



Northborough School - Long Term Plan - Year 5 Class Teacher - Susan Garland

	Autumn Term		Spring Term		Summer Term	
Curriculum Project	The Greeks	World Countries and Capitals	The Industrial Revolution	Sustainability	The Ancient Mayans	The Amazon and the Americas
Key Drivers	Exploration, Innovation and Creativity Conflict, Change and Impact Beliefs, Identity and Diversity					
Memorable experience	Ancient Greek Day Space Centre trip		Trip to workhouse		South American Day	
English – writing Power of reading – inspiration Hot seating Role play- drama	Non Chronological report – The Solar System Narrative- Myth – Retelling of Theseus and the Minotaur from different points of view.	Persuasive text – Sparta / Athens Which is a better place to live Narrative- Science Fiction descriptive setting inspired by the film ET Poetry	Biography Isambard Kingdom Brunel and the Industrial revolution Diary Entries – From the point of view of a character from Street Child	Newspaper report – Report about a robbery based of the book Street Child Narrative- Character description of character from Street Child	Letters – Informal letter to Parents as Stanley Persuasive letter (Formal) - to the judge to get Stanley moved from his camp.	Diary Entries – Mystery Story – Fictional narrative about Mexico

	<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 					
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<p>Reading By weekly theme</p> <p>Ashley Booth</p>	<p>Ancient Greeks Space Poetry Vol 1 Myths and Legends</p>	<p>Energy Forces Children's Classics 1 Middle Eastern Countries Christmas</p>	<p>Industrial Revolution (Y6) Poetry Vol 2 Circuses</p>	<p>Changing Materials Climate Change Children's classics 2</p>	<p>Life Cycles Beetles Mayans Aztecs</p>	<p>Brazil Rainforests Americas Animals including Humans (Y6) PRIDE</p>
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<p>Extended Read</p>	<p>Percy Jackson and the Lightning Thief</p>	<p>Percy Jackson and the Lightning</p>	<p>Extended Read - Street Child</p>	<p>Extended Read - Street Child</p>	<p>Choose a classic text</p>	<p>Choose a classic</p>
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	<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 En5/2.2h provide reasoned justifications for their views.</p>					
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<p>Grammar</p>	<p>Converting nouns or adjectives into verbs using suffixes like -ate, -ise, -ify</p> <p>Using relative clauses starting with who, which, where, when, whose, that</p> <p>Showing degrees of possibility using adverbs or modal verbs</p> <p>Using words and phrases to build cohesion within a paragraph</p> <p>Linking ideas across paragraphs using adverbials of time, place, and number, or tense choices</p> <p>Using brackets, dashes, or commas to indicate parenthesis</p> <p>Using commas to clarify meaning</p>
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Spelling	See Spelling Shed Progression Map					
Maths White Rose Maths Pixl	Number: Place Value – Addition and Subtraction –	Number: Multiplication and Division – Fractions A	Number: Multiplication and Division Fractions B	Number: Decimals and percentages Perimeter & Area Statistics	Shape Geometry: Position and direction	Decimals – Negative Numbers Converting Units Volume
Computing I learn 2	Programming in Scratch E-Safety	App design Music Creation	Understand Computer Networks and the World Wide Web .	Data Handling .	Text-based Programming	Physical Devices
	Pupils should be taught to: <input type="checkbox"/> Plan a presentation, combine from a range of sources, organise and refine to suit purpose and audience					

	<ul style="list-style-type: none"> • 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.
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Science

Earth and Space

Forces

Materials

All Living things

All living things and humans

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	The Ancient Greeks– A study of Greek life and achievements and their influence on the Western World		Industrial Revolution		The Ancient Mayans	
Geography		World Countries and their Cities		Sustainability	John Clare week	The Amazon and the Americas
Art	Drawing Digital Media		Printing Painting		Sculpture Textile	

Possible Artists	Modern – Emma Majury –	Klimt	Lowry	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	Structures	Food - Taste of Europe	Mechanisms	Electrics		
Design Technology						
Music Charanga	Melody and Harmony in Music	KS2 Production	Sing and play in different styles	Composing and Chords	Freedom to Improvise	Battle of the Bands
PHSE	Beginning & Belonging MMR14 BB56	Family & Friends MMR16 FF34 Anti-bullying MMR17 AB56	Diversity & Communities Cit10 DC56	Personal Safety HSL23 PS56	Sex & Relationship Education HSL20 SR5 Drug Education HSL22 DE56	Managing Change HSL18 MC56
P.E Get Set 4 PE	Football Netball	Tag Rugby Hockey.	Dodgeball Gymnastics	Fitness Dance	Cricket Tennis	Rounders Athletics
MFL	French Tout le Monde					
R.E	Church Year Bc/AC	Religious Festivals including Christmas	Easter	Hinduism in Britain	Islam	