



Year 5 Long Term Planning

Please note that only key national curriculum objectives have been identified and that further objectives can be found on the MTP.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2020-21	7 weeks	7 weeks	6 weeks	5 weeks	7 weeks	6 weeks
Core texts	Odysseus	Clockwork Highway man Poem (2 weeks)	Beowulf Poem (2 weeks) Viking Boy	Viking Boy	King Kong	The Arrival
Writing Genres						
Fiction	Character description Narrative - Write the next chapter	Setting description Poetry – imagery	Poetry Character Description	Descriptive language Free Verse Poetry Mystery and Suspense writing	Letter writing Play Script	Narrative (Flashback)
Non-fiction	Emotional Letter Diary entry	Newspaper Report Persuasion	Recount - 1st person Persuasion	Instructions	News report Explanation text Balanced Argument	Explanation Non-Chronological Report



Cross-curricular writing opportunities	Non-Chronological Report Geocentric vs Heliocentric Travel Brochure- History:Greece	Discussion - Who were the best - Athenians or Spartans?	Biography Isaac Newton	Biography What made Alfred so Great? Instructions - Viking Longboat (RHW)	Instructional text Chronological Report - Life Cycles	Information text Non-Chronological Report - USA
Maths	Place Value Addition Subtraction Statistics STOPS Problem Solving	Multiplication Division Statistics Measurement: Perimeter Area STOPS Problem Solving	Multiplication Division Fractions STOPS Problem Solving	Fractions Decimals Percentages STOPS Problem Solving	Decimals Properties of shapes STOPS Problem Solving	Geometry position and direction. Measurements: Converting units Volume STOPS Problem Solving
Cross-curricular maths links	*History-Timelines *Science-Distance, rounding, metric scale	*Science - Time zones	*History-Timelines *Forces - Converting Units of measurement; Measuring distance aeroplane flies; Reading scales on Newton Metres	*Viking longboats - measuring / converting unit of measure *Money	*Geography / Computing Fieldwork - reading scales /inputting data	*Plan a journey to USA- times *Compass points / direction



<p>Science</p>	<p>Earth and Space</p> <ul style="list-style-type: none"> *Describe the movement of the Earth, and other planets, relative to the Sun in the solar system *Describe the movement of the Moon relative to the Earth *Describe the Sun, Earth and Moon as approximately spherical bodies *Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>Forces</p> <ul style="list-style-type: none"> *Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object *Identify the effects of air resistance, water resistance and friction, that act between moving surfaces *Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. *Understand magnets as a force 	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> *Compare and group together everyday materials on the basis of their properties *Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution *Use knowledge of solids, liquids and gases to decide how mixtures might be separated *Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials *Demonstrate that dissolving, mixing and changes of state are reversible changes *Explain that some changes result in the formation of new materials 	<p>Habitats and Life Cycle</p> <ul style="list-style-type: none"> *Describe the changes as humans develop to old age.*Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird *Describe the life process of reproduction in some plants and animals <p>Raise questions about their local environment to observe and compare plant and animal life cycles around the world, asking questions and providing reasoning.</p>
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<p>History</p>	<p>Ancient Greece To understand the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</p>	<p>Ancient Greece To understand their achievements and influence on the western world.</p> <p>To describe historical events from the different period,note connections, contrasts and trends over time.</p>	<p>Anglo Saxons To continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <ul style="list-style-type: none"> • Settlements and kingdoms • Art and Culture • Religion <p>Crime and Punishment</p>	<p>Vikings Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Appreciate that significant events in history have helped shape the country we have today.</p>	<p>Not Taught This Half Term</p>	<p>Not Taught This Half Term</p>
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<p>Geography</p>	<p>Not Taught This Half Term</p>	<p>Not Taught This Half Term</p>	<p>Anglo Saxon London Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Not Taught This Half Term</p>	<p>America</p> <p>Locate the world's countries, using maps to focus on America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of longitude, latitude, Greenwich Meridian and time zones.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and rivers.</p>	<p>America</p> <p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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<p>Art</p>	<p>Drawing Greek People Stop /Start Animation *To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Greek Stories through 2 or 3 dimensional work Greek Busts *To create sketch books to record their observations and use them to review and revisit ideas *To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials *About great artists, architects and designers in history Sculptor: Phidias 480-430 BC Athena Zeus</p> <p>To create sketch books to record their observations and collect visual material to help them to develop their ideas.</p>	<p>Viking Sails</p> <p>Printing Can modify and adapt a print as work progresses. Can combine prints. Can create pictorial and patterned prints. Can create a print to meet a given criteria.</p>	<p>RE</p> <p>Sacred People</p> <p>Leonardo da Vinci</p> <p>*To create sketch books to record their observations and use them to review and revisit ideas *To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials *About great artists, architects and designers in history</p> <p>To use simple perspectives. Be experienced in the layout of face and figure to create mood and feeling.</p> <p>Mona Lisa, The Last Supper, Benois Madonna</p> <p>About the greatest artists, architects and</p>	<p>Samantha French</p> <p>Movement</p> <p>*To create sketch books to record their observations and use them to review and revisit ideas *To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials *About great artists, architects and designers in history</p> <p>Replicates patterns, colours and textures. Create secondary and tertiary colours. Can convey what inspired them.</p>	<p>Ansel Adams</p> <p>*To create sketch books to record their observations and use them to review and revisit ideas *To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials *About great artists, architects and designers in history</p> <p>Convey what inspired them. Discuss and evaluate their own work and that of others. Alter and adapt images to create work with meaning</p>
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<p>Design Technology</p>		<p>Ancient Greek clocks ? Analyse existing products, discussing their features, construction and purpose.</p>	<p>Talking Textiles Stories through 2 or 3 dimensional work - Sewing The Bayeux Tapestry as an inspiration. Anglo-Viking battles appliqued with different textures. Bothe classes collaborate to create a final piece.</p>	<p>Viking Longship Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>Burgers Food and cookery Independently apply the principles of a healthy and varied diet to inform their design using food hygiene procedures. Cooking and Nutrition Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Describe what to do to be both hygienic and safe</p>	<p>Mechanisms- Build a buggy Interleaving Science-cams/gears Cross curricular- Computing-External devices Analyse existing products, discussing their features, construction and purpose. Cut and join materials using appropriate tools and methods.</p>
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Music (Charanga Scheme see summary planning)	Living on a prayer. CCI Earth and space	Classroom Jazz 1 CCI Ancient Greece Christmas Concert.	Viking songs. To learn, play and perform songs about the Vikings.	Fresh prince of Bel-air	Dancing in the Street. CCI America	Reflect , Rewind Replay
French (KS2)	Bon appétite, bonne santé Healthy school lunches	Je suis le musicien Identify various genres of music and instruments. Listen to African artists.	En route pour l'école Simple directions and familiar landmarks in a town.	Scène de plage Infer the weather, the month, describe colours and predict locations.	Le retour du printemps To apply and extend familiar language in a new context through games and songs.	Les planètes Awareness of sentence structures in the context of describing planets.
PSHE Topic & key Learning Challenge	Belonging Protecting the environment; compassion towards others	Keeping safe Physical contact and feeling safe Keeping safe in different situations, including responding in emergencies, first aid and FGM	Getting along and falling out Responding respectfully to a wide range of people; recognising prejudice and discrimination	Money and work Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy lifestyles and healthy mind Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Healthy relationships and growing up Personal identity; recognising individuality and different qualities; support with puberty
Online safety	Using computers at Farnham	Internet Safety How rules and age restrictions help us; keeping safe online	Online actions to others Positive friendships, including online	How to report concerns	Rationing time spent online	Online relationships
British Values	Rule of law	Democracy	Mutual Respect	Individual liberty	Rule of Law	Acceptance



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Religious Education	Signs and symbols	Signs and symbols	Places of Worship	Places of Worship	Initiation Rites	Initiation Rites
	Sikhism Beliefs Why are their different beliefs about God? Investigate belonging and express personal reflections about identity and diversity. Understand and make connections between key teachings in religious and non-religious worldviews. Understand some of the ways in which believers interpret story and symbolism and use language and ritual to convey meaning.	Christianity Beliefs Why are their different beliefs about God? Understand the way in which believers interpret stories and use language to convey meaning. Understand and make connections between key teachings in religious and non-religious worldviews. Understand some of the ways in which believers interpret story and symbolism and use language and ritual to convey meaning.	Sikhism Practices Why are certain places, times and people sacred? Reflect on links and comparisons between their own and others identity and experience. Understand some of the ways in which believers interpret story and symbolism and use language and ritual to convey meaning.	Christianity Practices Why are certain places, times and people sacred? Reflect on links and comparisons between their own and others identity and experience. Understand some of the ways in which believers interpret story and symbolism and use language and ritual to convey meaning.	Christianity Forms of expression Why do people need to express their beliefs? Understand the significance of key writings and teachings. Formulate questions of meaning and purpose.	Sikhism Forms of expression Why do people need to express their beliefs? Understand the significance of key writings and teachings. Formulate questions of meaning and purpose.
		Armistice Day	Shrove Tuesday		Thanksgiving	



<p>Computing</p>	<p>Animation - link to Greek People and Movement in Art</p> <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content, that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>Podcasts</p> <p>Opportunities for communication and collaboration</p> <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content, that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>Using the Internet</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>Use search technologies effectively to evaluate digital content.</p>	<p>Webpage</p> <p>Use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content.</p>	<p>Instant Messaging Chats and messages</p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>(Geography link)Databases Create formulae in a spreadsheet and then check for accuracy and plausibility.</p>	<p>External Devices/ Geography/ Science/ Field work/DT</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
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PE	Games Keep Fit	Hockey Gymnastics	Dance Games (Benchball)	Football Agility / Balance / Coordination	Gymnastics Striking and Fielding	Athletics
	<ul style="list-style-type: none"> • use running, jumping, catching and throwing in isolation and in combination • play competitive games, modified where appropriate, (for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve <p>their personal best</p>	<ul style="list-style-type: none"> • play competitive games, modified where appropriate, (for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance, (for example through gymnastics and athletics) 	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve <p>their personal best</p> <ul style="list-style-type: none"> • use running, jumping, catching and throwing in isolation and in combination • play competitive games, modified where appropriate, (for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic 	<ul style="list-style-type: none"> • play competitive games, modified where appropriate, (for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance, (for example through gymnastics and athletics) • compare their performances with previous ones and demonstrate 	<ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve <p>their personal best</p> <ul style="list-style-type: none"> • use running, jumping, catching and throwing in isolation and in combination • play competitive games, modified where appropriate, (for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and 	<ul style="list-style-type: none"> • use running, jumping, catching and throwing in isolation and in combination • develop flexibility, strength, technique, control and balance, (for example through gymnastics and athletics) • compare their performances with previous ones and demonstrate improvement to achieve <p>their personal best</p>



Debating/Circle Time	What's in the news / topical discussions and debates Is there a God? Aut 1					
Educational Visits, Visitors, Experiences	National Science and Media Museum	Bradford Cathedral (RE) Local walk- Statues and busts (Art and History)		Danelaw	Gurdawara	Nell Bank