



# Year 5- Long Term Plan -2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole school themes</b>	Looking after our planet	Exploration and Discovery	Counties, Countries and Continents	Marvellous Men and Women	Active Planet	Changing Britain
<b>Unit of Learning</b>	Polar Peaks	Pole to Pole	Across Our Continent	Saxons and Scots	Tectonic Trouble	Vicious Vikings
<b>Enquiry Question</b>		Where does exploration lead to?	Should we have borders?			Evil Or Peaceful warriors?
<b>Reading</b>	<p>Non-fiction: Northern Lights fact file</p> <p>Fiction: </p> <p>Poetry: Mountain Shape poem</p>	<p>Non-fiction: Jessica Watson Newspaper article</p> <p>Fiction: </p> <p>Poetry: The Heroic Five</p>	<p>Non-fiction: Refugee Olympic Team newspaper article</p> <p>Fiction: </p> <p>Poetry: 'Our hearts are broken' refugee poem</p>	<p>Non-fiction: Anglo-Saxon newspaper report</p> <p>Fiction: </p> <p>Poetry: Battle of Hastings poem</p>	<p>Non-fiction: Firework Safety Leaflet</p> <p>Fiction: </p> <p>Poetry: Beneath the Earth by Malou Evans</p>	<p>Non-fiction: Newspaper report on Vikings</p> <p>Fiction: </p> <p>Poetry: If only – poem from holes</p>
<b>Writing</b>	<p>Fiction Text: Hansel and Gretel</p> <p>Story Plot: Tale of Fear</p> <p>Focus: Suspense</p>	<p>Fiction Text: The Canal</p> <p>Story Plot: Warning</p> <p>Focus: Setting</p>	<p>Text: Beowulf</p> <p>Story Plot: Defeat the monster</p> <p>Focus: Characterisation &amp; dialogue</p>	<p>Non Fiction Text: Discover Denmark</p> <p>Innovation: Create their own fantasy lands or lands from a story/ Discover Cornwall.</p>	<p>Fiction Text: The Time Slip Scarab</p> <p>Story Plot: Portal</p> <p>Focus: Description</p>	<p>Fiction Text: The Red Eye</p> <p>Story Plot: Losing story</p> <p>Focus: Openings and Endings</p>



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	<p><b>Non Fiction Text:</b> How ginger beard houses are formed.</p> <p><b>Genre:</b> Explanation</p> <p><b>Outcome:</b> How mountains and their features are formed</p>	<p><b>Non FictionText</b> Boy's rescued from Canal</p> <p><b>Genre</b> Recount - Newspaper Report</p> <p><b>Outcome:</b> Shackleton news!</p>	<p><b>Poetry</b></p>	<p><b>Genre</b> Persuasive</p> <p><b>Outcome:</b> Come and live in Anglo Saxon Britain (leaflet from Creative)</p> <p><b>Poetry</b></p>	<p>Performance Poetry</p>	<p><b>Non Fiction Text:</b> Should Sally have broken in to school?</p> <p><b>Genre:</b> Discussion</p> <p><b>Outcome:</b> Were the Vikings evil warriors or peaceful settlers?</p>
<p><b>Maths</b></p>	<p>Place Value Addition and Subtraction Statistics Multiplication and Division Perimeter and Area</p>		<p>Multiplication and Division Fractions Decimals and Percentages</p>		<p>Decimals Properties of Shape Position and Direction Converting Units Volume</p>	
<p><b>Science</b></p>	<p><b>Properties and changes in materials</b> Children will compare and group everyday materials and explore their properties and uses. . Pupils will look at dissolving, melting and will investigate solutions. They will describe reversible changes and look at separating mixtures using a range of processes.</p>	<p><b>Properties and changes in materials</b> Continuing their exploration of materials, children will move on to learning about mixtures, solutions and irreversible changes. They will learn about thermal conductivity and will use their knowledge of separating materials to carry out an investigation and further develop their understanding of melting and reversing changes.</p>	<p><b>Living Things and their Habitats</b> Children will use their understanding of life cycles from EYFS and Year 3 and compare lifecycles of birds, mammals, insects and amphibians. They will describe the life process of reproduction in some plants.</p>	<p>Earth and Space Children will build on their learning from KS1 by looking at the movement of the Earth and the other planets relative to the sun in the solar system. Children will describe the movement of the moon and its phases and use the idea of the Earth's rotation to describe day and night.</p>	<p>Forces Children will develop their understanding of forces by learning about air resistance and friction. They will learn more about gravity and recognise that some mechanisms (levers, pulleys and gears) allow a smaller force to have a greater effect.</p>	<p>Animals including humans Children will describe the changes as humans develop in the uterus right the way up to old age. Children will build upon the previous learning of life cycles. This will also link with their SRE unit of learning 'Changing Me'.</p>
<p><b>History/Geography</b></p>	<p>A broader knowledge is provided by a study of <b>Tundras and polar climates. They will locate and identify features of artic tundras around the world,</b></p>	<p>Having learnt about tundras on the continent of Antarctica; pupils will learn about Ernest Shackleton and his exploration, which they</p>	<p>Having studied a European country in depth (Greece y4), pupils will understand Europe takes many forms: e.g., political, geographical and economic.</p>	<p>Anglo-Saxons and the Scots (410-1066AD) Pupils develop their chronology and learn how the Roman occupation came to an end and why the Anglo Saxons and Scots</p>	<p>Pupils build on their understanding of the formation of mountains and polar climates and learn how volcanoes and earthquakes occur as well</p>	<p><b>Vikings (793-1066AD)</b> Pupils will learn that these pagans, Scandinavian, pillaging, warriors invaded Britain in part due to a lack of farmland. Sailing on their</p>



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	with a focus on a comparison of the Arctic and Antarctic, the impact of climate change and the global significance.	will also compare to more recent expeditions. Pupils will also learn how WW1 impacted on exploration.	Locate European countries and their capitals on maps, atlases and globes, and describe their location using geographical language. Causes and impact of migration: chosen and forced and the push and pull factors	invaded, where they settled. about William the Conqueror and the Battle of Hastings the causes and the effect of the invasion. Pupils will learn how the Anglo-Saxons and Scots era ended.	as the impact of natural disasters and how people have adapted to live near volcanoes.  Research how different companies, organisations, charities respond to disasters.	longboats invading the coast of East Anglia. Pupils look at life then and now and consider the significance of the battle on British history.
<b>Art/DT</b>	Artist Study: David McEown- Landscape Artist Focus: Painting Skills: -Mix colour to express mood & divide foreground/background -Effect of light on objects	Electrical systems: Electronic greetings cards	Food: What could be healthier?	Artist: Saxon Art Study: Bayeux Tapestry  Focus: Drawing Skills: -Use different techniques to replicate texture on a surface -Draw familiar objects with correct proportions	Structures: Bridges	Artist Study: Asya Kozina- Contemporary paper sculptures.  Focus: 3D Skills: -Exploration of paper sculpture (folding, tearing, coiling, curling) -Plan and develop ideas
<b>Computing</b>	Sharing information Identifying and exploring how information is shared between digital systems	Vector drawing: Creating images in a drawing program	Video editing Planting, capturing and editing video to produce a short film	Flat-file databases Using databases to order data and create charts to answer questions	Programming Selection in physical computing Selection in physical computing Exploring conditions and selection using a programmable microcontroller	Programming Selection in quizzes Exploring selection in programming in design and code an interactive quiz
<b>Spanish</b>	Learning about the Spanish culture.  Learning about Spanish speaking countries.  Identifying capital cities and flags of Spanish speaking countries	Likes/ Dislikes Feelings Appearances	Numbers 32-100	Sports. Look at locations of where sports can be played. Different jobs.	Verbs.  Directional language.	Rooms in a house.  Tell the time.



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<b>Music</b>	Getting started with music Tech  How does music bring us together?	Emotions and musical styles  How does music connect us with our past?	Exploring key and time signatures  How does music improve our World?	Introducing cords  How does music teach us about our community?	Identifying important musical elements  How does music connect us with the environment?	Identifying important musical elements  How does music connect us with the environment?
<b>RE</b>	Judaism: Why is the Torah so important to Jewish people?	Christianity: Why do Christians believe that Jesus is the Messiah?	Christianity: What does it mean if Christians believe God is holy and loving? ( God)	Christianity: How do Christians decide how to live: What would Jesus do?(Gospel)	Islam: What does it mean to be a Muslim in Britain today? (Tawhid/iman/idadah)	Non Religious: What matters most to Christians and Humanists?
<b>PE</b>	Co-ordination ball skills  Agility: reaction and response	Static balance: seated  Static balance :floorwork	Skill dynamic balance on a line  Counter balance with a partner	Static balance: one leg  Dynamic balance to agility: jumping and landing	Static balance: stand  Co-ordination: footwork	Agility: ball chasing  Co-ordination: sending and receiving
<b>PSHE</b>	My year ahead, being me in Britain, Year 5 responsibilities	Different cultures, racism, rumours and name calling, <b>types of bullying</b> , does money matter and celebrating differences across the world.	When I grow up (my dream lifestyle) investigate jobs and careers, my dream job. Why I want it and the steps to get there, <b>dreams and goals of young people in other cultures</b> , how can we support each other and rallying support.	Healthy Me: Smoking , Alcohol, Emergency aid, Body image, relationship with food	Recognising me, getting on and falling out, girlfriends and boyfriends and <b>relationships and technology.</b>	Self and body image, puberty for girls, puberty for boys, conception, looking ahead and looking ahead to year 6.
<b>Experiences</b>						