Long Term Planning

Upper Key Stage 2 Year 5

2019-2020

TERM		Autumn		Spring		Summer	
English		Changes video Beowulf	Viking Boy	Journey to Jo' burg	Boundless Grace Butterfly Lion (GR)	Macbeth The Highway man	Alma House of Air
	Narrative Writing	Setting; character; 3 parts of a story; predictions; planning, drafting, re-drafting and polishing; audience and purpose; figurative language; persuasive language; emotive language; performance	Character Description Short Story	Action/Suspense Sequence	Alternative Story Ending	Short Story	Rewriting story scenes from a different perspective
	Non-Narrative Writing	Persuasive Travel Brochures Recount Letters	Recount – Letter	Biography Instructions	Recount - Newspaper Reports Recount – Diary Entry	Explanation/Instructions – how to catch an alien Non Chronological Reports	Persuasive Letter Balanced Reports
	Reading	Focus on reading Reading visual literacy stimuli. A range of reading skills to be explored. A particular focus on literal retrieval and inference and deduction skills linked to Romeo and Juliet text.	Focus on reading A range of reading skills to be explored. To draw inferences of characters feelings and thoughts.	Focus on reading A range of reading skills to be explored through comprehension work. Particular focus on author's use of language.	Focus on reading A range of reading skills to be explored through comprehension work.	Focus on reading A range of reading skills to be explored through comprehension work.	Focus on reading A range of reading skills to be explored through comprehension work.
		Class Reader – Autumn 1 – Friend or Foe by Michael Morpurgo Autumn 2 – Madame Doubtfire by Anne Fine		Class Reader – Coraline by Neil Gaiman		Class Reader - Summer 1 - Northern Lights by Philip Pulman	
	Assessment	Pupil Pen portraits and SWRT Y5-6 Spelling Tests Writing assessment (ongoing in Science and Topic) Cold and hot tasks.	Writing assessment ongoing through Topic/Science. Reading assessments through ongoing teacher assessment and through responses to	Reading Comprehensions. On-going writing assessment. Spelling, punctuation and grammar assessment.	Reading Comprehensions. On-going writing assessment. Spelling, punctuation and grammar assessments.	Reading tests. On-going writing assessment. Spelling, punctuation and grammar assessments.	Reading responses assessed. On-going writing assessment. SWRT and Y5-6 Spelling tests.

		Spelling Punctuation and grammar assessment.	cross curricular reading exercises.				
	Cross-Curricular	Anglo Saxons	Vikings	African Art	African DT	Crime and Punihment	Crime and Punihment
	Grammar & Punctuation	**Specific teaching objectives C2014** Converting nouns and adjectives into verbs using suffixes and prefixes Understand how to build cohesion within a paragraph using words such as then, after that, this, firstly. Linking ideas across paragraphs using adverbials of time, place and number or tense choices. **Ongoing** Word classes Embedding clauses in complex sentences using commas including the embedding of subordinate clause as parenthesis. The grammatical difference between plural and possessive – apostrophes to mark plural possession. Use of commas for fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and phrases.	**Specific teaching objectives C2014** Converting nouns and adjectives into verbs using suffixes and prefixes Understand how to build cohesion within a paragraph using words such as then, after that, this, firstly. Linking ideas across paragraphs using adverbials of time, place and number or tense choices. **Ongoing** Word classes Embedding clauses in complex sentences using commas including the embedding of subordinate clause as parenthesis. The grammatical difference between plural and possessive – apostrophes to mark plural possession. Use of commas for fronted adverbials Inverted commas to punctuate direct speech Heading and subheadings to aid presentation	**Specific teaching objectives C2014** Indicating degrees of possibility using adverbs and modal verbs Indicating parenthesis using brackets, dashes or commas. To use commas to avoid ambiguity and clarify meaning **Ongoing** Word classes – converting nouns and adjectives into verbs using suffixes and prefixes Embedding clauses in complex sentences using commas including the embedding of subordinate clauses as parenthesis. The grammatical difference between plural and possessive – apostrophes to mark plural possession. Use of commas for fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and phrases.	**Specific teaching objectives C2014** Indicating degrees of possibility using adverbs and modal verbs Indicating parenthesis using brackets, dashes or commas. To use commas to avoid ambiguity and clarify meaning **Ongoing** Word classes – converting nouns and adjectives into verbs using suffixes and prefixes Embedding clauses in complex sentences using commas including the embedding of subordinate clauses as parenthesis. The grammatical difference between plural and possessive – apostrophes to mark plural possession. Use of commas for fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and phrases.	**Specific teaching objectives C2014** Relative clauses beginning with who, which, where or omitted relative pronouns Indicating parenthesis using brackets, dashes or commas. To use commas to avoid ambiguity and clarify meaning Y6 – Use of the semi-colon, colon and dash to mark the boundary between independent clauses. **Ongoing** Word classes – converting nouns and adjectives into verbs using suffixes and prefixes Embedding clauses in complex sentences using commas including the embedding of subordinate clauses as parenthesis. The grammatical difference between plural and possessive – apostrophes to mark plural possession. Use of commas for fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and phrases	**Specific teaching objectives C2014** Relative clauses beginning with who, which, where or omitted relative pronouns Indicating parenthesis using brackets, dashes or commas. To use commas to avoid ambiguity and clarify meaning Y6 – Use of the passive voice to affect the presentation of information in a sentence **Ongoing** Word classes Embedding clauses in complex sentences using commas including the embedding of subordinate clause as parenthesis. The grammatical difference between plural and possessive – apostrophes to mark plural possession. Use of commas for fronted adverbials Inverted commas to punctuate direct speech Heading and subheadings to aid presentation
	Spelling	**Spelling** **uses further prefixes and suffixes and understands the guidelines for adding them (e.g. Converting nouns or**	**Spelling** Words containing the letter-string ough ought, rough, cough, dough, through, thorough, plough	**Spelling** Use homophones and other words that are often confused	**Spelling** Words ending in –able and –ible	**Spelling** words with suffixes beginning with vowel letters to words ending in –fer referring, referred, referral, preferring,	**Spelling** Spells correctly at least half the words in the Y5/6 spelling list

		adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) and Verb prefixes (e.g. dis–, de–, mis–, over– and re–)* **uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary*** Spells correctly at least half the words in the Y5/6 spelling list **Columns 1 and 2 of Y5/6 Spelling List.**	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. *doubt, island, lamb, solemn, thistle, knight* Spells correctly at least half the words in the Y5/6 spelling list **Columns 3 and 4 of Y5/6 Spelling List**	Spells correctly at least half the words in the Y5/6 spelling list **Columns 1 and 2 of Y5/6 Spelling List.**	Spells correctly at least half the words in the Y5/6 spelling list **Columns 3 and 4 of Y5/6 Spelling List**	preferred, transferring, transferred Spells correctly at least half the words in the Y5/6 spelling list **Columns 1 and 2 of Y5/6 Spelling List.**	**Columns 3 and 4 of Y5/6 Spelling List**
	Poetry and Plays	**Poetry and Plays** Beowulf Epic Poem		**Poetry and Plays**		**Poetry and Plays** House of Air Macbeth	
Maths **Key Concepts**		**Number - Place Value** -read, write, order and compare numbers to at least 1 000 000 -round any number to 1 000 000 to the nearest 10, 100, 1000, 10000 and 100000. -Read Roman numerals to 1000 **Number - The four operations** Addition and Subtraction – use formal written methods of columnar addition and subtraction for whole numbers with more than 4 digits. Multiplication - multiply numbers up to 4 digits by a 1 digit or 2 digit number using a formal written method (long multiplication). Division – divide numbers up to 4 digits by a 1 digit using the formal written method of short division and interpret remainders appropriately. **Number – number and place value** -recognise and use square numbers and cube numbers, and the notation for squared and	**Statistics** -solve comparison, sum and difference problems using information presented in a line graph **Number - Problem Solving** -multiply and divide whole numbers by 10, 100 and 1000 -solve addition, subtraction, multiplication and division multi-step problems in context -solve problems involving measure in terms of length, mass and volume **Ratio and Proportion** -solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts -link to money and measure	**Number – fractions (including decimals and percentages)** -add and subtract fractions with the same denominator and denominators that are multiples of the same number -multiply proper fractions and mixed numbers by whole numbers **Number – Fractions (including decimals and percentages)** -compare and order fractions whose denominators are all multiples of the same number -identify, name and write equivalent fractions of a given fraction -recognise mixed numbers and improper fractions and convert from one to another **Number – Percentages** -recognise the per cent symbol (%) - write percentages as a fraction with denominator of a 100 and as a decimal -solves problems which	**Number – decimals** -read and write decimal numbers as fractions -recognise and use thousandths and relate them to tenths, hundredths. -read, write, order and compare numbers with up to three decimal places -solve problems linked to money and measure involving numbers with up to three decimal places **Rich, open ended maths tasks in a range of contexts.** **Investigating number** -identify multiples and factors, factor pairs and common factors of two numbers -identify prime numbers up to 100 and recall those up to 19 -understand the term prime factor and composite number using standard units of measure (cm^2) and estimate the area of irregular shapes	**Geometry – properties of shapes** -estimate and compare acute, obtuse and reflex angles -draw given angles and measure them in degrees using a protractor -identify angles which are multiples of 90 degrees (whole turn, straight line) **Geometry - position and direction** -Read and plot coordinates in the first and second quadrants, find the coordinates for the vertex of a shape. **Geometry - properties of 2D and 3D shapes** -use the properties of rectangles to deduce related facts and find missing lengths and angles -identify 3D shapes from 2D representations - distinguish between regular and irregular polygons **Geometry – position and**	**Measurement - Mass** -Know the equivalent of one half, one quarter, three quarters, one tenth and one hundredth of 1kilogram. - Reading scales, imperial and metric conversions, estimating and problems. To measure force in Newtons. -To interpret negative numbers in context, counting forwards and backwards with positive and negative whole numbers, including through zero. **Measurement - Volume** -estimate volume of cuboids (including cubes) and capacity. **Measurement - Time** - reading a 12 hour clock, converting 12 hour clock to 24 hour clock -solving problems involving converting between units of time -Complete, read and interpret information in tables, including timetables

	cubed numbers -Recognise and describe patterns in linear number sequences. -count forwards and backwards in steps of powers of 10		require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 and 25.		**direction** -Complete patterns with up to two lines of symmetry -draw the position of a shape after a reflection or translation. -Complete symmetrical patterns on squared paper with two lines of symmetry at right angles.	**Measurement** -convert between different units of metric measure -understand and use approximate equivalences between metric and imperial units. **Geometry -** -measure and calculate the perimeter of composite rectilinear shapes in cm and m -calculate and compare the area of rectangles (including squares)
	Maths Assessment Pixl Autumn Assessments across Arithmetic, Reasoning and Applying ~(3 papers)		**Maths Assessment** Pixl Spring Assessments across Arithmetic, Reasoning and Applying ~(3 papers)		**Maths Assessment** Pixl Summer Assessments across Arithmetic, Reasoning and Applying ~(3 papers)	
Science: Curriculum 2014	**Earth and Space** This unit is the only Astronomy related science unit in the primary science curriculum. The aim is to give children a basic overview of Earth and its place in our Solar System. • Describe a sphere. • Identify scientific evidence with support. • Name the planets in the solar system with support. • Explain how the planets orbit the Sun. • Explain how night and day occur. • Make predictions about night and day in different places on Earth. • Report and present findings from enquiries with support. • Explain that the Moon orbits the Earth not the Sun.	**Forces** The children will identify forces and complete force diagrams. They will find out about Isaac Newton and his discoveries about gravity, completing a comprehension about his life and his work. The children will look for patterns and links between the mass and weight of objects, using newton metres to measure the force of gravity. Furthermore, they will work collaboratively to investigate air and water resistance, participating in challenges to design the best parachute and boat. They will have the opportunity to work in a hands-on way to explore friction, developing their own brake pad for a tricycle. Finally, they will find out about different mechanisms, including levers, gears and pulleys, and will design their own marvellous machine.	**Properties and Changes in Materials** The children will sort and classify objects according to their properties. They will explore the properties of materials to find the most suitable material for different purposes. The children will work scientifically and collaboratively to investigate the best thermal insulator to make a lunch box, making predictions and forming conclusions. Furthermore, they will have chance to find the best electrical conductor, in the context of making floodlights brighter. They will have the opportunity to work in a hands-on way to explore dissolving, identifying the different variables in their own investigations. They will find out about different ways to separate mixtures of materials, using filtering, sieving and evaporating. Finally, they will learn about irreversible changes, and participate in two exciting investigations to create new materials, including casein plastic and carbon dioxide.		**Living things and their habitats** The children will explore reproduction in different plants, including different methods of pollination and asexual reproduction. They will recap their work in Year 3 by playing a game to name the parts of a flower. The children will have the opportunity to take cuttings from plants, creating clones of the parent plant. They will learn about different types of mammals and their different life cycles, making life cycle wheels to present their learning. Furthermore, the children will find out about Jane Goodall and her work with the now-endangered chimpanzees in Africa. They will explore metamorphosis in insects and amphibians, comparing their life cycles. Finally, the children will explore the life cycles of birds, and will write and star in their own wildlife documentary comparing the life cycles of different living things.	**Animals, including humans** Children will learn about the life cycle of a human being. They will investigate the development of babies and compare the gestation period of humans and other animals. They will learn about the changes experienced during puberty and why these occur. The final investigation will be about the changes to the body as humans get older, as well as comparing the life expectancy of different animals.

Computing	**E-safety and digital media** CS - Understands computer networks **Kodu 1** Creating more advanced programs with variables CS - Uses selection in programs CS - Works with variables CS - Solves problems by decomposing them into smaller parts CS - Uses logical reasoning to explain how simple algorithms work CS - Uses logical reasoning to detect and correct errors in algorithms devices	**PowerPoint** **Learning advanced skills in using the software** **Create a presentation linked with another area of the curricululm or a trip.** **Share their work using email** CS - Understands how computer networks can provide multiple services, such as WWW DL - Understands the opportunities computer networks offer for collaboration **Kodu 2** Creating more advanced programs with variables CS - Uses selection in programs CS - Works with variables CS - Solves problems by decomposing them into smaller parts CS - Uses logical reasoning to explain how simple algorithms work CS - Uses logical reasoning to detect and correct errors in algorithms devices	**Introduction to Excel** **Introduction to cells, formulae, data sorting** IT - Collects data IT - Presents data IT - Selects a variety of software to accomplish given goals **Stop Animation** **Creating a short animation with lego and plastecine, using still images and Moviemaker to create animation with sound.** IT - Combines a variety of software to accomplish given goals
	Understanding of how networks and the WWW work – taught as cross-curricular with web searches DL - Is discerning in evaluating content DL - Understands the opportunities computer networks offer for communication		
History			
Geography		**North and South America Study** Locate continents, countries and cities To understand geographical similarities and differences, human and physical, of a region of the United Kingdom and a region within North or South America Compare climates	
Physical Education	**Tag Rugby** Develop skills in tag rugby and play competitive games. **Dance supported by an external dance teacher** Dance topic related to Ancient Greece.	**Football** Develop skills in football and play small competitive games. **Gymnastics supported by an external coach** Develop floor work skills and ability to use apparatus.	**Cricket with coach support** Develop skills in cricket and play small competitive games. **Athletics** Develop skills in athletics.

	Basketball Develop skills in basketball and play competitive games. **Gymnastics** Develop floor work skills and ability to use apparatus.	**Tennis** Develop skills in tennis and play small competitive games. **Dance** Develop skills in dance.	**Dance supported by an external dance teacher** Develop skills in dance
FRENCH			
MUSIC	Music Express Earth, Moon and Stars Christmas Composition	Music Express Community Life cycles	Music Express Celebrations Performance
ART	Viking		
DT	**Food – Celebrating Culture and Seasonality** **Children will participate in the designing, making and evaluating** Children will have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. Children will be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. These areas include: **Designing** • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making**	**Mechanical Systems: Pulleys and Gears.** **Children will participate in the designing, making and evaluating technical and mechanical pulleys. Children will u**nderstand that mechanical and electrical systems have an input, process and an output. Children will understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Children will know and use technical vocabulary relevant to the project These areas include: **Designing** • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. **Making** • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make	**Electrical Systems – Complex Switches and Circuits** **Children will participate in the designing, making and evaluating process when looking at electrical systems including complex switches and circuits** Children will understand the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product. Children will have an initial experience of using computer control software and an interface box or a standalone box, e.g. writing and modifying a program to make a light flash on and off. These areas include: **Designing** • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion.

	• Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. **Technical knowledge and understanding** • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.	products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. **Technical knowledge and understanding** • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project.	• Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. **Making** • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. **Evaluating** • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. • Investigate famous inventors who developed ground-breaking electrical systems and components. **Technical knowledge and understanding** • Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project.
RE			
PSHCE	**<u>Health and Wellbeing</u>** • what positively and negatively affects their physical, mental and emotional health (including the media) • how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' • to differentiate between the terms, 'risk', 'danger' and 'hazard' • that bacteria and viruses can affect health and that following simple routines can reduce their spread • about human reproduction strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile	**<u>Relationships</u>** • to recognise and manage 'dares' • to recognise and challenge stereotypes • to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. • to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.	**<u>Living in the Wider World</u>** • to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • to think about the lives of people living in other places, and people with different values and customs • about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).

	phones) • the importance of protecting personal information, including passwords, addresses and images		