

## Year 5 Long-term Plan 2016 - 2017

	Autumn		Spring		Summer	
Literacy	Traditional Tales - Legends (3 weeks) Recount (2 weeks) Explanation (2 weeks) Poetry (3 weeks) Take One Book (2 weeks)		Suspense and Mystery (4 weeks) Persuasion (3 weeks) Instructions (1 week) Take One Book (2 weeks) Poetry (3 weeks)		Fiction from our literary heritage (4 weeks) Reports (2 weeks) Discussion (2 weeks) Take One Book (2 weeks) Poetry (3 weeks)	
Maths	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Statistics		Number: Fractions Number: Decimals Number: Percentages		Geometry: Angles Geometry: Shapes Geometry: Position and Direction Measurement: Converting Units Number: Prime Numbers Perimeter and Area Measures: Volume	
IPC Unit	Ancient Greece	What a Wonderful World	Existing, Endangered, Extinct / Roots, Shoots & Leaves	Fascinating Forces	Bake it!	They See the World Like This
Science	<p><i>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</i></p> <p><i>Describe the movement of the Moon relative to the Earth</i></p> <p><i>Describe the Sun, Earth and Moon as approximately spherical bodies</i></p> <p><i>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (NC)</i></p>		<p><i>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i></p> <p><i>Describe the life process of reproduction in some plants and animals</i></p> <p><i>Describe the changes as humans develop to old age (NC)</i></p>	<p><i>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</i></p> <p><i>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</i></p> <p><i>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</i></p> <p><i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs</i></p>	<p><i>Demonstrate that dissolving, mixing and changing of state are reversible changes (NC)</i></p> <p><i>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</i></p> <p><i>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</i></p> <p><i>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</i></p> <p><i>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.</i></p>	

<p>Working Scientifically (Ongoing)</p>	<p><i>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i>  <i>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i>  <i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i>  <i>Using test results to make predictions to set up further comparative and fair tests</i>  <i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</i>  <i>Identifying scientific evidence that has been used to support or refute ideas or arguments. (NC)</i></p>					
<p>R.E.</p>	<p><b>How do people express their faith through the arts? (Comparative 6F)</b>  <i>To recognise that expressing faith involves feelings and emotions</i>  <i>That in some religions, music is a form of expressing faith</i>  <i>that colour can be used to express religious feelings and ideas</i>  <i>That art can be sacred and spiritual for believers</i>  <i>how Islamic art helps Muslims to worship</i>  <i>About the importance of the design of a prayer mat</i>  <i>Skills of comparing and contrasting the use of art in religions</i>  <i>That drama is a means of reinforcing important stories and teachings in religions</i></p>	<p><b>Where did the Christian bible come from? (Christianity Unit 5C)</b>  <i>That the Bible is the world's best-selling book and know some basic facts about it</i>  <i>To ask and reflect on questions still to be answered about the Bible</i>  <i>That the material of the Bible predates the written text</i>  <i>How to differentiate dates before and after Jesus</i>  <i>That the Bible is a collection of writings from many different times</i>  <i>To reflect on how it might feel to 'discover' an ancient manuscript</i>  <i>That the Bible is a collection of different types of writings, written at different times by different authors</i>  <i>That the Bible contains many different literary genres</i>  <i>To identify some extracts from the Bible</i>  <i>That the Old Testament was written in Hebrew and the New Testament in Greek</i>  <i>That Christians believe that the Bible is the word of God and that it is relevant to their lives today</i>  <i>that people have different views about the truth of the Bible</i>  <i>About the story of Adam and Eve</i>  <i>Understand the difference between literal and symbolic truth</i></p>	<p>Sikhism</p>	<p><b>How do the beliefs of Christians affect their actions? (Christianity Unit 5D)</b>  <i>That we all make decisions about how we will live</i>  <i>That we make our own choices based upon our beliefs and values</i>  <i>That Jesus gave two sayings which Christians try to follow in life</i>  <i>That Christians believe that all people are neighbours to be loved as they love themselves</i>  <i>That stories can be used to teach something beyond their face value</i>  <i>That religions could have something to teach them about how they should live</i>  <i>That the teaching of Jesus can be applied to different life experiences</i>  <i>That Christians believe they should treat others as they would want to be treated</i>  <i>To apply a principle to solve a moral problem</i>  <i>That Jesus taught that people should forgive one another as an example of loving others</i>  <i>That there are benefits to forgiving others as well as difficulties</i>  <i>How to use the Bible and explore meanings contained in stories</i></p>	<p>Islam</p>	<p>Judaism</p>

Computing		<p><i>Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns. (EV)</i></p> <p><i>Recognises the audience when designing and creating digital content. (EV)</i></p> <p><i>Understands the potential of information technology for collaboration when computers are networked. (GE)</i></p>	<p><b>Spreadsheets</b> <i>Performs more complex searches for information (AL) (GE) EV</i></p> <p><i>Analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions. (AL) (EV)</i></p> <p><i>Uses formulas for the 4 basic operations (AL) (GE)</i></p>	<p><b>Coding</b> <i>Creates programs that achieve given goals. (AL)</i></p> <p><i>Uses a range of arithmetic operators (+ - * / ) and relational operators (less than, more than, equal to) (AL) (GE)</i></p> <p><i>Shows an awareness of tasks best completed by humans or computers. (EV)</i></p> <p><i>Designs a game by decomposing it into parts. (DE)</i></p>	<p><b>Data</b> <i>Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns. (EV)</i></p> <p><i>Recognises the audience when designing and creating digital content. (EV)</i></p> <p><i>Understands the potential of information technology for collaboration when computers are networked. (GE)</i></p>	<p><b>Internet research skills</b> <i>Recognises the audience when designing and creating digital content. (EV)</i></p> <p><i>Understands the potential of information technology for collaboration when computers are networked. (GE)</i></p>
History	<p><i>Ancient Greece - a study of Greek life and achievements and their influence on the western world (NC)</i></p>			<p><b>Local history study</b> <i>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</i> History Project What Was life Like for Children in WW2? What was life like in Nottingham during WW2?</p>		
Music	<p>Singing rounds, longer songs with a good message Clarinet &amp; guitar lessons (14 pupils)</p>	<p>Singing Christmas Performance Choir Performance (Albert Hall, Nottingham) Clarinet &amp; guitar</p>	<p>Singing Clarinet &amp; guitar</p>	<p>Singing Workshops with Magdala Opera Clarinet &amp; guitar</p>	<p>Singing Performance with Magdala Opera Clarinet &amp; guitar</p>	<p>Singing Clarinet &amp; guitar performance Summer Performance</p>

Geography		<p><i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</i></p> <p><i>Describe and understand key aspects of physical geography, including: biomes and vegetation belts, rivers, mountains and the water cycle (NC)</i></p>				
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<p>D &amp; T</p>	<p><i>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</i></p> <p><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately</i></p> <p><i>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</i></p> <p><i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (NC)</i></p>			<p><i>Understand and apply the principles of a healthy and varied diet</i></p> <p><i>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (NC)</i></p>	
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Art	<p><i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i></p> <p><i>Create sketch books to record their observations and use them to review and revisit ideas (NC)</i></p>					<p><i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i></p> <p><i>Learn about great artists, architects and designers in history. (NC)</i></p>
Spanish	<p>Places in town</p> <p>Food likes and dislikes</p> <p>Days of the week and months</p> <p>Hobbies (express preferences)</p>		<p>Infinitive verbs</p> <p>Weather</p> <p>Clothes</p>	Sport (Olympics, likes & dislikes, preferences)		Verb 1 <sup>st</sup> person singular
P.E.	Invasion games	Gym	Dance	Net/wall games	Striking/ fielding	<p>Athletics</p> <p>OAA</p>
PSHE & Cit	<p><b>New Beginnings</b></p> <p>Appreciate and celebrate differences.</p> <p>Work as part of a group.</p> <p>Form a class charter about what helps us learn.</p> <p>Build on capacity for empathising and supporting others.</p> <p>Explore ways of making classroom welcoming.</p>	<p><b>Getting On and Falling Out</b></p> <p>Consider different types of relationships.</p> <p>Discuss common friendship problems and solutions.</p> <p>Learn conflict management skills.</p> <p>Take responsibility for own behaviour when angry.</p> <p>Be able to see a situation from different viewpoints.</p> <p>Be able to receive constructive criticism.</p>	<p><b>Going for Goals</b></p> <p>Identify six key learning skills.</p> <p>Take responsibility for actions and behaviour.</p> <p>Develop resilience and ways to overcome obstacles.</p> <p>Learn about making wise choices.</p>	<p><b>Good to be Me</b></p> <p>Explore feelings in depth.</p> <p>Know the differences between feeling proud and boasting.</p> <p>Know ways of standing up for themselves when faced with peer pressure.</p> <p>Learn how to listen.</p> <p>Explore strategies for dealing with strong emotions</p>	<p><b>Relationships</b></p> <p>Explore how thoughts can influence behaviour.</p> <p>Understand how embarrassment can lead to other emotions.</p> <p>Consider ways of dealing with embarrassment.</p> <p>Explore the concept of forgiveness.</p> <p>Explore situations of loss and how to deal with feelings associated with it.</p>	<p><b>Changes</b></p> <p>Consider common responses to change.</p> <p>Develop ability to empathise.</p> <p>Understand that feelings about unwelcome changes don't last forever.</p> <p>Identify, understand and explore how to manage feelings in relation to transfer to secondary school.</p> <p>Consider the importance of belonging to a group.</p>