

Long Term Planning Year 5 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Numeracy	Number: PV addition and subtraction Statistics	Number: multiplication and division Measurement: length, perimeter and area	Number: multiplication and division Number: Fractions	Number: Fractions Number: Decimals (inc y5 %)	Number decimals: Measurement: Time	Geometry: property of shape, position and direction Converting units and volume
Topic Hook	1600s - Disaster, disease and democracy		Explorers		It's All Greek to me! How did the Greeks help us?	
Global Links	Trade links in 1600s 30 year war in central Europe James VI/James I - union of the Crowns Baroque region Rembrandt - Dutch artist		Global links to all explorers studied. Links to places visited by the children		Effect and influences of Greek achievements on the Western world - democracy, geometry, philosophy, medicine, language, inventions (alarm clock and water wheel)	
Literacy	Genres covered: Imaginative writing Diary Narrative Character, setting and dialogue Balanced argument Key text/stories: Fire! Fire! SPaG: Revision of key Y4 knowledge and understanding Formal and informal language Perfect and progressive tense Expanded nouns Modal verbs Revision of relative clauses Commas to clarify Reading: Apply growing knowledge of prefixes and suffixes and building vocabulary		Genres covered: Non-fiction books Biography and autobiography Diary Narrative Report Key text/stories: Amelia Earhart Ibn Battuta Vasco de Gamma Modern Day: Sarah McNair-Landry Levison Wood Steve Backshall SPaG: Semi-colons, colons and dashes Hyphens Bullet points Using a colon to introduce a list Devices to build cohesion Adverbials of time Reading:		Genres covered: Non-chronological report Recount Newspaper report Persuasive writing Key text/stories: Greek Myths SPaG: Devices to build cohesion with a paragraph Linking ideas across paragraphs using adverbials of time Use of commas to clarify meaning or avoid ambiguity Brackets, commas and dashes to indicate parenthesis Reading: Retrieve, record and present information from non-fiction Discuss and evaluate how authors use language, including	

	<p>Build positive attitudes to reading through reading for pleasure</p> <p>Recommend books they have read</p> <p>Identify and discuss themes and conventions</p> <p>Build experience in answering different types of questions.</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poetry to read and perform</p> <p>Explore the impact of language on the reader</p> <p>Provide justification</p>	<p>Make comparisons across and between books</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poetry to read and perform</p> <p>Discuss understanding and explore meaning of words in context</p> <p>Summarise</p> <p>Identify how language structure and presentation contribute to meaning</p>		<p>figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Provide reasoned justifications for their view</p> <p>Learn a wider range of poetry by heart</p> <p>Retrieve record and present info</p>
Science	<p>Explore 'Properties and changes of materials' Use knowledge of solids, liquids and gases to separate mixtures through filtering, sieving and evaporating. Fair tests.</p> <p>States of matter</p>	Evolution and inheritance	<p>Animals including humans</p> <p>Living things and their habitats</p>	Sound
STEM	<p>Vex GO</p> <p>See D & T activity</p>	See D&T activity		See D&T activity
History	<p>Historical events</p> <p>Finding out about the past (enquiry)</p> <p>Finding out about the past (chronology)</p> <p>Significant Historical People</p> <p>English Civil War</p> <p>Plague</p> <p>Great Fire of London</p> <p>Gunpowder Plot</p>	<p>History of current and past explorers in various geographic locations - avoid polar regions</p> <p>Finding out about the past (enquiry)</p> <p>Finding out about the past (chronology)</p> <p>Significant Historical People</p>		<p>Constructing the past: Identify the impact of the Ancient Greeks on the western world. (Chronology)</p> <p>Continuity and change: Identify the continuities and changes of Greek achievements and inventions..</p> <p>Cause and effect: Identify the effects and influence of Greek achievements on the Western world. (enquiry)</p>
Geography	<p>Atlas of the World in the age of Discovery' North America: Anglo-French Rivalry. English colonisation of Virginia, the</p>	<p>Geographical enquiry</p> <p>Skills and fieldwork</p> <p>Knowledge of locations</p> <p>Human and physical</p> <p>Sustainability</p>		<p>Map skills</p> <p>Using world and continent maps to locate Greece.</p> <p>Identify features of Greece's landscape (Islands, mountains-</p>

	<p>pilgrims landing (Mayflower, 1620). New York (trade)</p> <p>Slave Trade - linked to Victorians</p>	Map work - Google Earth	<p>highest point-, rivers) and investigate how these impact Greece as a country e.g. tourism, sport etc.</p> <p>Investigate climate/weather.</p> <p>Explore seas surrounding Greece- borders/other countries. Link this with the battles/wars</p>
Art	<p>Joan Carlile (Links to Charles I)</p> <p>John Michael Wright (Charles II)</p> <p>Vermeer - Girl with a pearl earring.</p> <p>Rembrandt - the Return of the Prodigal Son and The Storm on the Sea of Galilee</p> <p>Divide picture/ art work up for pupils</p> <p>Flowers - linked to STEM</p>	<p>Landscapes</p> <p>Environmental art</p> <p>Painting</p> <p>https://www.invaluable.com/blog/famous-landscape-artists/</p>	<p>Pottery:</p> <p>Researching Ancient Greek artwork. Design own patterns for a pottery vase in this style. Make own clay vase with Greek design.</p> <p>Extension opportunity: Using paint to produce artistic patterns.</p> <p>Mosaics:</p> <p>Create a mosaic tile that showcases Greek culture</p> <p>Choosing appropriate and effective material (rubble, stones, glass)</p>
DT	<p>Kapow Units</p> <p>Mechanical systems - Making a Pop up Book</p> <p>Electrical systems - Doodlers</p> <p>Vex Go</p>	<p>Kapow Units</p> <p>Digital world - monitoring devices</p> <p>Food - what could be healthier?</p>	<p>Kapow Units</p> <p>Structure - bridges</p> <p>Textiles - stuffed toys</p>
ICT	<p>Computing systems and networks - Connecting computers</p> <p>Creating media - Stop-frame animation</p>	<p>Programming A - Sequencing sounds</p> <p>Data and information - Branching databases</p>	<p>Creating media - Desktop publishing</p> <p>Programming B - Events and actions in programs</p>
PE	<p>Real PE for Y5G</p> <p>Y5T class has coach - gymnastics</p>	Real PE	<p>Athletics</p> <p>Cricket</p>

RE	What do we know about the Bible and why is it important to Christians?	What are the themes of Christmas?	What do Christians believe about Jesus?	Why is Lent such an important period for Christians?	How and why do people show care for others?	Why do people go to Durham Cathedral today? (or other local place significant for Christians)
Music	Whole class to play a musical instrument - use iPads Music Labto introduce the keyboard. Singing with peripatetic teacher Charanga Learning new musical skills/concepts and revisiting them over time and with increasing depth.		World Music and music from different cultures Appreciation Learn and perform - music for drama Charanga Learning new musical skills/concepts and revisiting them over time and with increasing depth.		Charanga units Blackbird Reflect, rewind and replay Composition and appraisal Musical elements Performing	
PHSE	Wellbeing / operation Encompass x 3	Friendships / relationships Bullying	Kidsafe	British Values Similarities and Differences in the World	Online/media Money Jobs	First Aid
French	Revision of Y4: Food Y5: French Monster Pet		Shopping in France French speaking world		Verbs in a French week Meet my family	