

## Year 5 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question:	<b>Will we ever send another human to the moon?</b>	<b>Can you feel the force?</b>	<b>Were the Anglo Saxons really smashing?</b>	<b>What happened in Room 13?</b>	<b>Why should rainforests be important for us all?</b>	<b>Could you be the next CSI investigator?</b>
English Genre/Text	Non-chronological report Biography – ‘Women in Science’	Hybrid Story – ‘Christmas Tales’ Short Story - Spanish Lottery Christmas Advert	Setting Description – ‘Anglo Saxons History eBook’ Narrative Poetry – ‘Where my Wellies Take Me’	Diaries – ‘Room 13’ Persuasive writing – ‘The Tear Thief’	Instructions – ‘Jungle Survival Handbook’ Poetry – ‘I am Cat’	Extended Story – ‘Black and White’ Action Scenes – ‘Varjak Paw’
Guided Reading	Dual World of Anders Arnfield Cracking Comprehension	Cracking Comprehension	Cracking Comprehension	Room 13 Cracking Comprehension	Rainforest calling Cracking Comprehension	Cracking Comprehension
White Rose Maths	Place Value Addition and Subtraction	Stats Multiplication and division Measurement and perimeter	Fractions Multiplication and division	Fractions Decimals and percentages	Decimals Geometry	Converting Units Geometry Volume
Cross curricular Maths	How can you measure the diameter of a lunar crater? Would a larger object make a deeper crater? Data collection to create our own line graphs.		Measurement, reading scales, ratio and proportion in the making of Anglo-Saxon gingerbread settlements.	How could you run a Dartmoor tour, including prices of all excursions, activities, accommodation and transport?	The calculation of tree height using distance and angle.	Measurements and converting measurements at a crime scene.
Science	<p>Earth and Space</p> <p>Can they identify and explain the movement of the Earth relative to the Sun?</p> <ul style="list-style-type: none"> <li>•Can they explain how seasons and the associated weather are created?</li> <li>•Can they identify and explain the movement of the Moon relative to the Earth?</li> <li>•Can they explain the size, shape and position of the Earth, Sun and Moon?</li> <li>•Can they explain how night and day are created and use diagrams to show this?</li> <li>•Can they explain how planets are linked to stars?</li> <li>•Can they compare the time of day at different places on the Earth?</li> <li>•Can they create shadow clocks?</li> </ul>	<p>Forces</p> <p>Can they explore different ways to test an idea, choose the best way, and give reasons?</p> <ul style="list-style-type: none"> <li>•Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this?</li> <li>•Can they plan and carry out an investigation by controlling variables fairly and accurately?</li> <li>•Can they make a prediction with reasons?</li> <li>•Can they use information to help make a prediction?</li> <li>•Can they use test results to make further predictions and set up further comparative tests?</li> </ul>	<p>Beach Science</p> <p>Understand how mixtures might be separated, through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes.</p>		<p>Materials</p> <p>Can they explore different ways to test an idea and choose the best way, and give reasons?</p> <ul style="list-style-type: none"> <li>•Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this?</li> <li>•Can they plan and carry out an investigation by controlling variables fairly and accurately?</li> <li>•Can they make a prediction with reasons?</li> <li>•Can they use information to help make a prediction?</li> <li>•Can they use test results to make further predictions and set up</li> </ul>	<p>Living Things and their Habitats</p> <p>Can they describe and compare the life cycles of a range of animals, including humans, amphibians, insects and birds?</p> <ul style="list-style-type: none"> <li>•Can they describe the life cycles of common plants?</li> <li>•Can they talk with knowledge about birth, reproduction and death of familiar animals or plants?</li> <li>•Can they explore the work of well know naturalists? (David Attenborough and Jane Goodall)</li> <li>•Can they report findings from investigations through written explanations and conclusions?</li> </ul>

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	<ul style="list-style-type: none"> <li>•Can they begin to understand how older civilizations used the Sun to create astronomical clocks?</li> <li>•Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain (in simple terms) a scientific idea and what evidence supports it?</li> <li>•Can they present a report of their findings through writing, display and presentation?             <ul style="list-style-type: none"> <li>•Can they explain what gravity is and its impact on our lives?</li> <li>•Can they explain why a wheeled object that is initially pushed will slow down and stop?</li> </ul> </li> <li>•Can they explain the impact of friction on a moving object?</li> <li>•Can they explain the effect of drag force on moving objects?</li> <li>•Can they explain how force and motion can be transferred through gears, pulleys, levers and springs?</li> <li>•Can they make a prediction which links with other scientific knowledge?             <ul style="list-style-type: none"> <li>•Can they identify the key factors when planning a fair test?</li> <li>•Can they explain how a scientist has used their scientific understanding plus good ideas to have a breakthrough?</li> <li>•Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)                 <ul style="list-style-type: none"> <li>•Can they design very effective parachutes?</li> </ul> </li> <li>•Can they work out how water can cause resistance to floating objects?</li> </ul> </li> </ul>		<p>further comparative tests?</p> <ul style="list-style-type: none"> <li>•Can they explain (in simple terms) a scientific idea and what evidence supports it?             <ul style="list-style-type: none"> <li>•Can they present a report of their findings through writing, display and presentation?</li> <li>•Can they explain how changes can result in the formation of new materials?</li> </ul> </li> <li>•Can they explain what an irreversible change is and give examples?             <ul style="list-style-type: none"> <li>•Can they explore the work of famous chemists? (Lavoisier, Priestley, Spencer Silver or Ruth Benerito)                 <ul style="list-style-type: none"> <li>•Can they distinguish metals from other solid materials by describing metallic properties?</li> <li>•Can they explain why some metals rust?</li> <li>•Can they explain what happens when vinegar or bicarbonate of soda is added to materials?                     <ul style="list-style-type: none"> <li>Can they make a prediction which links with other scientific knowledge?</li> </ul> </li> </ul> </li> <li>•Can they identify the key factors when planning a fair test?</li> <li>•Can they explain how a scientist has used their scientific understanding plus good ideas to have a breakthrough?</li> </ul> </li></ul>	<ul style="list-style-type: none"> <li>•Can they use a graph to answer scientific questions?             <ul style="list-style-type: none"> <li>Can they observe their local environment and draw conclusions about life-cycles? (for example, the vegetable garden or flower border)</li> <li>•Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?                 <ul style="list-style-type: none"> <li>•Can they explain (in simple terms) a scientific idea and what evidence supports it?</li> </ul> </li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>•Can they identify where changes in state take place and explain these?</li> <li>•Can they give a clear description of what happens when a material is burnt or heated as in cooking?</li> <li>•Can they give examples of how chemical changes can impact on our lives?</li> <li>•Can they suggest ways to separate mixtures based on what they know about certain materials?</li> </ul>	
History/Geography		<p style="text-align: center;">Chronological understanding</p> <p>Can they use dates and historical language in their work?</p> <ul style="list-style-type: none"> <li>•Can they draw a timeline with different time periods out lined which show a range of information, such as, periods of history, when famous people lived, etc.?</li> <li>•Can they use their mathematical skills to work exact time scales and differences as need be?</li> </ul> <p>Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p> <p style="text-align: center;">Knowledge and Understanding</p> <ul style="list-style-type: none"> <li>•Can they describe historical events from the different period/s they are studying/have studied?</li> <li>•Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>•Can they explain the role that Britain has had in spreading Christian values across the world?</li> <li>•Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>•Do they have a good understanding as to how crime and punishment has changes over the years?</li> </ul> <p>Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at?</p> <p style="text-align: center;">Historical Enquiry</p> <p>Can they test out a hypothesis in order to answer a question?</p>	<p style="text-align: center;">Geographical Enquiry</p> <p>Can they collect information about a place and use it in a report?</p> <ul style="list-style-type: none"> <li>•Can they find possible answers to their own geographical questions?</li> <li>•Can they make detailed sketches and plans; improving their accuracy later?</li> <li>•Can they plan a journey to a place in another part of the world, taking account of distance and time?</li> </ul> <p>Can they work out an accurate itinerary detailing a journey to another part of the world?</p> <p style="text-align: center;">Physical Geography</p> <ul style="list-style-type: none"> <li>•Can they explain why many cities of the world are situated by rivers?</li> <li>•Can they explain how a location fits into its wider geographical location; with reference to physical features?</li> <li>•Can they explain why water is such a valuable commodity?</li> </ul> <p>Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</p> <p style="text-align: center;">Human Geography</p> <ul style="list-style-type: none"> <li>•Can they explain why people are attracted to live by rivers?</li> </ul>		

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		<ul style="list-style-type: none"> <li>•Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</li> <li>•Can they explain what a place might be like in the future, taking account of issues impacting on human features?</li> </ul> <p>Can they report on ways in which humans have both improved and damaged the environment?</p> <p style="text-align: center;">Geographical Knowledge</p> <ul style="list-style-type: none"> <li>•Can they name and locate many of the world’s major rivers on maps?</li> <li>•Can they name and locate many of the world’s most famous mountain regions on maps?</li> <li>•Can they locate and name the main countries in South America on a world map and atlas?</li> <li>•Can they begin to recognise the climate of a given country according to its location on the map?</li> </ul>
<p>Computing</p>	<p style="text-align: center;">e- Safety</p> <p>Understand the terms plagiarism and copyright and be aware of the implications of copying and sharing content without permission.</p> <p style="padding-left: 40px;">Use blocking / unsubscribing / reporting mechanisms appropriately.</p> <p>Control who they interact with online and the information they share.</p> <p>Describe the causes and consequences of cyberbullying and discuss behaviours and strategies to prevent and stop cyberbullying.</p> <p style="text-align: center;">Media</p> <p>Create and amend a range of 2D graphic representations using appropriate applications.</p> <p style="padding-left: 40px;">Create simple 3D graphics using a CAD application.</p> <p style="padding-left: 40px;">Plan, create and edit an animation, film, slideshow or presentation, then reflect on its efficacy.</p> <p>Source, edit and refine music and sound for a given audience or project.</p> <p>Develop criteria for evaluating theirs and others work.</p>	<p style="text-align: center;">Information Literacy:</p> <p>Interpret and validate information from a range of online sources.</p> <p>Recognise that the Internet may contain material that is irrelevant, bias, implausible and inappropriate.</p> <p>Search for and save differing types of media using search engine functions.</p> <p style="padding-left: 40px;">Use more advanced features of search engines.</p> <p style="text-align: center;">Data Handling:</p> <p>Create charts using appropriate data to interpret and answer a specific question.</p> <p>Create a database to store and search relevant information.</p> <p style="padding-left: 40px;">Interrogate a database using suitable questions.</p> <p>Use technology to search and sift through large amounts of different types of information.</p> <p>Use a range of calculations and functions in a spreadsheet.</p> <p style="padding-left: 40px;">Use a spreadsheet to model given problems.</p>	<p style="text-align: center;">Computer Science:</p> <p>Solve problems by decomposing them into smaller parts.</p> <p style="padding-left: 40px;">Convert lines of code into everyday language (pseudocode) and vice versa.</p> <p style="padding-left: 40px;">Understand and use variables.</p> <p>Use selection in programming to create a game aimed at an audience.</p> <p>To become familiar with inputs and outputs and create algorithms using them to control or simulate physical systems.</p> <p>Understand what networks (including the internet) are and how they are used to transfer information.</p> <p style="text-align: center;">Media</p> <p>Create and amend a range of 2D graphic representations using appropriate applications.</p> <p style="padding-left: 40px;">Create simple 3D graphics using a CAD application.</p> <p>Plan, create and edit an animation, film, slideshow or presentation, then reflect on its efficacy.</p> <p style="padding-left: 40px;">Source, edit and refine music and sound for a given audience or project.</p> <p>Develop criteria for evaluating theirs and others work.</p>

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E- Safety	E-Safeguarding curriculum taught at the start of each term, embedded throughout the year.		
PSHE	Health and Wellbeing	Relationships	Living in the Wider World
Art	<p>Drawing techniques including perspective, shading, figure drawing and texture.</p> <p>How can you represent an aspect of space in the style of Kandinsky?</p> <p>Drawing and painting a Winter Wonderland landscape.</p> <p>Drawing people in motion - use line, tone and shade to represent movement.</p>	<p style="text-align: center;">Portraits/ Self-portraits</p> <p>Painting techniques including using watercolours, acrylics, different brushes, combining colours for effect. Create paintings based upon some of the styles of famous artists. Expressing emotion through art. Use shading to create mood.</p> <p>Artwork inspired by sketches and photographs from Whitby residential</p>	<p>Using finger prints as well as hand and foot prints, can you create an interesting piece of art work that has interesting design features?</p> <p>Do Their sketch books contain detailed notes, and quotes explaining about items?</p> <ul style="list-style-type: none"> <li>•Do they compare their methods to those of others and keep notes in their sketch books?</li> <li>•Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.             <ul style="list-style-type: none"> <li>•Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</li> </ul> </li> <li>•Can they create work which is open to interpretation by the audience?</li> <li>•Can they include both visual and tactile elements in their work?             <ul style="list-style-type: none"> <li>•Can they combine pattern, tone and shape?</li> <li>•Can they overprint using different colours?</li> </ul> </li> <li>•Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</li> </ul> <p>How can you create art from the environment?</p> <p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <ul style="list-style-type: none"> <li>•Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</li> <li>•Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>•Do they use their sketch books to compare and discuss ideas with others?             <ul style="list-style-type: none"> <li>•Can they combine visual and tactile qualities?</li> </ul> </li> </ul> <p>Can they print using a number of colours?</p> <ul style="list-style-type: none"> <li>•Can they create an accurate print design that meets a given criteria?             <ul style="list-style-type: none"> <li>•Can they print onto different materials?</li> </ul> </li> <li>•Can they create all the colours they need for printing?</li> <li>•Can they express their emotions accurately through their painting and sketches?</li> </ul>

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				<ul style="list-style-type: none"> <li>•Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>•Do they use their sketch books to compare</li> </ul>	
MFL	<p style="text-align: center;">French:</p> Places on the high street; directions; days of the week; time; hobbies; future tense; months of the year; cultural events; numbers to 50.	<p style="text-align: center;">French:</p> Food; café; weather.	<p style="text-align: center;">French:</p> Seasons; compass directions; weather forecast.	<p style="text-align: center;">German:</p> Colours; numbers; age; name; asking questions; feelings; days of the week; family; folk story.	<p style="text-align: center;">Spanish:</p> Greetings; all about Spain; feelings; colours; numbers; food; folk stories.
DT	<p style="text-align: center;">Can you design, make and evaluate a structure that will propel a marble as far as possible?</p>	<p style="text-align: center;">Can you work as a group to create a model Anglo-Saxon settlement?</p>		<p style="text-align: center;">How can you create your own class rainforest?</p>	
	<ul style="list-style-type: none"> <li>•Can they use a range of information to inform their design?               <ul style="list-style-type: none"> <li>•Can they use market research to inform plans?                   <ul style="list-style-type: none"> <li>•Can they work within constraints?</li> </ul> </li> <li>•Can they follow and refine their plan if necessary?                   <ul style="list-style-type: none"> <li>•Can they justify their plan to someone else?</li> </ul> </li> </ul> </li> <li>•Do they consider culture and society in their designs?               <ul style="list-style-type: none"> <li>•Can they use tools and materials precisely?</li> </ul> </li> <li>•Do they change the way they are working if needed?</li> <li>•How well do they test and evaluate their final product?               <ul style="list-style-type: none"> <li>•Is it fit for purpose?                   <ul style="list-style-type: none"> <li>•What would improve it?</li> </ul> </li> </ul> </li> <li>•Would different resources have improved their product?</li> <li>•Would they need more or different information to make it even better?               <ul style="list-style-type: none"> <li>•Can they justify why they selected specific materials?                   <ul style="list-style-type: none"> <li>•Can they work within a budget?</li> </ul> </li> </ul> </li> <li>•How have they ensured that their work is precise and accurate?</li> <li>•Can they hide joints so as to improve the look of their product?</li> </ul> <p style="text-align: center;">How could you create a moon surface and create a moon buggy?</p> <ul style="list-style-type: none"> <li>•Can they come up with a range of ideas after they have collected information?</li> <li>•Do they take a user's view into account when designing?               <ul style="list-style-type: none"> <li>•Can they produce a detailed step-by-step plan?</li> </ul> </li> <li>•Can they suggest some alternative plans and say what the good points and drawbacks are about each?</li> <li>•Can they explain why their finished product is going to be of good quality?               <ul style="list-style-type: none"> <li>•Can they explain how their product will appeal to the audience?</li> </ul> </li> <li>•Can they use a range of tools and equipment expertly?</li> </ul>	<ul style="list-style-type: none"> <li>Can they think of some ideas of their own?               <ul style="list-style-type: none"> <li>•Can they explain what they want to do?</li> <li>•Can they use pictures and words to plan?                   <ul style="list-style-type: none"> <li>Can they explain what they are making?</li> </ul> </li> <li>•Can they explain which tools are they using?                   <ul style="list-style-type: none"> <li>•Can they describe how something works?</li> </ul> </li> </ul> </li> <li>•Can they talk about their own work and things that other people have done?</li> <li>•Can they talk with others about how they want to construct their product?               <ul style="list-style-type: none"> <li>•Can they select appropriate resources and tools for their building projects?</li> <li>•Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Developing, planning and communicating ideas</li> <li>Can they come up with a range of ideas after they have collected information?               <ul style="list-style-type: none"> <li>•Do they take a user's view into account when designing?                   <ul style="list-style-type: none"> <li>•Can they produce a detailed step-by-step plan?</li> </ul> </li> <li>•Can they suggest some alternative plans and say what the good points and drawbacks are about each?</li> </ul> </li> <li>Working with tools, equipment, materials and components to make quality products               <ul style="list-style-type: none"> <li>•Can they explain why their finished product is going to be of good quality?</li> <li>•Can they explain how their product will appeal to the audience?</li> <li>•Can they use a range of tools and equipment expertly?</li> </ul> </li> <li>Evaluating processes and products               <ul style="list-style-type: none"> <li>•Do they keep checking that their design is the best it can be?</li> <li>•Do they check whether anything could be improved?</li> <li>•Can they evaluate appearance and function against the original criteria?</li> </ul> </li> <li>Textiles               <ul style="list-style-type: none"> <li>•Do they think what the user would want when choosing textiles?</li> <li>•How have they made their product attractive and strong?                   <ul style="list-style-type: none"> <li>•Can they make up a prototype first?</li> <li>•Can they use a range of joining techniques?</li> </ul> </li> </ul> </li> <li>Stiff and flexible sheet materials</li> </ul>	

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	<ul style="list-style-type: none"> <li>•Do they keep checking that their design is the best it can be? <ul style="list-style-type: none"> <li>•Do they check whether anything could be improved?</li> <li>•Can they evaluate appearance and function against the original criteria?</li> </ul> </li> <li>•Using materials: Are their measurements accurate enough to ensure that everything is precise?</li> <li>•How have they ensured that their product is strong and fit for purpose? <ul style="list-style-type: none"> <li>•Are they motivated enough to refine and improve their product?</li> <li>•Do they persevere through different stages of the making process?</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>•Are their measurements accurate enough to ensure that everything is precise?</li> <li>•How have they ensured that their product is strong and fit for purpose? <p style="text-align: center;">Mouldable materials</p> </li> <li>•Are they motivated enough to refine and improve their product?</li> <li>•Do they persevere through different stages of the making process?</li> </ul>			
Music (Charanga)	Solar System Mars from the planets (Holst) ☑ Choosing appropriate tempo for a piece of music ☑ Describe, compare and evaluate music using musical vocabulary	Storm' interlude from Peter Grimes (Benjamin Britten) ☑ Change sounds or organise them differently to change the effect ☑ Use notation to record groups of pitches	Samba! Connect It (Meredith) ☑ Compose music which meets specific criteria ☑ Contrast the work of a famous composer and explain my preferences			
<p><u>Performing</u>• Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds?</p> <p><u>Composing</u>• Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures?</p> <p><u>Appraising</u>• Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing?</p>						
RE	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: What would Jesus do?	U2.10 What matters most to Humanists and Christians?
PE	Swimming  Dance	Netball  Tag Rugby	Hockey  Handball	Tennis  Rounders		
<p><u>Acquiring and developing skills</u> • Can they copy actions? • Can they repeat actions and skills? • Can they move with control and care?</p> <p><u>Evaluating and improving</u> • Can they talk about what they have done?</p> <p><u>Health and fitness</u> • Can they describe what other people did? • Can they describe how their body feels before, during and after an activity?</p>						
Global	Embedding Rights Respecting Action Plan.					
		Children in Need		Comic Relief World Book Day		
Outdoor Learning	How can you make a catapult from outdoor materials?		Anglo Saxon braiding Designing Anglo Saxon settlements	Visit to Dartmoor	Pond dipping – working scientifically to produce classification keys	Pond-dipping – life cycles  How would you survive in the rainforest? (den building)
Curriculum Enrichment	Space Lab	Carol Service	Trip to Escot Saxon Village Trip to Dartmoor Trip to Exeter Synagogue		Crime Scene day.	