



Northborough School - Long Term Plans - Year 5 Class Teacher - Hannah Lee

	Autumn Term		Spring Term		Summer Term	
Curriculum Project	Ancient Egyptians		The Victorians		Mexico	
Memorable experience	Egyptian Day	Assembly parents	Victorian Day	Victorian Classroom	Kingswood	Festival Day
English – writing Power of reading – inspiration Hot seating Role play- drama	Poetry Non Fiction- instructions Non Chronological report	Fiction-myths and legends Adverts	Non chronological reports Diary Entries	Newspaper report Fiction story	Diary Entries Letters Newspaper report	Mystery Story
	<p>Pupils should be taught to: Composition</p> <ul style="list-style-type: none"> • Discuss and develop initial ideas in order to plan and draft before writing. • Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense. • Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.) • Use a range of presentational devices, including use of title, subheadings and bullet points. • Use dialogue to indicate character and event. • Describe characters, settings and plot, with growing precision. • Find key words and ideas; begin to write a summary. • Evaluate own and others’ writing; with direction, proof read, edit and revise 					
Reading Scholastic Comprehension Inference training Power of Reading Book Talk Literacy Circle Teacher experience Fluency –to bridge word reading and comprehension	Tutankhamun - power of reading Non-fiction texts around topic	Egyptian Myths and legends various	Various non-fiction texts Cogheart – power of reading	Street Child	Holes – power of reading ?	Holes
	<p>Pupils should be taught to: Comprehension</p> <p>En5/2.2a maintain positive attitudes to reading and an understanding of what they read</p> <p>En5 /2.2b Understand what they read</p> <p>En5/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>En5/2.2d distinguish between statements of fact and opinion</p> <p>En5/2.2e retrieve, record and present information from non-fiction</p> <p>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</p> <p>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</p> <p>En5/2.2h provide reasoned justifications for their views.</p>					

Lighthouse Books	Full objectives attached					
Grammar	Pixl					
Scholastic grammar Pixl	Pupils should be taught to: Vocabulary, grammar & punctuation 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. See attached sheet for all objectives					
Spelling	Pixl					
Weekly sheets with investigations Games Pixl	Pupils should be taught: 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					
Lighthouse book					Holes	Holes
Maths White Rose Maths Pixl ?Power maths	Number:Place Value Addition and Subtraction Statistics	Number: Multiplication and Division Measurement: Perimeter and Area	Number: Multiplication and Division (PM unit 7) Number: Fractions (PM Unit 8-10)	Number: Decimals and percentages (PM unit 11) Consolidation	Number: Decimals (PM Unit 12) Geometry: Properties of shape (PM unit 13, 14) Geometry: Position and direction (PM Unit 15)	Measuerment: Converting Units (PM unit 16) Measurement: Volume Consolidation (PM Unit 17)
Computing E-safety to be taught through all areas Computer scheme of work Use switched on computing	E-Safety Unit 5.1- We are game developers Developing an interactive game	Unit 5.2 We are Cryptographers Cracking codes	Unit 5.3 We are artists Fusing geometry and art	Unit 5.4 We are web developers Creating a website about cyber safety	Unit 5.5 We are bloggers Sharing experiences and opinions	Unit 5.6 We are architects Creating a virtual space
	Pupils should be taught to: <ul style="list-style-type: none"> Plan a presentation, combine from a range of sources, organise and refine to suit purpose and audience 					

- Plan, carry out and evaluate an investigation using data logging technology.
- Create and refine a sequence of instructions to control events, using programmed procedures.
- Be aware of the different forms of technology that can be used to access the Internet and communicate with others.
- Create games with story sections and levels. Link to topics or retelling a story in Literacy e.g
- 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.

Science

Earth and Space

Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system

Sc5/4.1b describe the movement of the Moon relative to the Earth

Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies

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.

Forces

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

Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Materials

Sc5/3.1 Properties and Changes of Materials

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

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

Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

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

Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes

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.

All Living things

Sc5/2.1 Living Things and their habitats

Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Sc5/2.1b describe the life process of reproduction in some plants and animals.

All living things and humans

Sc5/2.2a describe the changes as humans develop to old age.

Working Scientifically

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:

Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision

Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs

Sc5/1.4 using test results to make predictions to set up further comparative and fair tests

	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					
	Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.					
History			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 biomes, vegetation belts, land use, economic activity , distribution of resources, etc				Understand latitude, longitude, Equator, hemispheres, tropics, polar circles and time zones Study a region of the Americas Understand biomes, vegetation belts, land use, economic activity , distribution of resources, etc.
Art and Design	<p>Collage</p> <ul style="list-style-type: none"> • Add collage to a painted, printed or drawn background • Use a range of media to create collages • Use different techniques, colours and textures etc when designing and making pieces of work • Use collage as a means of extending work from initial ideas 	<p>Painting</p> <ul style="list-style-type: none"> • Develop a painting from a drawing • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music • <u>Colour</u> • Mix and match colours to create atmosphere and light effects • Be able to identify primary secondary, 	<p>Printing</p> <ul style="list-style-type: none"> • Create printing blocks by simplifying an initial sketch book idea • Use relief or impressed method • Create prints with three overlays • Work into prints with a range of media e.g. pens, colour pens and paints 	<p>Textiles</p> <ul style="list-style-type: none"> • Use fabrics to create 3D structures • Use different grades of threads and needles • Experiment with batik techniques • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects 	<p>3D</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>Digital Media</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> <ul style="list-style-type: none"> • Work with complementary colours 				<p>Create layered images from original ideas (sketch books etc.)</p>
Possible Artists	Modern – Emma Majury –	Klimt	William Morris -	William Morris-Modern – Bethan Ash	Anthony Gormley	Modern -Carlos Ortega Elizalde
	<p>Explore, Develop, Evaluate</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • 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. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. 					
Design Technology	<p>Materials</p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (knowledge of micro-organisms). • Demonstrate a range of baking and cooking techniques 	<p>Mechanics</p> <p>Convert rotary motion to linear using cams.</p>	<p>Electronics</p> <p>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</p>	<p>Textiles</p> <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (e.g. back stitch for seams and running stitch to attach decoration). 	<p>Food</p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (knowledge of micro-organisms). • Demonstrate a range of baking and cooking techniques 	<p>Construction</p> <p>Develop a range of practical skills to create products (e.g cutting, drilling and screwing, nailing, gluing, filling and sanding).</p>
Music	<p>Our community 1 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</p>	<p>Solar System 2 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.</p>	<p>Celebration 6 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.</p>	<p>All the movies 5 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.</p>	<p>Life cycles 3 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.</p>	<p>Keeping healthy 4 Musical focus: Beat Subject link: PE From body-popping and gospel-singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques.</p>
PHSE	<p>Beginning & Belonging MMR14 BB56</p>	<p>Family & Friends MMR16 FF34 Anti-bullying MMR17 AB56</p>	<p>Diversity & Communities Cit10 DC56</p>	<p>Personal Safety HSL23 PS56</p>	<p>Sex & Relationship Education HSL20 SR5 Drug Education HSL22 DE56</p>	<p>Managing Change HSL18 MC56</p>

P.E	Hockey. Invasion games	Rugby Netball	Football Gymnastics	Multi Skills Dance	Athletics Rounders	Athletics Multiskills
MFL	Greetings, France	Body parts, weather; Festivals	Colours, French speaking countries flags, clothing	Age, birthdays, class objects, dis/likes	A village in France	
R.E	Church Year Bc/AC	Religious Festivals including Christmas	Easter	Hinduism in Britain	Islam	
SMCS						