/farm-finder/farm-details?farmId=8941f2af-862d-4490-92d8-6e3a5a955b1d</a> Home Farm - Myton Grange (1 hour coach from school) <a href="https://www.foodforlife.org.uk/schools/what-can-you-do/farm-finder/farm-details?farmId=d4db0bf2-1b04-428d-80c4-72657af3cc28">https://www.foodforlife.org.uk/schools/what-can-you-do/farm-finder/farm-details?farmId=d4db0bf2-1b04-428d-80c4-72657af3cc28</a>	Jorvik Centre & Dig (arrange at same time) – go on the train to York : either parents drop off and pick up at Weeton (on the Harrogate train line), or at Otley bus station (I can walk some down), then bus to either Weeton or Harrogate, then train to York									

## Year 5 Long Term Plan 2021-22 – D Fisk

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
<i>N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.</i>						
<b>Events</b>	Harvest Assembly	Greek Day Assessment week Anti-Bullying week – 12-16 <sup>th</sup> Nov Christmas Productions and parties	Assessment Week	<b>My Class assembly 27.3.19 (last week of term)</b>	Y6 and Y2 SATS  Assessment week	Sports Day  Whole School Trip  Assessment week Transition Day
<b>Assessments used</b>				<ul style="list-style-type: none"> <li>White Rose end of Spring term assessment (1x arithmetic &amp; 1x Reasoning papers)</li> <li>2015 KS2 Reading SAT paper (Levels 3-5)</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of Summer term assessment (1x arithmetic &amp; 1x Reasoning papers)</li> <li>2014 KS2 Reading SAT paper (Levels 3-5)</li> <li>2014 KS2 GPS SAT papers</li> </ul>	
<b>Jigsaw PSHE</b>	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me- Including SRE education
<b>Class Reader</b>	Girl of Ink and Stars – Kiran Millwood Hargrave Who let the Gods Out? – Maz Evans		Clockwork – Phillip Pullman / The Graveyard Book – Neil Gaiman		Viking Boy – Tony Bradman / Rooftoppers – Katherine Rundell	
<b>Quality texts used</b>	Who Let The Gods Out – Maz Evans [English] Gods, Men and Monsters from the Greek Myths (World Mythologies Series) – Michael Gibson [English & History] You Wouldn't Want to Be a Slave in Ancient Greece! – Fiona MacDonald [History] The Tin Snail by Cameron McAllister [Science]	Good Night Stories for Rebel Girls (1&2) – Elena Favilli, Francesca Cavallo Stories For Kids Who Dare To Be Different – Ben Brooks	States of Matter Book – Georgia Amson-Bradshaw [Science] Short: a book of very short stories – Kevin Crossly-Holland [English] Detective Stories – chosen by Philip Pullman [English]	Chemical chaos – Nick Arnold [Science] Adventures on Earth – Simon Tyler [Geography] Atlas of Everything – Jon Richards [Geography]	Erik the Viking – Terry Jones [English & History] Viking Voyagers – Jack Tite Vikings in 30 Seconds – Philip Steele	Life Cycles (Science Skills Sorted) – Anna Claybourne [Science] The Great Kapok Tree – Lynne Cherry [Geography] The Forever Forest: kids Save a Tropical Treasure Hardcover – Kristin Joy Pratt-Serafini [Geography]
<b>Writing (English) – see English LTP – Year 5</b>	<b>Narrative</b> - Significant authors - Roald Dahl  <b>Traditional Stories, Myths and Legends</b> Greek Myths  <b>Discussion</b> – should Pandora have opened the box?	<b>Information text</b> – on a planet in our solar system or other stellar body  <b>Biographies</b> – Based on Neil Armstrong  I can write pieces describing	<b>Narrative</b> – Mystery/Detective Stories – Time shift/Flashback  <b>Report</b> - High Diving Giraffes  I can plan my writing by identifying the audience for and purpose of the writing, using	<b>Poetry</b> – Stylistic poetry – Val Bloom & Pie Corbett  <b>Persuasion</b> – about either their food or one of the places visited. <b>Geography LOs that this will cover:</b>	<b>Précising</b> longer passages – Beowulf  <b>Procedural/Instructions</b> for e.g. getting into Valhalla, or building a longboat; With parenthesis and commas to avoid ambiguity, e.g. ... (to	<b>Discussion:</b> Rainforests/ Environmental Issues  <b>Poetry</b> 'The Lost Words'  I can <b>plan</b> my writing by identifying the audience for and purpose of the writing, <b>using</b>




## Year 5 Long Term Plan 2021-22 – D Fisk


	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
<i>N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.</i>						
	<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 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</p>	<p>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 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>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>I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</p>	<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul> <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>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><b>Précising:</b> I can draft and write by summarising longer passages [what are the key points being made?]</p>	<p>other similar writing as models for my own work.</p> <p>I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or <b>modal verbs</b> e.g. might, should, will, must.</p> <p>I can add information to my sentences using <b>relative clauses</b> starting with who, which, where, when, whose, that, or by missing out the pronoun.</p> <p>I can <b>use commas</b> 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><b>Parenthesis:</b> I can use brackets and can also use dashes or commas for the same purpose.</p> <p>I can use and proof-read for <b>capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens</b> correctly in my work.</p> <p>[Reading LO] I can discuss and <b>compare events, structures, issues, characters and plots</b> of stories, poems and information texts.</p> <p>I can find and <b>write down facts</b></p>



## Year 5 Long Term Plan 2021-22 – D Fisk

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
<i>N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.</i>						
	<p>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><b>and information</b> from non-fiction texts.</p> <p>I can <b>plan</b> my writing of <b>narratives</b> by considering <b>how authors</b> have <b>developed characters</b> and <b>settings</b> 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 <b>subject and verb agreement</b>.</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>
<b>Reading</b>  	<p>Rising stars Year 5 Autumn 1 READING – ANCIENT GREEKS</p> <p>60 Second Reads:</p> <ul style="list-style-type: none"> <li>• The Outstanding Olympics</li> <li>• Treasure Hunting</li> <li>• Trial by Jury</li> <li>• Who Were the Ancient Greeks               <ul style="list-style-type: none"> <li>○ Archimedes</li> </ul> </li> </ul>	<p>Rising stars Year 5 Autumn 2 READING – PLANET MERCURY</p> <p><i>Space - Back to Earth Newspaper Report (diff)</i></p> <p><i>Space - Year-5-Reading-Comprehension-The-Sun/Earth/Moon</i></p> <p>60 Second Reads:</p> <ul style="list-style-type: none"> <li>• My Journey Into Space</li> <li>• Nine Facts about Planet Nine</li> <li>• The Meteor Shower</li> <li>• The Space Times - Solar</li> </ul>	<p>60 Second Reads:</p> <ul style="list-style-type: none"> <li>• Help</li> <li>• UFO Sighting</li> <li>• Whodunnit Poem Verse 1</li> </ul> <p><b>Westphalian Ring</b></p> <p>→ C:\Users\dfisk\Documents\Literacy\Reading\Comics\nTheClassroom_SE1_Pow erpoints_x6 Jack the Ripper</p>	<p>60 Second Reads:</p> <ul style="list-style-type: none"> <li>• My Eternal Journey</li> <li>• Water Cycle               <ul style="list-style-type: none"> <li>○ Global Easter Traditions                   <ul style="list-style-type: none"> <li>○ Breaking News</li> <li>○ Easter Egg-stravaganza</li> <li>○ The Easter Hare by Margaret Arndt</li> </ul> </li> </ul> </li> </ul> <p><i>wrecked-on-a-desert-island-vipers</i></p>	<p>60 Second Reads:</p> <ul style="list-style-type: none"> <li>• Danegeld by Rudyard Kipling</li> <li>• Making a Longhouse</li> <li>• Newspaper Report</li> <li>• The Magic Hammer</li> </ul> <p><b>Victorious Vikings</b></p> <p><i>Viking Longships</i></p> <p><i>(2-e-3064-uks2-beowulf-differentiated-reading-comprehension-</i></p>	<p>60 Second Reads:</p> <ul style="list-style-type: none"> <li>• Help, I'm Stuck!</li> <li>• Metamorphosis</li> <li>• Penguin Life Cycle</li> <li>• The Life Cycle of a Flower</li> </ul> <p><i>Rainforest-deforestation-differentiated-reading-comprehension-activity</i></p>

## Year 5 Long Term Plan 2021-22 – D Fisk



	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.						
		Eclipse at Eclipseville o A Victorian Christmas o Christmas Spiced Biscuits Recipe o Sleigh Sighting			activity_ver_3	
Writing Cross Curricula			Précising longer passages – Westphalian Ring  Classic narrative and oral poems - Charles Causley; revise relative clauses; intro modal verbs prior to next half-term's main input;	Outdoor Learning Y5 - Cooking on a fire - Properties and Changes of Materials: Instructions for building a fire, including... Health & Safety warning	Newspapers - The Anglo Saxon Invasion  NC reports on Anglo Saxon village	Explanation texts in science/geography (Habitats, rivers, rainforests).
Maths 	<u>Number – Place Value</u> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</li> <li>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</li> <li>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</li> <li>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</li> <li>Solve number problems and practical problems that involve all of the above.</li> <li>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul> <u>Number- Addition and Subtraction</u>	<u>Statistics</u> <ul style="list-style-type: none"> <li>Solve comparison, sum and difference problems using information presented in a line graph.</li> <li>Complete, read and interpret information in tables including timetables.</li> </ul> <u>Number – Multiplication and Division</u> <ul style="list-style-type: none"> <li>Multiply and divide numbers mentally drawing upon known facts.</li> <li>Multiply and divide whole numbers by 10, 100 and 1000.</li> <li>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>Recognise and use square numbers and cube numbers and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)</li> <li>Solve problems involving</li> </ul>	<i>[White Rose puts Perimeter &amp; Area in Autumn term]</i> <u>Perimeter and Area</u> <ul style="list-style-type: none"> <li>Measure and calculate the perimeter of composite rectilinear shapes in cm and m.</li> <li>Calculate and compare the area of rectangles (including squares), and including using standard units, cm<sup>2</sup>, m<sup>2</sup> estimate the area of irregular shapes.</li> </ul> <u>Number: Fractions</u> <ul style="list-style-type: none"> <li>Identify, name and write <b>equivalent fractions</b> of a given fraction, represented visually, including tenths and hundredths.</li> <li><b>Compare and order fractions</b> whose denominators are all multiples of the same number.</li> <li>Recognise <b>mixed numbers and improper fractions and</b></li> </ul>	<u>Number: Fractions</u> <ul style="list-style-type: none"> <li>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li>Read and write decimal numbers as fractions, e.g. <math>0.71 = \frac{71}{100}</math></li> <li>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul> <u>Number: Decimals and Percentages</u> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers with up to three decimal places.</li> <li>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> <li>Round decimals with two decimal places to the nearest whole number and</li> </ul>	<u>Number: Decimals</u> <ul style="list-style-type: none"> <li>Solve problems involving number up to three decimal places.</li> <li>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li> <li>Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling.</li> </ul> <u>Measures Volume</u> <ul style="list-style-type: none"> <li>Estimate volume [for example using 1cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li> <li>Use all four operations to solve problems involving measure.</li> </ul> <i>[White Rose puts Measures</i>	<u>Measurement- converting units</u> <ul style="list-style-type: none"> <li>Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]</li> <li>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</li> <li>Solve problems involving converting between units of time.</li> </ul> <u>Geometry- Properties of Shapes and Angles</u> <ul style="list-style-type: none"> <li>Identify 3D shapes, including cubes and other cuboids, from 2D representations.</li> <li>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> <li>Distinguish between regular and irregular polygons based on reasoning about equal sides</li> </ul>

## Year 5 Long Term Plan 2021-22 – D Fisk

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
<p><i>N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.</i></p>						
	<ul style="list-style-type: none"> <li>Add and subtract numbers mentally with increasingly large numbers.</li> <li>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<p>multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <ul style="list-style-type: none"> <li>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li> <li>Establish whether a number up to 100 is prime and recall prime numbers up to 19</li> </ul> <p><i>[White Rose puts the next three objectives in Spring term]</i></p> <ul style="list-style-type: none"> <li>Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</li> <li>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.</li> <li>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</li> </ul>	<p><b>convert</b> from one form to the other and write mathematical statements, for example: <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math></p> <ul style="list-style-type: none"> <li>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> </ul> <p><i>[Spring 2 objectives may be started depending on the length of the first half-term (Spring 1)]</i></p>	<p>to one decimal place.</p> <ul style="list-style-type: none"> <li>Solve problems involving number up to three decimal places.</li> <li>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.</li> <li>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</li> </ul>	<p><i>Volume Summer 2<sup>nd</sup> term. Summer 2 objectives may be started depending on the length of the first half-term (Summer 1)]</i></p>	<p>and angles.</p> <ul style="list-style-type: none"> <li>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</li> <li>Draw given angles, and measure them in degrees (°)</li> <li>Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total 180°) other multiples of 90°</li> </ul> <p><b><u>Geometry- position and direction</u></b></p> <ul style="list-style-type: none"> <li>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li> </ul>
<b>Maths</b>					Population sizes of different settlements Using coordinates to plot an Anglo Saxon settlement	Lengths of rivers – rounding, ordering, line graphs
<b>Cross curricula</b>					the maths stolen cube investigation	
<b>Science</b>	<b><u>Forces</u></b> ○ Explain that unsupported objects fall towards the Earth	<b><u>Earth and Space</u></b> ○ Describe the movement of the Earth, and other planets,	<b><u>Properties and Changes of Materials</u></b> ○ Compare and group together	<b><u>Properties and Changes of Materials</u></b> ○ Know that some materials	<b><u>Animals, including Humans</u></b> Describe the changes as humans develop to old age	<b><u>Living Things and Habitats</u></b> Describe the differences in the life cycles of a mammal, an



## Year 5 Long Term Plan 2021-22 – D Fisk



	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
<i>N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.</i>						
	<p>because of the force of gravity acting between the Earth and the falling object</p> <ul style="list-style-type: none"> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>	<p>relative to the Sun in the solar system</p> <ul style="list-style-type: none"> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li></li> </ul>	<p>everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> </ul>	<p>will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <ul style="list-style-type: none"> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>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</li> </ul>	<i>(To lead into next term's SRE work in PSHE)</i>	<p>amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>
<b>Working scientifically</b>  	<p><b>Levers, pulleys &amp; gears; Parachutes:</b> Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p><b>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</b></p>	<p><b>Measure shadow lengths over weeks:</b> 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><b>Growing salt crystals:</b> Using test results to make predictions to set up further comparative and fair tests.</p> <p><b>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</b></p>	<p><b>Burning materials – irreversible change – and cooking dampers:</b> 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><b>Identifying scientific evidence that has been used to support or refute ideas or argument.</b></p>	<p><b>Gestation periods:</b> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p><b>Identifying scientific evidence that has been used to support or refute ideas or argument.</b></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><b>Comparing life cycles:</b> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p><b>Identifying scientific evidence that has been used to support or refute ideas or argument.</b></p>

## Year 5 Long Term Plan 2021-22 – D Fisk


		Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks	
		Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest	
N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.								
Snapshot assessments		Snapshot – What is Gravity? Snapshot – Drag Forces: Compare and Contrast Snapshot – Annotating Mechanisms	Snapshot – Solar System Snapshot – The Moon: True of False Snapshot – Shadow Sequence	Snapshot – Why Am I Made From This? Snapshot – Defining Properties	Snapshot – Can We Change It Back? Snapshot – Solutions Snapshot – Sort It Out – Separating Materials	Snapshot – Birth to Old Age	Snapshot – What is the Same and What is Different? Snapshot – Starting All Over Again – Plants	
End of unit tests		Gravity Makes Objects Fall Air, Water, Friction Resistance Mechanisms, Levers, Pulleys	Earth's Rotation = Night and Day Movement of the Moon relative to Earth Movement of the Planets		Reversible, Not Reversible Changes Separating Mixtures	Humans Develop to Old Age	Life Cycles Reproduction in Plants	
RE	2016 version	Beliefs and practices of religions and other views.		Questions of meaning, purpose and value.		Questions of morality, identity and diversity.		
		5.1 Why are some places and journeys special	5.2 What do we know about Islam	5.3 Should we forgive others	5.4 What matters most to believers	Additional Unit - Justice	Additional Unit – Poverty & Wealth	
	2021 version	<b><u>What do Christians believe about the old and new covenants?</u></b> <ul style="list-style-type: none"><li>• Moses: diary entry</li><li>• Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.</li><li>• 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.</li><li>• Reflect on and find meanings in</li></ul>		<b><u>Why are some places and journeys special?</u></b> <p>Persuasive leaflet to visit pilgrimage sites</p> <ul style="list-style-type: none"><li>• Identify and explain features of some special places and journeys</li><li>• Suggest reasons why special places and journeys inspire people</li><li>• Investigate places of pilgrimage and reflect on the challenges involved in the journey</li></ul>		<b><u>Should we forgive others?</u></b> <p>Stephen Lawrence: Biography</p> <ul style="list-style-type: none"><li>• Show understanding of some reasons people might feel sorry.</li><li>• Show understanding of some reasons why it is hard to ‘make up’ or apologise in a conflict.</li><li>• Respond clearly with their own ideas about importance of confession to Christians.</li><li>• Describe how some modern individuals have faced the challenge of forgiveness.</li></ul>		<b><u>What values are shown in codes for living?</u></b> <ul style="list-style-type: none"><li>• Make connections between morals and values found in religious teachings and everyday life.</li><li>• Identify and explain similarities and differences between Humanist, Muslim and Christian values</li><li>• Investigate and apply ideas about values and how people choose to live their lives.</li><li>• Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty.</li></ul>




## Year 5 Long Term Plan 2021-22 – D Fisk

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks	
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest	
N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.							
	different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, ‘I am’ statements.						
<div>Computing</div> <div></div> <div>Switched on</div> <div></div> <div>* means topic linked</div>	5.1 We are game developers (Programming) Developing an interactive game  Scratch		5.3 We are artists (Creativity) Fusing geometry and art  Gimp & STEM activity  [X Curr link - to when I do geometry in maths+Kandinsky+Mon drian+l’escargot+French animals]	*5.2 We are cryptographers (Computational thinking) Cracking codes  The Black Chamber  X Curr link - detectives	5.4 We are web developers (Computer networks) Creating a web page about cyber safety  Attach to school website	*5.5 We are bloggers (Communication/Collaboration) Sharing experiences and opinions – people blogging their travels  Follows on from same pages created in 5.4  LD linked this to Mindmate (sharing thoughts and feelings) <a href="https://www.mindmate.org.uk/">https://www.mindmate.org.uk/</a>	*5.6 We are architects (Productivity) Creating a virtual space Trimble  SketchUp  X Curr link – create future world/ sustainable housing - rainforests
	<div>Purple Mash</div> <div></div>	Unit 5.7 Concept Maps Weeks – 4 Programs – 2Connect [*retelling Persephone and the seasons Greek myth] To understand the need for visual representation	Unit 5.2 Online Safety Weeks – 3 Programs -2Publish; 2Connect <small>Children know what Childnet SMART CROWN is and have thought critically about the information that they share online both about themselves and others. Children know who to tell if they are upset by something that happens online. Children can use the SMART rules as a source of guidance when online. Children think critically about what</small>	Unit 5.3 Spreadsheets Weeks – 6 Programs – 2Calculate [*links to maths: Area & Perimeter is weeks 9&10 on White Rose Y5 LTP] Conversions of measurements. Use a spreadsheet to work out the area and perimeter of rectangles. Use these calculations to solve a real-life problem. Text variables to perform	Unit 5.4 Databases Weeks – 4 Programs – 2Investigate (database) Avatar creator [*links to Mystery theme: create a list of suspects and create clues to eliminate] To learn how to search for information on a database. To contribute to a class database.	Either Unit 5.1 Coding Number of Weeks – 6 Main Programs – 2Code Or Year 5 Coding Crash Course (if they’re not familiar with 2Code	Unit 5.5 Game Creator Weeks – 5 Programs – 2DIY 3D [*Game theme: Viking Quest!] To set the scene. To create the game environment. To create the game quest. To finish and share the game To evaluate their and peers’ games.

## Year 5 Long Term Plan 2021-22 – D Fisk

	<b>Autumn 1</b> 8 weeks	<b>Autumn 2</b> 7 weeks	<b>Spring 1</b> 6 weeks	<b>Spring 2</b> 5 weeks	<b>Summer 1</b> 6 weeks	<b>Summer 2</b> 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
<i>N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.</i>						
	when generating and discussing complex ideas. Understand how a concept map can be used to retell stories and information. Present this to an audience.	they share online, even when asked by a usually reliable person to share something. Children have clear ideas about good passwords. Children can use how they can use images and digital technology to create effects not possible without technology. Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge. Children can cite all sources when researching and explain the importance of this. 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.	calculations. Plan an event.	To create a database around a chosen topic	form Years 1-4)	and using Google SketchUp [*create future world/ sustainable housing – rainforests]
	<b>Increase the amount of Word, PowerPoint skills and usage?</b>			<b>Google Internet Heroes – 1 lesson per half-term?</b>		
<b>History</b> 	<u>Ancient Greeks</u> <ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></li> </ul> <u>Chronological Understanding*</u> I can use dates to order and place events on a timeline <u>Historical Enquiry*</u> I can compare sources of information available for the study of different times in the past <u>Understanding of Events, People and Changes*</u> <ul style="list-style-type: none"> <li>• I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across</li> </ul>	X Curr link – a brief history of Space Exploration			<u>Anglo Saxons</u> <ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <u>Chronological Understanding</u> I can use dates to order and place events on a timeline <u>Historical Interpretations</u> <ul style="list-style-type: none"> <li>• I can make comparisons between aspects of periods of history and the present day</li> <li>• I can understand that the type of information available depends on the period of time studied</li> <li>• I can evaluate the usefulness of a variety of sources</li> </ul> <u>Understanding of Events, People and Changes</u> <ul style="list-style-type: none"> <li>• I can give some reasons for some important historical events</li> <li>• I can describe a chronologically secure knowledge and understanding of British,</li> </ul>	


## Year 5 Long Term Plan 2021-22 – D Fisk

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
<i>N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.</i>						
	periods • I can use evidence to support arguments <u><b>Organisation and Communication*</b></u> • I can present findings and communicate knowledge and understanding in different ways				local and world history, establishing clear narratives within and across periods • I can use evidence to support arguments <u><b>Organisation and Communication</b></u> • I can provide an account of a historical event based on more than one source	
<i>*Target Tracker statements; which are extrapolations of NC 2014 History PoS, Aims and Subject Content (KS2) – see: Progression of Objectives to be Covered and Target Tracker Statements for History.doc</i>						
<b>Chris Quigley Objectives (Milestone3) agreed by D Fisk, C Foley, D Stewart Summer 2018</b>	To investigate and interpret the past:  • Use sources of evidence to deduce information about the past.  • Select suitable sources of evidence, giving reasons for choices.  • Use sources of information to form testable hypotheses about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Use original ways to	To build an overview of world history:  • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	To understand chronology:  • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Use dates and terms accurately in describing events.	To communicate historically:  • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.  • Use literacy, numeracy and computing skills to an exceptional standard in order to		


## Year 5 Long Term Plan 2021-22 – D Fisk

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
<i>N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.</i>						
	present information and ideas.			communicate information about the past.		
<b>Geography</b>   	<p><b>Ancient Greeks</b></p> <p><b>Geographical Skills &amp; Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North[Y3] and <b>South America[Y5]*</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>			<p><b>Around the World in 30 Days</b></p> <p><b>Geographical Skills &amp; Fieldwork</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North[Y3] and <b>South America[Y5]*</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Human &amp; Physical Geography</b> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts[Y5], rivers[Y6], mountains[Y4], volcanoes[Y3] and earthquakes[Y3], and the water cycle[Y6]</p>		<p><b>Rainforests</b></p> <p><b>Place Knowledge</b> 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 <b>region within North or South America*</b></p> <p><b>Human &amp; Physical Geography</b> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts[Y5], rivers[Y6], mountains[Y4], volcanoes[Y3] and earthquakes[Y3], and the water cycle[Y6]</p> <p><b>Human &amp; Physical Geography</b> 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>
<b>Chris Quigley Objectives</b>	To investigate places:			To investigate patterns:		To communicate geographically:

## Year 5 Long Term Plan 2021-22 – D Fisk


	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
<i>N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.</i>						
(Milestone3) agreed by D Fisk, C Foley, D Stewart Summer 2018	<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> </ul>			<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of <i>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</i></li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe geographical diversity across the world.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>		<ul style="list-style-type: none"> <li>Describe and understand key aspects of:</li> <li>Physical geography, including: <i>climate zones, biomes and vegetation belts and the water cycle.</i></li> <li>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. RAINFORESTS – FAIR TRAD</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul>
<b>Art &amp; Design</b>  Repeating Objectives in each Unit   <b>Quigley Objectives</b>	Greek myths vases: building scenes and creating geometric borders – pencil to clay pot fragments to paints <b>Famous artist: Clarice Cliff</b>	<i>Art (D&amp;T unit at same time)</i> <i>Cross-curricular art in Computing: We are Artists: Tessellation;</i> <b>Famous artist: MC Escher</b>	Sherlock Holmes art – pencil to pen and ink and/or charcoal; <b>Famous artist: Banksy</b>	No Art – D&T	1. Illuminated Manuscripts: the Book of Kell/ Durrow/ Lindisfarne <b>Famous artist: Kamal ud-Din Behzad</b> 2. Anglo-Saxon brooches	No Art – D&T
	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 [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history. [Purpose of study] They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.					
	<b>Drawing</b> <ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows,</li> </ul>	<b>Textiles (linked to D&amp;T project)</b> <ul style="list-style-type: none"> <li>Show precision in techniques.</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows,</li> </ul>		<b>Collage (start with 2D illuminated manuscript and build it into 3d with collaging)</b>	

## Year 5 Long Term Plan 2021-22 – D Fisk

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
<i>N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.</i>						
<b>(Milestone3) agreed by D Fisk, C Foley, D Stewart Summer 2018</b>	direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.	• Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.  <b>Famous artist: Harriet Powers</b>	direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.		• Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.	
<b>Repeating Objectives in each Unit</b>	To develop ideas: • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • 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. To take inspiration from the greats (classic and modern): • Give details (including own sketches) about the style of some notable artists, artisans and designers. • 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.					
<b>Design &amp; Technolo gy</b>  	No D&T - Art	Sewing <i>Create a narrative quilt</i> <b>Famous artist: Harriet Powers</b>	No D&T - Art	Cooking and Nutrition <i>Additional Unit: Zen garden rakes</i>	No D&T - Art	Framed Structures /Den Building <i>See: Great Architects Through Time.ppt</i>
		To look at different types of stitches and evaluate based on the effect given and the strength for design.  To look at different types of material for their designs and evaluate which material will work best and give reasons for why.		Understand and apply the principles of a healthy and varied diet  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  Understand seasonality, and know where and how a		Design, Make and Evaluate – building different types of framed structures that are suitable for different biomes – work towards most effective structure for a rainforest  Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex



## Year 5 Long Term Plan 2021-22 – D Fisk

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
<i>N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.</i>						
				variety of ingredients are grown, reared, caught and processed.		structures
<b>Repeating Objectives in each Unit</b>	<p><b>Design:</b> 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 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><b>Make:</b> 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><b>Evaluate:</b> 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</p>					
<b>Chris Quigley Objectives (Milestone3) agreed by D Fisk, C Foley, D Stewart Summer 2018</b>  	<p><b>Food:</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> </ul>	<p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Create objects (such as a cushion) that employ a seam allowance.</li> <li>• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</li> </ul>	<p><b>Construction:</b></p> <ul style="list-style-type: none"> <li>• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</li> </ul>	<p><b>To design, make, evaluate and improve:</b></p> <ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs</li> </ul>	<p><b>To take inspiration from design throughout history:</b></p> <ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing products.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>


## Year 5 Long Term Plan 2021-22 – D Fisk

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
<i>N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.</i>						
PE	Hockey (uni-hoc)	Badminton – with Katy Fenton-Green (PHGS)	Team Games Focus on ball skills to be developed throughout year – dribbling, passing, throwing, catching etc.	Kabaddi, yoga or tai chi	Orienteering	‘En masse’ or ‘Outdoor & Obstacle’ games: fun slingers, capture the flag, assault courses, etc.
Real PE units & ‘games’ (colours match Real PE Units’ colours)	1. <u>Cognitive</u> Throw tennis & Endball	2. <u>Creative</u> Seated volleyball & Scorpion handball	4. <u>Physical</u> Jumpball & Jump, roll, balance	3. <u>Social</u> River crossing & Kabadi	5. <u>Health &amp; Fitness</u> Beanbag raid & Dodgeball	6. <u>Personal</u> Throlf & Scatterball
Real PE units & objectives 	<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 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	<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. 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	<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 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	<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. 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	<u>Health &amp; 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 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	<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 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

## Year 5 Long Term Plan 2021-22 – D Fisk

	<b>Autumn 1</b> 8 weeks	<b>Autumn 2</b> 7 weeks	<b>Spring 1</b> 6 weeks	<b>Spring 2</b> 5 weeks	<b>Summer 1</b> 6 weeks	<b>Summer 2</b> 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
<i>N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.</i>						
<b>NC 2014</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>					

## Year 5 Long Term Plan 2021-22 – D Fisk

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
<i>N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.</i>						
<b>MFL</b>  	Revision of numbers 0-50 Revision of days of the week Revision of hobbies introduced in Y4 Simple future tense le vais... encore Months of the year Il y a + buildings on the high street un marché,	Directions A gauche, à droite, Revision of connectives & adjectives – grand, petit Asking where places are il y a? c'est au coin Pause words Et alors, voyons, eh bien Revision of days of the week Times of day Matin, après-midi, soir, à 10 heures, à 4 heures et demie Très, assez	Understand and express simple opinions Write short sentences, substituting vocabulary in model sentences Christmas vocabulary La forêt, il neige, un sapin, je brille, une bougie Revision of colours and verb être – je suis/je ne suis pas Revision of sports/hobbies vocabulary Revision of numbers 0-50 Comparisons ...plus que; ...more than Revision of immediate future – je vais + verb	Food, including revision from Y3 – Le pain, la baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gâteau, les biscuits, les chips, les frites, la salade, les carottes, les petits pois Revision of connectives: et, mais, aussi Investigate the similarities and differences between French and English eating habits by looking at French school lunch menus	Breakfast Un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolat chaud, un jus d'orange, tu veux...?, je voudrais Ingredients for a French dessert Le beurre, le sucre, des oeufs, le sel Revision of days of the week/months of the year Aujourd'hui c'est le lundi 10 octobre Weather Il fait froid/ chaud/ beau/ mauvais il y a du soleil/ vent/ brouillard, il pleut, il neige	Revisions of weather phrases Seasons En automne, en hiver, au printemps, en été Extension Normalement, en général Saying where you live J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre Consider key similarities and differences in daily life in the UK and France Take part in a quiz which revises many topics and skills learnt during the year
<b>Music</b> including Charanga <a href="https://www.leedscharanga.co.uk/scheme/">https://www.leedscharanga.co.uk/scheme/</a>	<i>I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</i>	<b>(Christmas)</b> <i>I can play and perform in solo or ensemble contexts with some accuracy, control,</i>	<i>I can understand some formal, written notation which includes semibreves and dotted crotchets and their</i>	<i>I can develop an increasing understanding of the history and context of music.</i>	<i>I can improvise with increasing confidence using my own voice, rhythms and varied pitch.</i>	<i>I can understand some formal, written notation which includes semibreves and dotted crotchets and their</i>

## Year 5 Long Term Plan 2021-22 – D Fisk

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo-Saxons, Scots & Vikings	The Rainforest
N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.						
	See: 'Learning Keyboard from Beginning' folder and use Chapters 1-3 of 'Beginner Keyboard Course' <a href="http://www.leedscharanga.co.uk/c/1314439-instruments/1314675-beginner-keyboard-course">http://www.leedscharanga.co.uk/c/1314439-instruments/1314675-beginner-keyboard-course</a>	fluency and expression.	position on a staff.  I can compose complex rhythms using my aural memory  <b>Detectives/Mysteries:</b> Keyboards –moody-mystery-melodies <a href="https://www.youtube.com/watch?v=-Fwtvno0nSI">https://www.youtube.com/watch?v=-Fwtvno0nSI</a>	I can compose complex rhythms using my aural memory I can sing as part of an ensemble with increasing confidence and precision.  <b>Learn 'Three Little Birds' by Bob Marley:</b> <a href="http://www.leedscharanga.co.uk/send/freestyle/1312486-three-little-birds">http://www.leedscharanga.co.uk/send/freestyle/1312486-three-little-birds</a> Use: <a href="http://www.leedscharanga.co.uk/c/135921-previous-scheme/136094-year-5/136123-stop">http://www.leedscharanga.co.uk/c/135921-previous-scheme/136094-year-5/136123-stop</a> Gotta' Be Me by Secret Agent 23 Skidoo - Hip Hop Radetzky March by Strauss – Classical Libertango by Astor Piazzolla - Tango Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas - Bossa Nova and Hip Hop	I can listen with attention to detail and recall sounds with increasing aural memory.  <b>Vikings – singing</b> Led Zeppelin – Immigrant Song; Charanga: Autumn 1 Livin' on a Prayer	position on a staff. I can understand how pulse, rhythm and pitch work together.  Use Chapters 4-7 of 'Beginner Keyboard Course' <a href="http://www.leedscharanga.co.uk/c/1314439-instruments/1314675-beginner-keyboard-course">http://www.leedscharanga.co.uk/c/1314439-instruments/1314675-beginner-keyboard-course</a>  Create sounds of the rainforest – group composition, notation and performance

## Year 5 Long Term Plan 2021-22 – D Fisk