

Year 5 Long Term Plan 2018-19 – 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
Theme	Ancient Greece	Space	Detectives/Spies	Around The World In 30 Days	Anglo Saxons	The Rainforest
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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	
English	<p>FICTION UNIT - Traditional Stories, Myths and Legends Greek Myths</p> <p>NON FICTION UNIT Discussion – should Pandora have opened the box?</p> <p>I can spell word endings which sound like ‘shus’ spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious</p> <p>I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.</p> <p>I can use a thesaurus. Use knowledge of morphology and etymology in spelling 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>NON FICTION UNIT – Information text – on a planet in our solar system or other stellar body</p> <p>NON FICTION UNIT – Biographies – Based on Neil Armstrong</p> <p>I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.</p> <p>I can give feedback on and improve my own writing and my classmates’ writing. 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</p>	<p>Narrative - Detective Stories</p> <p>Poetry Classic narrative and oral poems - Charles Causley</p> <p>I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.</p> <p>I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.</p> <p>I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.</p> <p>I can give feedback on and edit vocabulary, grammar</p>	<p>POETRY UNIT – Poetry 1 – stylistic poetry – Val Bloom & Pie Corbett</p> <p>Persuasion – about either their food or one of the places visited.</p> <p>Geography LOs that this will cover:</p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. <p>To use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>To use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p>	<p>NON FICTION UNIT - Newspapers – Anglo Saxon Invasion</p> <p>FICTION UNIT – Précising longer passages – Beowulf</p> <p>NON FICTION UNIT - Instructions for e.g. building a longboat, with parenthesis and commas to avoid ambiguity, e.g. ... (to avoid cutting your hand off with your adze.)</p> <p>To use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>To use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p> <p>To select vocabulary and grammatical structures that reflect the level of formality</p>	<p>FICTION UNIT – Pandora (Avatar) – explanation/ information</p> <p>POETRY UNIT – ‘The Lost Words’</p> <p>NON FICTION UNIT – Discussion or Persuasion – Rainforests/ Environmental Issues</p> <p>To use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>To use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p> <p>To select vocabulary and grammatical structures that reflect the level of formality required in a non-chronological report</p>

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	<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>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</p>	<p>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>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>To select vocabulary and grammatical structures that reflect the level of formality required in a non-chronological report</p>	<p>required in a non-chronological report</p>	

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	e.g. then, after that, this, firstly.					
Reading	<p>Rising stars Year 5 Autumn 1 READING – ANCIENT GREEKS</p> <p>60 Second Reads:</p> <ul style="list-style-type: none"> • The Outstanding Olympics • Treasure Hunting • Trial by Jury • Who Were the Ancient Greeks <ul style="list-style-type: none"> ◦ Archimedes 	<p>Rising stars Year 5 Autumn 2 READING – PLANET MERCURY</p> <p><i>Space - Back to Earth Newspaper Report (dfff)</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"> • My Journey Into Space • Nine Facts about Planet Nine • The Meteor Shower • The Space Times - Solar Eclipse at Eclipseville ◦ A Victorian Christmas ◦ Christmas Spiced Biscuits Recipe ◦ Sleigh Sighting 	<p>60 Second Reads:</p> <ul style="list-style-type: none"> • Help • UFO Sighting • Whodunnit Poem Verse 1 <p>Westphalian Ring</p> <p>→ C:\Users\dfisk\Documents\Literacy\Reading\Comic s\InTheClassroom_SE1_Po werpoints_x6 Jack the Ripper</p>	<p>60 Second Reads:</p> <ul style="list-style-type: none"> • My Eternal Journey • Water Cycle ◦ Global Easter Traditions <ul style="list-style-type: none"> ◦ Breaking News ◦ Easter Egg-stravaganza ◦ The Easter Hare by Margaret Arndt <p>wrecked-on-a-desert-island-vipers</p>	<p>60 Second Reads:</p> <ul style="list-style-type: none"> • Danegeld by Rudyard Kipling • Making a Longhouse • Newspaper Report • The Magic Hammer <p>Victorious Vikings</p> <p>Viking Longships</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"> • Help, I'm Stuck! • Metamorphosis • Penguin Life Cycle • The Life Cycle of a Flower <p>Rainforest-deforestation-differentiated-reading-comprehension-activity</p>
Maths	<p>Number – Place Value Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</p>	<p>Number – multiplication and division Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division including using their knowledge</p>	<p>Number – Multiplication and Division Multiply and divide numbers mentally drawing upon known facts. 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. 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.</p> <p>Solve problems involving addition and subtraction,</p>	<p>Number: Fractions Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example 25 + 45 = 65 = 1 15</p> <p>Add and subtract fractions with the same denominator and</p>	<p>Number: Decimals and Percentages Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts</p>	<p>Measures Volume Estimate volume [for example using 1cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] Use all four operations to solve problems involving measure. Geometry- Properties of Shapes and Angles Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on</p>

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	<p>Solve number problems and practical problems that involve all of the above.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Number- Addition and Subtraction</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>of factors and multiples, squares and cubes.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>Statistics</p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables including timetables.</p>	<p>multiplication and division and a combination of these, including understanding the use of the equals sign.</p> <p>Perimeter and Area</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes.</p>	<p>denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions [for example 0.71 = $\frac{71}{100}$]</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of 12, 14, 15, 25, 45 and those fractions with a denominator of a multiple of 10 or 25.</p> <p>Number: Decimals</p> <p>Solve problems involving number up to three decimal places.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p>Measurement- converting units</p> <p>Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Solve problems involving converting between units of time.</p>	<p>reasoning about equal sides and angles.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (o)</p> <p>Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180o) other multiples of 90o</p> <p>Geometry- position and direction</p> <p>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.</p>

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Science	Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	Properties and Changes of Materials 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 Demonstrate that dissolving, mixing and changes of state are reversible changes Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Animals, including Humans Describe the changes as humans develop to old age <i>(To lead into next term's SRE work in PSHE)</i>	Properties and Changes of Materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Living Things and Habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.
RE	Beliefs and practices of religions and other views.		Questions of meaning, purpose and value.		Questions of morality, identity and diversity.	
	Why are some place and journeys special?	What do we know about Islam?	Should we forgive others?		What matters most to believers?	

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Computing <i>* means topic linked</i>	5.1 We are game developers (Programming) Developing an interactive game Scratch/Snap!/Pyonkee/Kodu	5.3 We are artists (Creativity) Fusing geometry and art Inkscape/Adobe Illustrator/CorelDRAW/Scratch/Scribble/TurtleArt/Terragen 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 Scratch/Snap!/Pyonkee/The Black Chamber X Curr link - detectives	*5.5 We are bloggers (Communication/Collaboration) Sharing experiences and opinions – people blogging their travels WordPress/learning platform/GIMP/Audacity/Movie Maker LD linked this to Mindmate (sharing thoughts and feelings) https://www.mindmate.org.uk/	5.4 We are web developers (Computer networks) Creating a web page about cyber safety Google/Google Sites/learning platform/WordPress/Adobe Slate	*5.6 We are architects (Productivity) Creating a virtual space Trimble SketchUp/Screencast-O-Matic X Curr link – create future world/ sustainable housing - rainforests
History	Ancient Greeks Ancient Greece – a study of Greek life and achievements and their influence on the western world study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the legacy of Greek or Roman culture				Anglo Saxons Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	

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	(art, architecture or literature) on later periods in British history, including the present day					
<p>All KS2: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>						
Geography	Geographical Skills & Fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Locational Knowledge Name and locate counties and cities of the United Kingdom* , geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time* *X Curr link – Anglo Saxons	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America* , concentrating on their environmental regions, key physical and human characteristics, countries, and major cities *X Curr link - Rainforests	Human & Physical Geography 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. *X Curr link - Rainforests	Human & Physical Geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle *X Curr link - Rainforests	Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America* *X Curr link - Rainforests
	Greek myths vases: building scenes and creating geometric borders – pencil	Art (D&T unit at same time) Cross-curricular art in Computing: We are Artists:	Sherlock Holmes art – pencil to pen and ink and/or	No Art – D&T	1. Illuminated Manuscripts; famous artist(s): the Book of Kell/ Durrow/	No Art – D&T

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Art & Design Repeating Objectives in each Unit	to paints and/or clay pot fragments	Tessellation; famous artist(s): MC Escher	charcoal; famous artist(s): Banksy		Lindisfarne (https://www.ancient.eu/article/1185/twelve-greatest-illuminated-manuscripts/) 2. Anglo-Saxon brooches	
	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. <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.					
Design & Technology	No D&T - Art	Sewing	No D&T - Art	Cooking and Nutrition <i>Additional Unit: Zen garden rakes</i>	No D&T - Art	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 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 variety of ingredients are grown, reared, caught and processed.		Design, Make and Evaluate – building an Anglo Saxon Settlement *X Curr link – English Den Building instructions Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Repeating Objectives in each Unit	Design: 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. Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate: Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world					

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Real PE units	<p>1. <u>Cognitive (DF)</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</p>	<p>2. <u>Creative (ST)</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</p>	<p>3. <u>Social (DF)</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</p>	<p>4. <u>Physical (ST)</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</p>	<p>5. <u>Health & Fitness (DF)</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</p>	<p>6. <u>Personal (ST)</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</p>
	<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"> use running, jumping, throwing and catching in isolation and in combination 					

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	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
MFL	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

Year 5 Long Term Plan 2018-19 – 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
Theme	Ancient Greece	Space	Detectives/Spies	Around The World In 30 Days	Anglo Saxons	The Rainforest
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Music	Cyclic patterns Exploring rhythm and pulse.	Roundabout Exploring rounds.	Journey into Space Exploring sound sources.	Songwriter Exploring lyrics and melody.	Stars, hide your fires. Performing together.	Who knows? Exploring music processes.