




## Year 5 Long Term Plan 2019-20 – 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	The Rainforest							
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Jigsaw	Writing	Reading	Maths	Science	RE	Computing	History	Geography	Art	D&T	PE	MFL	Music
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  Planetarium	→ 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						
Events	Harvest Assembly	Greek Day Assessment week Anti-Bullying week – 12-16 <sup>th</sup> Nov Christmas Productions and parties	Assessment Week	My Class assembly 27.3.19 (last week of term)	Y6 and Y2 SATS  Assessment week	Sports Day  Whole School Trip  Assessment week Transition Day							
Jigsaw PSHE	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me- Including SRE education							
Class Reader	Who let the Gods Out? – Maz Evans			The Graveyard Book – Neil Gaiman		Rooftoppers – Katherine Rundel							
Writing (English) – see English LTP – Year 5 	Narrative - Significant authors - Roald Dahl  Traditional Stories, Myths and Legends Greek Myths  Discussion – should Pandora have opened the box?  I can spell word endings which	Information text – on a planet in our solar system or other stellar body  Biographies – Based on Neil Armstrong  I can write pieces describing settings, characters and atmosphere, and include speech	Narrative – Mystery/Detective Stories – Time shift/Flashback  Report - High Diving Giraffes  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.	Poetry – Stylistic poetry – Val Bloom & Pie Corbett  Persuasion – about either their food or one of the places visited. Geography LOs that this will cover: • Identify and describe how the physical features affect the	Précising longer passages – Beowulf  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.)	Discussion: Rainforests/ Environmental Issues  Poetry ‘The Lost Words’  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.							


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	<p>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 atmosphere, and include speech that helps picture the character and their personality or mood.</p>	<p>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>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>	<p>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> <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>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>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 and information</b> from non-fiction texts.</p> <p>I can <b>plan</b> my writing of</p>


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	<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>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 <b>READING – ANCIENT GREEKS</b></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 <b>READING – PLANET MERCURY</b></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 Eclipse at Eclipseville</li> <li>◦ A Victorian Christmas</li> <li>◦ Christmas Spiced Biscuits Recipe</li> <li>◦ Sleigh Sighting</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\ComicsInTheClassroom_SE1_Powerpoints_x6 Jack the Ripper</p>	<p>60 Second Reads:</p> <ul style="list-style-type: none"> <li>• My Eternal Journey</li> <li>• Water Cycle</li> <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> <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><b>Viking Longships</b></p> <p><i>t2-e-3064-uks2-beowulf-differentiated-reading-comprehension-activity_ver_3</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><b>Rainforest-deforestation-differentiated-reading-comprehension-activity</b></p>


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<b>Writing</b> <b>Cross</b> <b>Curricula</b>			To research, take notes, write informative and engaging presentation for the rest of the class  Précising longer passages – Westphalian Ring		Newspapers - The Anglo Saxon Invasion  NC reports on Anglo Saxon village	Explanation texts in science/geography (Habitats, rivers, rainforests).
<b>Maths</b> 	<b>Number – Place Value</b> <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> <b>Number- Addition and Subtraction</b> <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> </ul>	<b>Statistics</b> <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> <b>Number – Multiplication and Division</b> <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 multiplication and division including using their knowledge of factors and multiples, squares and cubes.</li> <li>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li> </ul>	<i>[White Rose puts Perimeter &amp; Area in Autumn term]</i> <b>Perimeter and Area</b> <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> <b>Number: Fractions</b> <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 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></li> <li>Add and subtract fractions with the same denominator</li> </ul>	<b>Number: Fractions</b> <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> <b>Number: Decimals and Percentages</b> <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 to one decimal place.</li> <li>Solve problems involving number up to three decimal places.</li> <li>Recognise the per cent symbol (%) and understand that per cent relates to</li> </ul>	<b>Number: Decimals</b> <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> <b>Measures Volume</b> <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 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>	<b>Measurement- converting units</b> <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> <b>Geometry- Properties of Shapes and Angles</b> <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 and angles.</li> <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> </ul>


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	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Establish whether a number up to 100 is prime and recall prime numbers up to 19 <i>[White Rose puts the next three objectives in Spring term]</i></li> <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>and denominators that are multiples of the same number.</p> <p><i>[Spring 2 objectives may be started depending on the length of the first half-term (Spring 1)]</i></p>	<p>‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal.</p> <ul style="list-style-type: none"> <li>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</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>		<ul style="list-style-type: none"> <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>Geometry- position and direction</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 Cross curricula</b>					Population sizes of different settlements Using coordinates to plot an Anglo Saxon settlement  the maths stolen cube investigation	Lengths of rivers – rounding, ordering, line graphs
<b>Science</b> 	<p><u>Forces</u></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <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</li> </ul>	<p><u>Earth and Space</u></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <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>Use the idea of the Earth's rotation to explain day and night and the apparent</li> </ul>	<p><u>Properties and Changes of Materials</u></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul>	<p><u>Properties and Changes of Materials</u></p> <ul style="list-style-type: none"> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> </ul>	<p><u>Animals, including Humans</u></p> <p>Describe the changes as humans develop to old age</p> <p><i>(To lead into next term's SRE work in PSHE)</i></p>	<p><u>Living Things and Habitats</u></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>


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	smaller force to have a greater effect	movement of the sun across the sky	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>		
<b>Working scientifically</b>  	<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. <b>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</b>	<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. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	<b>Growing salt crystals:</b> Using test results to make predictions to set up further comparative and fair tests. <b>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</b>	<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. <b>Identifying scientific evidence that has been used to support or refute ideas or argument.</b>	<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 <b>Identifying scientific evidence that has been used to support or refute ideas or argument.</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	<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 <b>Identifying scientific evidence that has been used to support or refute ideas or argument.</b>
<b>Snapshot assessments</b>	Snapshot – What is Gravity? Snapshot – Drag Forces: Compare and Contrast Snapshot – Annotating Mechanisms	Snapshot – Solar System Snapshot – The Moon: True or 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
<b>End of unit tests</b>	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
<b>RE</b>	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


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<div>Computing</div> <div></div> <div>Switched on</div> <div>   </div>						


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		Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.				
	Increase the amount of Word, PowerPoint skills and usage?			Google Internet Heroes – 1 lesson per half-term?		
<b>History</b> 	<p><u>Ancient Greeks</u></p> <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> <p><u>Chronological Understanding*</u></p> <p>I can use dates to order and place events on a timeline</p> <p><u>Historical Enquiry*</u></p> <p>I can compare sources of information available for the study of different times in the past</p> <p><u>Understanding of Events, People and Changes*</u></p> <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 periods</li> <li>I can use evidence to support arguments</li> </ul> <p><u>Organisation and Communication*</u></p> <ul style="list-style-type: none"> <li>I can present findings and communicate knowledge and understanding in different ways</li> </ul>	<p>X Curr link – a brief history of Space Exploration</p>			<p><u>Anglo Saxons</u></p> <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> <p><u>Chronological Understanding</u></p> <p>I can use dates to order and place events on a timeline</p> <p><u>Historical Interpretations</u></p> <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> <p><u>Understanding of Events, People and Changes</u></p> <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, local and world history, establishing clear narratives within and across periods</li> <li>I can use evidence to support arguments</li> </ul> <p><u>Organisation and Communication</u></p>	


## Year 5 Long Term Plan 2019-20 – 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	The Rainforest
	<p>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.</p>					
					<ul style="list-style-type: none"> <li>I can provide an account of a historical event based on more than one source</li> </ul>	
<p>*Target Tracker statements; which are extrapolations of NC 2014 History PoS, Aims and Subject Content (KS2) – see: <i>Progression of Objectives to be Covered and Target Tracker Statements for History.doc</i></p>						
<b>Chris Quigley Objectives (Milestone3) agreed by D Fisk, C Foley, D Stewart Summer 2018</b>	<p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>	<p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p>To understand chronology:</p> <ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>	<p>To communicate historically:</p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> </ul>		

## Year 5 Long Term Plan 2019-20 – D Fisk


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	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo Saxons	The Rainforest
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				<ul style="list-style-type: none"> <li>• Use original ways to present information and ideas.</li> </ul>		
<b>Geography</b> 	<p><b><u>Ancient Greeks</u></b></p> <p><b>Geographical Skills &amp; Fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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><u>Around the World in 30 Days</u></b></p> <p><b>Geographical Skills &amp; Fieldwork</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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></p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts[Y5], rivers[Y6], mountains[Y4],</p>		<p><b><u>Rainforests</u></b></p> <p><b>Place Knowledge</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a <b>region within North or South America*</b></p> <p><b>Human &amp; Physical Geography</b></p> <p>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></p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural</p>

# Year 5 Long Term Plan 2019-20 – D Fisk


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	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo Saxons	The Rainforest
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				volcanoes[Y3] and earthquakes[Y3], and the water cycle[Y6]		resources including energy, food, minerals and water.
<b>Chris Quigley Objectives (Milestone3) agreed by D Fisk, C Foley, D Stewart Summer 2018</b>	<p>To investigate places:</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> <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>			<p>To investigate patterns:</p> <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>		<p>To communicate geographically:</p> <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>	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>	<b>No Art – D&amp;T</b>	1. Illuminated Manuscripts: the Book of Kell/ Durrow/ Lindisfarne <b>Famous artist: Kamal ud-Din Behzad</b> 2. Anglo-Saxon brooches	<b>No Art – D&amp;T</b>
<b>Repeating Objectives in each Unit</b>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p> <p><i>[Purpose of study]</i> 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.</p>					




## Year 5 Long Term Plan 2019-20 – D Fisk

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<b>Chris Quigley Objectives (Milestone3) agreed by D Fisk, C Foley, D Stewart Summer 2018</b>	<b>Drawing</b> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>	<b>Textiles (linked to D&amp;T project)</b> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul> <b>Famous artist: Harriet Powers</b>	<b>Drawing</b> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>		<b>Collage</b> (start with 2D illuminated manuscript and build it into 3d with collaging) <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>	
<b>Repeating Objectives in each Unit</b>	To develop ideas: <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul> To take inspiration from the greats (classic and modern): <ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>					
<b>Design &amp; Technology</b> 	No D&T - Art	Sewing	No D&T - Art	Cooking and Nutrition <i>Additional Unit: Zen garden rakes</i>	No D&T - Art	Framed Structures /Den Building
		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		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		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


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		work best and give reasons for why.  <b>Famous artist: Harriet Powers</b>		Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		apply their understanding of how to strengthen, stiffen and reinforce more complex 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>

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<b>PE</b>	Team Games Focus on ball skills to be developed throughout year – dribbling, passing, throwing, catching etc.	Hockey (uni-hoc)	Kabaddi, yoga or tai chi	NETBALL (PHGS) Circuit training (DF)	Orienteering	'En masse' or 'Outdoor & Obstacle' games: fun slingers, capture the flag, assault courses, etc.
<b>Real PE units &amp; 'games'</b> (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
<b>Real PE units &amp; objectives</b> 	<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
<b>NC 2014</b>	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:					

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	<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>					
<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

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	Ancient Greece	Space	Mystery	Around The World In 30 Days	Anglo Saxons	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>Music</b> including Charanga <a href="https://www.leedscharanga.co.uk/scheme/">https://www.leedscharanga.co.uk/scheme/</a>	<p><i>I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</i></p> <p>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></p>	<p><b>(Christmas)</b></p> <p><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><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></p>	<p><i>I can develop an increasing understanding of the history and context of music.</i></p> <p><i>I can compose complex rhythms using my aural memory</i></p> <p><i>I can sing as part of an ensemble with increasing confidence and precision.</i></p> <p><b>Learn 'Three Little Birds' by Bob Marley:</b>  <a href="http://www.leedscharanga.co.uk/send/freetyle/1312486-three-little-birds">http://www.leedscharanga.co.uk/send/freetyle/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</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><b>Vikings – singing</b> Led Zeppelin – Immigrant Song; Charanga: Autumn 1 Livin' on a Prayer</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 understand how pulse, rhythm and pitch work together.</i></p> <p>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></p> <p>Create sounds of the rainforest – group composition, notation and performance</p>

## Year 5 Long Term Plan 2019-20 – 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	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>						
				Libertango by Astor Piazzolla - Tango Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas - Bossa Nova and Hip Hop		