



Long Itchington CE Academy
Year 5 long term Plan

'Whatever you do, work at it with all your heart'
Colossians 3:23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
READING – MAIN TEXTS	Seven Ghosts by Chris Priestley (English link)	1918: Coming Home by Jim Elridge (Topic link)	Julius Caesar: A Shakespeare Story by Andrew Matthews and Tony Ross (English link)	Rumaysa: A Fairytale by Radia Hafiza (English and RE link)	Loki: A Bad God's Guide to Being Good by Louie Stowell (Topic link)	Boy by Roald Dahl (English link)
ENGLISH	The Highwayman Focus: 1. Narrative poetry 2. Narrative writing: Ghost stories	The Creakers Focus: 1. Newspaper article 2. Instruction writing 3. Diary entry	RSC: Julius Caesar Focus: 1. Drama 2. Monologue 3. Balanced argument	The Sleeper and the Spindle Focus: Narrative writing Range of poems Focus: Performance poetry	Beowulf Focus: Kennings poetry Skellig Focus: Information text	Narrative writing Personal stories Focus: Biographical writing
MATHS	Place Value Addition & Subtraction Multiplication & Division	Multiplication & Division Fractions	Multiplication & Division Fractions	Decimals & Percentages Perimeter & Area Statistics	Shape Position & Direction Decimals	Negative Numbers Converting Units Volume
HISTORY		WWI To research the causes of WW1 Key question – How can one man's death spark a world war? To understand what life was like in the trenches. To explore the events leading up to the Christmas Truce and to evaluate the event in terms of morality. To identify how British people kept themselves safe during an air raid. To understand the impact of propaganda and how it can be used to sway public opinion. To understand what the terms rationing and conscription mean and to learn why they needed to be introduced. To understand how WWI ended and to evaluate its lasting impact today. To understand who Walter Tull was and why he is a famous, local figure.		The Early British Empire To know that Britain had an empire. To know the origins of the British Empire in global trade. To know that the East India Company gained British political control in India. To know that Britain was successful during the Seven Years War. To understand why Britain was motivated to build an empire.		Invaders & Settlers - Anglo-Saxons & Vikings To locate key periods on a timeline, showing the Vikings in time in relation to the Romans and Saxons. To know when Anglo-Saxons were ruling most of Britain and that England was split into Kingdoms and Mercia was the most important. To analyse patterns of settlement using difference sources. To understand the role of the monasteries and churches in delivering the Christian message and to understand the significance of Lindisfarne. To know where Vikings came from and why they attacked and that they continued to come for 300 years. To know about stereotypical perception of Vikings and understand how the Vikings gained their reputation. To use monk's evidence and understand how they exaggerated their accounts. To distinguish between a Saxon and Viking account of the same event. To identify at least one period when the Vikings were successful and another when they were not. To identify 2 or 3 turning points in the Vikings and Saxon fortunes. To list Alfred's main achievements. To use clues to research the different reasons why Alfred has been deemed to be 'great'. To understand the importance of finds at Jorvik - York in shaping our revised view of the Vikings.

<p>GEOGRAPHY</p>	<p>Mountains To know a mountain is a large landform that rises high above the land around it. To know the Alps are a mountain range in Europe that crosses into several countries. To know that Mount Everest, in the Himalayas, is the world's tallest mountain. To identify North and South American mountain ranges. To locate the Ethiopian Highlands and Mount Kilimanjaro.</p>		<p>New Zealand To know that New Zealand is located in the South Pacific Ocean. To appreciate that the Maori were the first people to live in New Zealand. To explore how New Zealand experiences earthquakes because it is located on a plate boundary. To understand New Zealand's climate means it is home to a wide range of plants and animals. To know that many small islands are located in the Pacific Ocean.</p>		<p>Local Study To understand that Local councillors are elected to represent the views of local residents. To know that a sketch map is a simple map drawn from memory. To consider that geographers think about problems in local areas and suggest ways they can be solved. To know that data can be collected and recorded to give us information about an issue. To identify a graph as a mathematical drawing that shows information using lines, shapes and colours.</p>	
<p>SCIENCE</p>	<p>Properties and changes of materials. Children will compare and group together everyday materials on the basis of their properties. Children will investigate dissolving and describe how to recover a substance from a solution. Children will learn how mixtures might be separated, including through filtering, sieving and evaporating Children will learn to reason, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>Earth and Space Children will learn about and explain the movement of the Earth and other planets relative to the Sun. They will be able to explain the movement of the Moon relative to the Earth. They will demonstrate how night and day are created with film making. They will know information about the planets and their place in the solar system. They will start to understand the relative sizes between planets and the sun.</p>	<p>Forces Children will learn that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Children will investigate and identify the effects of air resistance, water resistance and friction, that act between moving surfaces Children will investigate and recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>Living things and their habitats Children will research and be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children will look in detail through outside learning and plant dissection, the lifecycle of a plant from germination, pollination, fertilisation and seed dispersal.</p>	<p>Investigative Skills Children will undertake a variety of investigations with the aim of progressing their scientific and analytical skills. Children will make and record careful measurements. They will calculate the mean average of a set of data. They will draw line graphs and bar charts. They will describe relationships shown by graphs/charts.</p>	<p>Animals including humans Children will be able to compare differences in human beings. Children will learn to describe the changes as humans develop to old age. Children will understand that all living things have lifecycles. This work will link with PSHE in the summer term 'growing and changing.'</p>
<p>COMPUTING</p>	<p>Purple Mash – Online Safety Laptops / Desktops I can demonstrate an understanding of responsibility to others when communicating and sharing content online. I can demonstrate a clear understanding of what the SMART rules are. I can demonstrate critical thinking skills and know how inappropriate content can be reported. I understand why some online content is rated and what to do if I am upset by anything online.</p>	<p>Purple Mash – Coding Laptops / Desktops I can create more complex programs by simplifying code. I can formulate and program an algorithm for a traffic light sequence. I can test and debug my program and use variables.</p>	<p>Purple Mash / MS Word – Word Processing Laptops / Desktops I can create a word processing document. I can use bullet points and numbering, ensuring a cohesive and well-structured text. I can insert images, use copy and paste appropriately and insert tables.</p>	<p>Purple Mash – Game Creator Laptops / Desktops I can plan a computer game using a template. I can consider aspects to increase playability. I can combine text, sound and graphics components within a game. I can evaluate my own and others' games.</p>	<p>Teach Computing – Flat File Databases Laptops / Desktops I can group data to answer questions. I can explain and use tools to select specific data. I can use different programs to compare data visually. I can use a real world database to answer questions.</p>	<p>Purple Mash – Spreadsheets Laptops / Desktops I can create a mathematical formula. I can program different variables to convert data. I can use, manipulate and create spreadsheets for specific purposes.</p>

ART AND DESIGN		<p>Drawing/Painting Typography & Maps</p> <p>Key concepts –</p> <ul style="list-style-type: none"> - That when designers work with fonts and layout it is called Typography. - That we can use the way words look to help us communicate ideas and emotions. - That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. 		<p>Textiles Fashion Design</p> <p>Key concepts –</p> <ul style="list-style-type: none"> - That designers bring their own culture, experiences and passions into their designs, for other people. - That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people. - That we can use colour, pattern, line, shape, form, material, texture to express our creativity. - That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them? - That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms. 		<p>3D Sculpture Architecture: Dream Big or Small?</p> <p>Key concepts –</p> <ul style="list-style-type: none"> - That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. - That we can make creative choices which both serves ourselves as individuals and the communities we belong to. - That we can use form, structure, materials, and scale to design innovative buildings. - That we can build architectural models to test out our ideas and share our vision.
DESIGN AND TECHNOLOGY	<p>Mechanical systems Pulleys or gears Investigating Gears and Pulleys</p>		<p>Structures Frame structures Bird Hides</p>		<p>Food Celebrating culture and seasonality ???</p>	
MUSIC	<p>Living on a Prayer (Rock) I can identify and discuss the structure of the main piece of music that I listen to. I can identify changes in dynamic, texture and tempo. I know that the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting. I can keep the internal pulse.</p>	<p>School Focus unit - singing and performing I can use my voice expressively by singing songs. I can practise and perform songs.</p>	<p>The Fresh Prince of Belair (Hip Hop) I can recognise 'old school hip hop' style and can demonstrate how rapping is different to singing. I am more confident in my rhythmic and vocal skills and I can rap with a strong sense of pulse. I have tried making up my own rap and have performed with others to a rhythmic backing. I can make simple graphic score to help remember my part.</p>	<p>Dancing in the Street (Motown) I recognise Motown style and know what a brass section is. I am aware of different instruments have their own timbre and when instruments and voices combine in different ways the timbre changes. I sing clearly and confidently in a group. I understand the importance of a conductor/leader when performing.</p>	<p>BBC Ten Pieces – 20th Century Composer George Gershwin 'Rhapsody in Blue' https://www.bbc.co.uk/teach/ten-pieces/rhapsody-in-blue-by-george-gershwin-ks2-lesson-plans/zbxcy9q</p> <p>I can appreciate and understand a wide range of high quality and recorded music from different traditions and from great composers and musicians.</p>	<p>Reflect, Rewind and Replay (Western Classical) I can explain the features of classical musical and describe how it is different to other styles of music. I can remember songs, instruments and sounds from earlier in the year and can play these. I understand the history of the music that I am listening to and can explain the job of a composer.</p>

<p>RE</p>	<p>SACRE U2.2 Why might ancient stories still be so important for some worldviews today? (10 lessons)</p> <p>UC 2.B4 Was Jesus the Messiah? Incarnation (3 hours)</p>		<p>SACRE U2.3 Do religions change or do they stay the same? (8 lessons) 2B.6 What did Jesus do to save human beings? Salvation (5 hours)</p>	<p>SACRE U2.4 What might it mean to 'live well'? (8 lessons)</p> <p>UC 2B.5 What would Jesus do? Gospel (5 hours)</p>		
<p>PE</p>	<p>Netball Introduced netball positions. Acquired and applied basic shooting techniques. Demonstrated and implemented some basic rules. Developed netball skills such as marking and footwork. Introduced the concept of preliminary moves.onsolidating and improving the quality of passing receiving skills. Selecting and applying tactics and working collaboratively as a small group.</p> <p>Hockey Combine basic hockey skills such as dribbling and push passes. Select and apply skills in a game. Play effectively in different positions on the pitch, including in defence. Increase power and strength of passes, moving the ball over longer distances.</p>	<p>Dance Unit 1 Perform different styles of dance fluently and clearly. Refine and improve dances, adapting them to include the use of space, rhythm and expression.</p> <p>Gymnastics Unit 1 Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.</p>	<p>Athletics (Indoor) Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws.</p> <p>OAA Explore ways of communicating in a range of challenging activities. Navigate and solve problems from memory. Develop and use trust to complete the task and perform under pressure.</p>	<p>Gymnastics Unit 2 Take responsibility for your own warm-up. Perform more complex actions, shapes and balances with consistency. Use information given by others to improve performance. Remember and repeat longer sequences with more difficult actions.</p> <p>Handball Use specific handball skills in games. Begin to play effectively in different positions. Increase power and strength of passes, moving the ball over longer distances. Use a wide range of handball rules consistently.</p>	<p>Rounders Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders.</p> <p>Tennis Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score and defend points in competitive games. Further, explore tennis service rules.</p>	<p>Tag rugby Combine basic tag rugby skills such as catching and quickly passing in one movement. Select and implement appropriate skills in a game situation. Begin to play effectively when attacking and defending. Increase the power of passes so the ball can be moved quickly over a greater distance.</p> <p>Cricket/Sports Day Link a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to cricket, e.g., power, flexibility and cardiovascular endurance.</p>

<p>PSHE</p>	<p>1 Protective Behaviours/ Keep safe</p> <p>Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills Rule of Law</p>	<p>2 Me and my Relationships</p> <p>Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs Respect, Tolerance</p>	<p>3 Valuing Difference</p> <p>Recognising and celebrating difference, including religions and cultural Influence and pressure of social media Respect, Tolerance</p>	<p>4 Rights and Responsibilities</p> <p>Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending Democracy Individual liberty</p>	<p>5 Growing and Changing</p> <p>Managing difficult feelings Managing change How my feelings help keeping safe Getting help Respect</p>	<p>6 Being my Best</p> <p>Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community Individual liberty</p>
<p>MFL</p>	<p>La fonética / La Fecha – the date</p> <p>Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.</p>	<p>Mi familia – My family</p> <p>By the end of this unit pupils will have the knowledge and skills to talk about their own/a fictitious family in both spoken and written form in Spanish. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary.</p>	<p>Mi casa – My house</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.</p>	<p>En la cafetería – In the cafe</p> <p>By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafeteria. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p>	<p>El fin de semana – At the weekend</p> <p>In this unit pupils will learn ten phrases for activities they may do at the weekend in Spanish. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.</p>	<p>En el colegio – At school</p> <p>In this unit pupils will learn the nouns and determiners/definite articles for ten school subjects in Spanish. They will also learn how to conjugate the verb 'to study', an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time / day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.</p>