



## Northborough School - Long Term Plans - Year 5 Class Teacher - Connor Carr

	Autumn Term		Spring Term		Summer Term	
<b>Curriculum Project</b>	<b>Earth and Space / Greeks</b>		<b>The Victorians</b>		<b>Mexico</b>	
<b>Memorable experience</b>		Space Centre trip	Victorian Day	Victorian Classroom		Festival Day Hilltop Trip
<b>English – writing</b> Power of reading – inspiration Hot seating Role play- drama	<b>Poetry</b> – Michael Rosen’s Chocolate Cake <b>Instructions</b> – How to make a board game (with instructions). <b>Non Chronological report</b> – Report about a particular planet	<b>Adverts</b> – Persuasive advert about a healthy snack <b>Fiction-myths and legends</b> – About Greek myths	<b>Non chronological reports</b> – report on Victorian Workhouses <b>Diary Entries</b> – From the point of view of a character from Street Child	<b>Newspaper report</b> – Report about a robbery based of the book Street Child <b>Fiction story</b> – A story about living in Victorian Britain	<b>Letters</b> – Informal letter to Parents as Stanley <b>Persuasive letter</b> (Formal) - to the judge to get Stanley moved from his camp.	<b>Diary Entries</b> – Following our residential trip <b>Mystery Story</b> – Fictional narrative about Mexico
	<b>Pupils should be taught to: Composition</b> <ul style="list-style-type: none"> <li>• Discuss and develop initial ideas in order to plan and draft before writing.</li> <li>• Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.</li> <li>• Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)</li> <li>• Use a range of presentational devices, including use of title, subheadings and bullet points.</li> <li>• Use dialogue to indicate character and event.</li> <li>• Describe characters, settings and plot, with growing precision.</li> <li>• Find key words and ideas; begin to write a summary.</li> <li>• Evaluate own and others’ writing; with direction, proof read, edit and revise</li> </ul>					

<b>Reading</b> Scholastic Comprehension Inference training Power of Reading Book Talk Literacy Circle Teacher experience Fluency –to bridge word reading and comprehension	Cosmic	Cosmic	Street Child	Street Child	Holes	Holes
	<b>Pupils should be taught to: Comprehension</b> En5/2.2a maintain positive attitudes to reading and an understanding of what they read En5 /2.2b Understand what they read En5/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader En5/2.2d distinguish between statements of fact and opinion En5/2.2e retrieve, record and present information from non-fiction En5/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously En5/2.2g explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary En5/2.2h provide reasoned justifications for their views.					

<b>Grammar</b>  Scholastic grammar Pixl	Converting nouns or adjectives into verbs using suffixes like -ate, -ise, -ify Using relative clauses starting with who, which, where, when, whose, that Showing degrees of possibility using adverbs or modal verbs Using words and phrases to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place, and number, or tense choices Using brackets, dashes, or commas to indicate parenthesis Using commas to clarify meaning					
	<b>Pupils should be taught to:</b> <b>Vocabulary, grammar &amp; punctuation</b> En5/3.4a develop their understanding of the concepts En5/3.4b indicate grammatical and other features: En5/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading. <b>See attached sheet for all objectives</b>					
<b>Spelling</b>	- Words ending -cious and -tious such as 'delicious' and 'superstitious' - Words ending -cial and -tial such as 'special' and 'partial'	- Words ending -ant, -ance and -ancy such as 'hesitant', 'hesitance' and 'hesitancy' - Words ending -ent, -ence and -ency such as 'patient', 'patience' and 'frequency'	-Words ending -able / -ably and -ible / -ibly such as 'comfortable' / 'comfortably' and 'horrible' / 'horribly' - Adding -ing / -ed to words ending -fer, for example: 'prefer',	-Use of the hyphen, for example: 'co-ordinate', 're-enter' - Words containing ie / ei, for example: 'piece' and 'ceiling'	- Words containing ough and looking at the different sounds this grapheme makes in different words, for example: 'enough', 'through', 'although', 'plough'	Homophones (words which sound the same but are spelled differently) for example: 'principle' and 'principal'

			'preferring' and 'preferred'		- Silent letters in words such as 'doubt', 'thistle' and 'knight'	
Weekly sheets with investigations Games Pixl	<b>Pupils should be taught:</b> En5/3.1a use further prefixes and suffixes and understand the guidance for adding them En5/3.1b spell some words with 'silent' letters En5/3.1c continue to distinguish between homophones and other words which are often confused En5/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically En5/3.1e use dictionaries to check the spelling and meaning of words En5/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary En5/3.1g use a thesaurus					
<b>Maths</b> White Rose Maths Pixl ?Power maths	<b>Number: Place Value –</b> Step 1 Roman numerals to 1,000 Step 2 Numbers to 10,000 Step 3 Numbers to 100,000 Step 4 Numbers to 1,000,000 Step 5 Read and write numbers to 1,000,000 Step 6 Powers of 10 Step 7 10/100/1,000/10,000/100,000 more or less Step 8 Partition numbers to 1,000,000 Step 9 Number line to 1,000,000 Step 10 Compare and order numbers to 100,000 Step 11 Compare and order numbers to 1,000,000 Step 12 Round to the nearest 10, 100 or 1,000 Step 13 Round within 100,000 Step 14 Round within 1,000,000  <b>Addition and Subtraction –</b> Step 1 Mental strategies	<b>Number: Multiplication and Division –</b> Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors Step 5 Prime numbers Step 6 Square numbers Step 7 Cube numbers Step 8 Multiply by 10, 100 and 1,000 Step 9 Divide by 10, 100 and 1,000 Step 10 Multiples of 10, 100 and 1,000  <b>Fractions A</b> Step 1 Find fractions equivalent to a unit fraction Step 2 Find fractions equivalent to a non-unit fraction Step 3 Recognise equivalent fractions Step 4 Convert improper fractions to mixed numbers	<b>Number: Multiplication and Division</b> Recap Multiply 2-digits by 1-digit Recap Multiply 3-digits by 1-digit Multiply 4-digits by 1-digit Multiply 2-digits (area model) - first part of worksheet Multiply 2-digits (area model) - second part of worksheet Multiply 2-digits by 2-digits Multiply 3-digits by 2-digits Multiply 4-digits by 2-digits (basic practice) Multiply 4-digits by 2-digits Recap Divide 2-digits by 1-digit (1) Recap Divide 2-digits by 1-digit (2) Recap Divide 3-digits by 1-digit Divide 4-digits by 1-digit Divide with remainders	<b>Number: Decimals and percentages</b> Decimals up to 2 d.p. Decimals as fractions (1) Decimals as fractions (2) Understand thousandths Thousandths as decimals Rounding decimals Order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent F.D.P.  <b>Perimeter &amp; Area</b> Measure perimeter Recap Perimeter on a grid Recap Perimeter of rectangles Recap Perimeter of rectilinear shapes Calculate perimeter Counting squares Area of rectangles Area of compound shapes Area of irregular shapes	<b>Shape</b> Recap Identify angles Recap Compare and order angles Measuring angles in degrees Measuring with a protractor (1) Measuring with a protractor (2) Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Triangles Quadrilaterals Calculating lengths and angles in shapes Regular and irregular polygons Reasoning about 3-D shapes  <b>Geometry: Position and direction</b> Describe position Draw on a grid	<b>Decimals –</b> Adding decimals within 1 Subtracting decimals within 1 Complements to 1 Adding decimals - crossing the whole Adding decimals with the same number of decimal places Subtracting decimals with the same number of decimal places Adding and subtracting decimals with the same number of decimal places problem solving Adding decimals with a different number of decimal place Subtracting decimals with a

	<p>Step 2 Add whole numbers with more than four digits</p> <p>Step 3 Subtract whole numbers with more than four digits</p> <p>Step 4 Round to check answers</p> <p>Step 5 Inverse operations (addition and subtraction)</p> <p>Step 6 Multi-step addition and subtraction problems</p> <p>Step 7 Compare calculations</p> <p>Step 8 Find missing numbers</p>	<p>Step 5 Convert mixed numbers to improper fractions</p> <p>Step 6 Compare fractions less than 1</p> <p>Step 7 Order fractions less than 1</p> <p>Step 8 Compare and order fractions greater than 1</p> <p>Step 9 Add and subtract fractions with the same denominator</p> <p>Step 10 Add fractions within 1</p> <p>Step 11 Add fractions with total greater than 1</p> <p>Step 12 Add to a mixed number</p> <p>Step 13 Add two mixed numbers</p> <p>Step 14 Subtract fractions</p> <p>Step 15 Subtract from a mixed number</p> <p>Step 16 Subtract from a mixed number - breaking the whole</p> <p>Step 17 Subtract two mixed number</p>	<p><b>Fractions B</b></p> <p>Multiply unit fractions by an integer</p> <p>Multiply non-unit fractions by an integer</p> <p>Multiply mixed numbers by integers</p> <p>Calculate fractions of a quantity</p> <p>Fraction of an amount</p> <p>Using fractions as operators</p> <p>Fraction problem solving</p>	<p><b>Statistics</b></p> <p>Recap Interpret charts</p> <p>Recap Comparison, sum and difference</p> <p>Recap Introduce line graphs</p> <p>Read and interpret line graphs</p> <p>Draw line graphs</p> <p>Use line graphs to solve problems</p> <p>Read and interpret tables</p> <p>Two-way tables</p> <p>Timetable</p>	<p>Position in the first quadrant</p> <p>Translation</p> <p>Translation with coordinates</p> <p>Recap Line of symmetry</p> <p>Complete a symmetric figure</p> <p>Reflection</p> <p>Reflection with coordinates</p>	<p>different number of decimal places</p> <p>Adding and subtracting decimals with a different number of decimal places</p> <p>problem solving</p> <p>Adding and subtracting wholes and decimals</p> <p>Decimal sequences</p> <p>Multiplying decimals by 10, 100 and 1,000</p> <p>Dividing decimals by 10, 100 and 1,000</p> <p><b>Negative Numbers</b></p> <p><b>Converting Units</b></p> <p>Recap Kilometres</p> <p>Kilograms and kilometres</p> <p>Millimetres and millilitres</p> <p>Metric units</p> <p>Metric units</p> <p>Imperial units</p> <p>Imperial units</p> <p>Converting units of time</p> <p>Timetable</p> <p><b>Volume</b></p> <p>What is volume?</p> <p>Compare volume</p>
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						Estimate volume Estimate capacity
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<b>Computing</b> <small>I learn 2</small>	<b>Programming in Scratch</b>  Write a program with inputs, movement, selection, sensing and data variables.	<b>App design</b> Use the tools in different presentation software (PowerPoint, Keynote, Google Slides) to design an app about your school with: – Slide size and background colour – Text and Images (including transparent images) on different pages – Icons – Interactions using hyperlinks  <b>Music Creation</b> Layer tracks using sounds and effects. (BeepBox activity) Create effective instrument tracks. (Sampulator activity and first two GarageBand activities) Edit tracks and effectively adjust volume and add effects. (Third GarageBand activity)	<b>Understand Computer Networks and the World Wide Web</b>  Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	<b>Data Handling</b> Select, use and combine a variety of software (including internet services). Collecting, analysing, evaluating and presenting data and information.	<b>Text-based Programming</b> Use sequence and repetition in programs; work with variables. Correct errors	<b>Physical Devices</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
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	<b>Pupils should be taught to:</b> <input type="checkbox"/> Plan a presentation, combine from a range of sources, organise and refine to suit purpose and audience
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|  | <ul style="list-style-type: none"> <li>• Plan, carry out and evaluate an investigation using data logging technology.</li> <li>• Create and refine a sequence of instructions to control events, using programmed procedures.</li> <li>• Be aware of the different forms of technology that can be used to access the Internet and communicate with others.</li> <li>• Create games with story sections and levels. Link to topics or retelling a story in Literacy e.g</li> <li>• Children recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.</li> </ul> |
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# Science

Earth and Space	Forces	Materials	All Living things	All living things and humans
<p>Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Sc5/4.1b describe the movement of the Moon relative to the Earth</p> <p>Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Sc5/4.1d use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p>Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>Sc5/3.1 Properties and Changes of Materials</p> <p>Sc5/3.1a 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</p> <p>Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Sc5/3.1f 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.</p>	<p><b>Sc5/2.1 Living Things and their habitats</b> Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Sc5/2.1b describe the life process of reproduction in some plants and animals.</p>	<p>Sc5/2.2a describe the changes as humans develop to old age.</p>
<p><b>Working Scientifically</b></p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>Sc5/1.4 using test results to make predictions to set up further comparative and fair tests</p>				

	<p>Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.</p>					
History	History of Space Missions and Mankind's journey to travel beyond the stars.	Ancient Greece – A study of Greek life and Achievements and their influence on the Western World	British History (taught chronologically): An extended period study A local history study (eg. a depth study linked to a studied period – Life in John Clare's time		A non-European society that provides contrasts with British history - Mayan	
Geography		Understand the Country of Greece and how it differs to Ancient times.	Understand biomes, vegetation belts, land use, economic activity , distribution of resources, etc	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Understand latitude, longitude, Equator, hemispheres, tropics, polar circles and time zones Study a region of the Americas.

<b>Art and Design</b>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Add collage to a painted, printed or drawn background</li> <li>Use a range of media to create collages</li> <li>Use different techniques, colours and textures etc when designing and making pieces of work</li> <li>Use collage as a means of extending work from initial ideas</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Develop a painting from a drawing</li> <li>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</li> <li>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</li> <li><u>Colour</u></li> <li>Mix and match colours to create atmosphere and light effects</li> <li>Be able to identify primary secondary,</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Create printing blocks by simplifying an initial sketch book idea</li> <li>Use relief or impressed method</li> <li>Create prints with three overlays</li> <li>Work into prints with a range of media e.g. pens, colour pens and paints</li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Use fabrics to create 3D structures</li> <li>Use different grades of threads and needles</li> <li>Experiment with batik techniques</li> <li>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</li> </ul>	<p><b>3D</b></p> <p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p>	<p><b>Digital Media</b></p> <p>Record, collect and store visual information using digital cameras, video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p>

		<p>complementary and contrasting colours</p> <p><input type="checkbox"/> Work with complementary colours</p>				<p>Create layered images from original ideas (sketch books etc.)</p>
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<b>Possible Artists</b>	<b>Modern – Emma Majury –</b>	<b>Klimt</b>	<b>William Morris -</b>	<b>William Morris Modern – Bethan Ash</b>	<b>Anthony Gormley</b>	<b>Modern -Carlos Ortega Elizalde</b>
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	<p><b>Explore, Develop, Evaluate</b></p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>					
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<b>Design Technology</b>	<b>Materials</b> <ul style="list-style-type: none"> <li>Understand the importance of correct storage and handling of ingredients (knowledge of microorganisms).</li> </ul>	<b>Mechanics</b> Convert rotary motion to linear using cams.	<b>Electronics</b> Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).	<b>Textiles</b> <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 (e.g. back stitch for seams and running stitch to attach decoration).</li> </ul>	<b>Food</b> <ul style="list-style-type: none"> <li>Understand the importance of correct storage and handling of ingredients (knowledge of microorganisms).</li> <li>Demonstrate a range of baking and cooking techniques</li> </ul>	<b>Construction</b> Develop a range of practical skills to create products (e.g. cutting, drilling and screwing, nailing, gluing, filling and sanding).
<b>Music</b>	<b>Our community 1</b> Cross-curricular History Performing The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present	<b>Solar System 2</b> Cross-curricular Science Listening – Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.	<b>Celebration 6</b> Musical focus: Performance Subject link: English A lively celebration in song for the children to perform at a class assembly, a school concert or fete. The celebratory, upbeat mood will soon have the audience joining in.	<b>All the movies 5</b> Musical focus: Composition Subject link: English Explore music from 1920s animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music.	<b>Life cycles 3</b> Musical focus: Structure Subject link: PSHE Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.	<b>Keeping healthy 4</b> Musical focus: Beat Subject link: PE From body-popping and gossyping to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques.
<b>PHSE</b>	<a href="#">Beginning &amp; Belonging</a> MMR14 BB56	<a href="#">Family &amp; Friends</a> MMR16 FF34 <a href="#">Anti-bullying</a> MMR17 AB56	<a href="#">Diversity &amp; Communities</a> Cit10 DC56	<a href="#">Personal Safety</a> HSL23 PS56	<a href="#">Sex &amp; Relationship Education</a> HSL20 SR5 <a href="#">Drug Education</a> HSL22 DE56	<a href="#">Managing Change</a> HSL18 MC56
<b>P.E</b>	Netball Invasion games	Rugby Hockey.	Football Gymnastics	Multi Skills Dance	Athletics Rounders	Athletics Multiskills
<b>MFL</b>	Greetings, France	Body parts, weather; Festivals	Colours, French speaking countries flags, clothing	Age, birthdays, class objects, dis/likes	A village in France	
<b>R.E</b>	Church Year Bc/AC	Religious Festivals including Christmas	Easter	Hinduism in Britain	Islam	
<b>SMCS</b>						

