

Long Term Planning Year 5 2023/24

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic Hook | 1600s - Disaster, disease and democracy | | It's All Greek to me! How did the Greeks help us? | | Explorers | |
| Literacy | <p>Genres covered: Imaginative writing Diary Narrative Character, setting and dialogue Balanced argument Information texts: Gunpowder Plot</p> <p>Key text/stories: Fire! Fire!</p> <p>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</p> <p>Reading: Apply growing knowledge of prefixes and suffixes and building vocabulary Build positive attitudes to reading through reading for pleasure Recommend books they have read Identify and discuss themes and conventions Build experience in answering different types of questions. Learn a wider range of poetry by heart Prepare poetry to read and perform Explore the impact of language on the reader</p> | | <p>Genres covered: Non-chronological report Recount Newspaper report - myths Persuasive writing - letter</p> <p>Key text/stories: Greek Myths</p> <p>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</p> <p>Reading: Retrieve, record and present information from non-fiction Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Provide reasoned justifications for their view Learn a wider range of poetry by heart Retrieve record and present info</p> | | <p>Genres covered: Non-fiction books Biography and autobiography Diary Narrative Report</p> <p>Key text/stories: Amelia Earhart Ibn Battuta Vasco de Gamma Modern Day: Sarah McNair-Landry Levison Wood Steve Backshall</p> <p>SPaG: Semi-colons, colons and dashes Hyphens Bullet points Using a colon to introduce a list Devices to build cohesion Adverbials of time</p> <p>Reading: Make comparisons across and between books Learn a wider range of poetry by heart Prepare poetry to read and perform Discuss understanding and explore meaning of words in context Summarise Identify how language structure and presentation contribute to meaning</p> | |

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| | Provide justification | | | | | |
| 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 |
| RE | What do Sikhs believe? Why do Sikhs go to the Gurdwara? | What do the gospels tell us about the birth of Jesus? | Creation and science: conflicting or complementary? 2b.2 (UC) Easter: What did Jesus do to save human beings? 2b.6 (UC) | | How do Sikhs show commitment and belonging? | Why do people use rituals today? |
| Science | Explore 'Properties and changes of materials' Use knowledge of solids, liquids and gases to separate mixtures through filtering, sieving and evaporating. Fair tests. States of matter | | Evolution and inheritance Animals including humans | | Sound Living things and their habitats | |
| STEM | See D & T activity Vex GO (Y5G/T) Ongoing Science activities with STEM focus Mechanical Systems - making a pop-up book. | | See D & T activity Vex GO (Y5G/T) | | See D & T activity Vex GO (Y5G/T) | |
| History | Historical events Finding out about the past (enquiry) Finding out about the past (chronology) Significant Historical People e.g. Pepys, James I, Guy Fawkes, Margaret Cavendish (Duchess of Newcastle), Oliver Cromwell English Civil War Plague Great Fire of London Gunpowder Plot | | Constructing the past: Identify the impact of the Ancient Greeks on the western world. (Chronology) Continuity and change: Identify the continuities and changes of Greek achievements and inventions.. Cause and effect: Identify the effects and influence of Greek | | History of current and past explorers in various geographic locations - avoid polar regions Finding out about the past (enquiry) Finding out about the past (chronology) Significant Historical People | |

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| | | achievements on the Western world. (enquiry) | |
| Geography | <p>Where does our energy come from? Describe the significance of energy Give examples of sources of energy and their trading routes Define renewable and non-renewable energy Discuss the benefits and drawbacks of different energy sources Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.</p> | <p>Why do oceans matter? Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.</p> <p>Investigate climate/weather.</p> <p>Explore seas surrounding Greece- borders/other countries. Link this with the battles/wars</p> | <p>Would you like to live in the desert? Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.</p> |
| Art | <p>Joan Carlile (Links to Charles I) John Michael Wright (Charles II) Vermeer - Girl with a pearl earring. Rembrandt - the Return of the Prodigal Son and The Storm on the Sea of Galilee</p> | <p>Pottery: Researching Ancient Greek artwork. Design own patterns for a pottery vase in this style. Make own clay vase with Greek design. Extension opportunity: Using paint to produce artistic patterns.</p> | <p>Landscapes Environmental art Painting https://www.invaluable.com/blog/famous-landscape-artists/</p> |

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| | Kapow Units: sculpture and 3D: interactive installation | | Kapow Units: drawing: I need space | | Kapow Unit - Painting & mixed media: Portraits | |
| DT | Kapow Units Mechanical systems - Making a Pop up Book Vex Go | | Structures - making columns for support. Vex Go | | Kapow Units Cooking and nutrition - what could be healthier? Vex Go | |
| Computing | Vex Go Coding and debugging a programme. Computing systems and networks - Connecting computers | | Vex Go Programming A - Sequencing sounds Data and information - Branching databases | | Vex Go Vector drawings Programming B - Selection in quizzes | |
| PE | Real PE / games / sportshall athletics when class teacher Y5T Y5W class has coach - sportshall athletics | | Swimming Hockey | REAL DANCE | Extended swimming Athletics (quad kids) REAL PE | |
| Music | Singing with peripatetic teacher Charanga Learning new musical skills/concepts and revisiting them over time and with increasing depth. Explore using a keyboard on the Ipad and Chrome lab activities. | | Kapow Units Body percussion and organising music structures. Chrome Lab - continued opportunities to explore music on a digital platform. | | Kapow Units Staff notation and percussion instruments. Reading and writing music. Chrome Lab - continued opportunities to explore music on a digital platform. | |
| Me You and the World | Mindfulness | Mental health | British Values | Similarities and differences | Money/jobs | e-safety, environment and first aid |
| French | French Monster Pet | Christmas | French speaking world | Verbs in a French Week | Meet my family | |
| Global links | Fair trade - helping the wider community (fruit in school) Investigating energy crisis Raising awareness, learn about the Fair Trade | | Democracy / Freedom looking at societies where groups are not treated with equality (Women in Afghanistan). Explore power inequalities and the representation of young people. | | Explorers - looking after our landscape. Litter pick. | |
| Career links | Visit to the cathedral Archives Hawkhurst residential Jaswinder | | Greek Dancing Library | | Singing teacher Opportunity to speak to adventurer Orienteering / climbing | |