

YEAR 5 CYCLE 2 LONG TERM PLAN 2022 TO 2023



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Contexts for Reading & Writing	<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. PLANNING, DRAFTING, EDITING, PUBLISHING / SHARING TO AN AUDIENCE 					
	Whole class reader Percy Jackson Narrative - Greek Myths	Non-chronological Reports –Ancient Greeks Poetry -Twas the night before Christmas	Narrative Holes Stories from another culture	Poetry The story of Chocolate Literacy shed	Persuasive letters Conservation save our water (link to Rivers and Canals)	Explanation text The Water cycle
Writing Ed Shed - Weekly SPAG lesson, plus dictation and practice activities	<ul style="list-style-type: none"> Spell some words with silent letters Recognise and use spellings for homophones and other often-confused words Use a dictionary to check spelling and meaning Identify the audience and purpose before writing, and adapt accordingly Select appropriate grammar and vocabulary to change or enhance meaning Develop setting, atmosphere and character, including through dialogue Précis longer passages Use advanced organisational and presentational devices Use the correct tense consistently throughout a piece of writing Ensure correct subject and verb agreement Perform compositions using appropriate intonation, volume and movement Use a thesaurus Use expanded noun phrases to convey complicated information concisely 			<ul style="list-style-type: none"> Use modal verbs or adverbs to indicate degrees of possibility Use relative clauses Convert nouns or adjectives into verbs Use adverbials of time, place and number for cohesion Recognise vocabulary and structures that are appropriate for formal use Use passive verbs to affect the presentation of information Use the perfect form of verbs to mark relationships of time and cause Recognise difference in informal and formal language Use grammatical connections and adverbials for cohesion Use ellipsis Use commas to clarify meaning or avoid ambiguity Use brackets, dashes and commas to indicate parenthesis Use hyphens to avoid ambiguity Use semi-colons, colons and dashes between independent clauses Use a colon to introduce a list Punctuate bullet points consistently 		



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<p>Reading Daily Accelerated Reader / Whole Class Reading</p>	<ul style="list-style-type: none"> Use knowledge of morphology and etymology to read aloud and understand new words Make comparisons within and across books Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions Identify and discuss themes and conventions across a wide range of writing Discuss understanding of texts, including exploring meaning of words in context Ask questions to improve understanding of texts Summarise ideas drawn from more than one paragraphs, identifying key details 			<ul style="list-style-type: none"> Predict future events from details stated and implied Identify how language, structure and presentation contribute to meaning Discuss how authors use language, including figurative language, to affect the reader Make book recommendations, giving reasons for choices Participate in discussions about books, building on and challenging ideas Explain and discuss understanding of reading Participate in formal presentations and debates about reading Provide reasoned justifications for views 		
<p>Maths White Rose/Ed shed</p>	<p>Place Value Roman numerals to 1,000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000</p> <p>Addition /Subtraction Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing number</p>	<p>Multiplication/Division Multiples, Common multiples, Factors, Common factors, Prime numbers, Square numbers, Cube numbers, Multiply by 10, 100 and 1,000</p> <p>Fractions Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions Add and subtract fractions Add and subtract mixed fractions</p>	<p>Multiplication/Division Multiply a small digit by a large digit Short division Efficient division</p> <p>Fractions Equivalent fractions Fractions greater than 1 Improper fractions to mixed numbers Mixed numbers to improper fractions Number sequences Compare and order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions Add fractions within 1 Add 3 or more fractions Add fractions Add mixed numbers Subtract fractions Subtract mixed numbers Subtract – breaking the whole Subtract 2 mixed numbers Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by integers</p>	<p>Decimals/percentages Decimals up to 2 d.p. Decimals as fractions Understand thousandths Rounding decimals Order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent F.D.P.</p> <p>Perimeter/Area Measure perimeter Perimeter of rectangles Calculate perimeter Area of rectangles Area of compound shapes Area of irregular shapes</p> <p>Statistics Interpret charts Line graphs Read and interpret tables timetables</p>	<p>Shape Identify angles Compare and order angles Measure angles in degrees Measuring with a protractor Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Triangles Quadrilaterals Calculating lengths and angles in shapes Regular and irregular polygons Reasoning about 3-D shapes</p> <p>Position and Geometry Describe position Draw on a grid Position in the first quadrant Translation with coordinates Lines of symmetry Complete a symmetric figure Reflection with coordinates</p> <p>Decimals Adding decimals within Subtracting decimals Adding and subtracting wholes and decimals Decimal sequences</p>	<p>Negative numbers Negative numbers Add and subtract negative numbers</p> <p>Converting units Kilometres Kilograms and kilometres Millimetres and millilitres Metric units Imperial units Converting units of time Timetables</p> <p>Volume What is volume? Compare volume Estimate volume Estimate capacity</p>



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			Calculate fractions of a quantity Fraction of an amount Using fractions as operators		Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000	
Science	<p>Life Cycles Life cycles – plants and animals. Reproductive processes. Famous naturalists.</p> <p>Maria Merian (1647-1717) German-born naturalist and scientific illustrator - life cycle of butterflies</p> <p>David Attenborough (Naturalist and Nature Documentary Broadcaster)</p> <p>James Brodie of Brodie (Reproduction of Plants by Spores)</p>	<p>Earth and Beyond Movement of the Earth and the planets. Movement of the Moon. Night and day.</p> <p>Claudius Ptolemy and Nicolaus Copernicus (Heliocentric vs Geocentric Universe)</p> <p>Neil Armstrong (First man on the Moon)</p> <p>Helen Sharman (First British astronaut)</p> <p>Tim Peake (First British ESA astronaut)</p>	<p>Properties and changes in materials Separating Mixtures Types of change Compare properties of everyday materials Soluble/ dissolving Reversible and irreversible substances</p> <p>Spencer Silver, Arthur Fry and Alan Amron (Post-It Notes)</p> <p>Ruth Benerito (Wrinkle-Free Cotton)</p>	<p>Animals, including humans Changes as humans develop from birth to old age.</p>	<p>Forces Gravity Friction Forces and motion of mechanical devices</p> <p>Galileo Galilei (Gravity and Acceleration)</p> <p>Isaac Newton (Gravitation)</p> <p>Archimedes of Syracuse (Levers)</p>	
Working Scientifically	<p>Set up an investigation when it is appropriate e.g. finding out which materials dissolve or not. Set up a fair test when needed e.g. which surfaces create most friction? Set up an enquiry based investigation e.g. find out what adults / children can do now that they couldn't when a baby. Know what the variables are in a given enquiry and isolate each one when investigating e.g. finding out how effective parachutes are when made with different materials. Use all measurements as set out in Year 5 mathematics (measurement), including capacity and mass. Use other scientific instruments as needed e.g. thermometer, rain gauge, spring scales (for measuring Newtons) Record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs. Make predictions based on information gleaned from investigations. Create new investigations which take account of what has been learned previously. Present information related to scientific enquiries in a range of ways including using IT. Use diagrams, as and when necessary, to support writing Be evaluative when explaining findings from scientific enquiry Be clear about what has been found out from recent enquiry and relate this to other enquiries, where appropriate.</p>					

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	<p>Explain clearly why something has happened and it's possible impact on other things. Be able to give an example of something focused on when supporting a scientific theory e.g. how much easier it is to lift a heavy object using pulleys. Keep an on-going record of new scientific words. Relate causal relationships when, for example, studying life cycles. Frequently carry out research when investigating a scientific principle or theory.</p>		
<p>History</p>	<p style="text-align: center;">Ancient Greece</p> <p>understand the significance of the Greek civilisation and the impact on the world today</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p style="text-align: center;">Aztecs</p> <p>Understand Aztec society and beliefs Understand how Cortez Discovered the Aztec empire know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>	<p style="text-align: center;">Local History Study (Industrial Revolution)</p> <p>How canals helped developed the economy during the industrial revolution</p> <p>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>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Black Country Museum Trip</p>

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<p>Geography</p>	<p>Ancient Greece Modern day Greece</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>Use Google Earth to locate a country or place of interest.</p>	<p>North and Central America</p> <p>North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Know key differences between living in the UK and North America.</p> <p>Know the names of, and locate, a number of North and Central American countries.</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p>	<p>Rivers and Canals</p> <p>Know and label the main features of a river Know the name of and locate a number of the world's longest rivers Explain the features of a water cycle Use Google Earth to follow the journey of rivers</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their</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, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and 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>
<p>Art</p>	<p>Greek Pots (Gods)</p> <p>Know how to create an accurate print design following given criteria.</p>	<p>Painting and mixed media portraits</p> <p>Experiment by using marks and lines to produce texture. Experiment with shading to create mood and feeling. Experiment with media to create emotion in art. Know how to use images created, scanned and found; altering them where necessary to create art.</p>	<p>Craft and design/Architecture David Hockney</p> <p>Research the work of an artist / architect and use their work to replicate a style.</p>
<p>DT</p>	<p>Making a mechanical pop up</p>	<p>Food what could be healthier</p>	<p>Structure Bridges</p>



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<p>(Kapow) https://www.kapowprimary.com/</p>	<p>Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.</p>		<p>Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe.</p>		<p>Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge.</p>	
<p>Music (Kapow) https://www.kapowprimary.com/</p>	<p>Harvest songs Charanga unit 1</p>	<p>BBC Greek heros Learn songs to reinforce historical understanding look at pace and composers</p>	<p>Composition –to investigate colour explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi.</p>	<p>Looping and remixing learn about how dance music is created, focusing particularly on the use of loops.</p>	<p>Blues Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose</p>	<p>Musical theatre Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.</p>
<p>Computing NCCE National Centre for Computing</p>	<p><u>Computing systems/sharing information</u> Develop understanding of computer systems and how information is transferred between systems and devices. Consider small-scale systems as well as large-scale systems. Explain the input, output, and process aspects of a variety of different real-world systems. Learn how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</p>	<p><u>Data and Information- Flat file databases</u> This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. Create graphs and charts from their data to help solve problems. Use a real-life database to answer a question, and present their work to others</p>	<p><u>Programming A - Selection in physical computing</u> Concept of selection in programming through the use of the Crumble programming environment. Microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions</p>	<p><u>Creating Media - Video Production</u> Create short videos by working in pairs or groups. Topic-based language and develop the skills of capturing, editing, and manipulating video. Take ideas from conception to completion. Reflect on and assess their progress in creating a video. Editing software EG. Microsoft Video Editor.</p>	<p><u>Creating Media - Introduction to Vector Graphics</u> Create vector drawings. Use different drawing tools to create images. Recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Layer their objects, begin grouping and duplicating them to support the creation of more complex pieces of work. Using the Google Drawings app.</p>	<p><u>Programming B - Selection in quizzes</u> Develop knowledge of selection by revisiting how conditions can be used in programs and learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. Represent this understanding in algorithms and by constructing programs using Scratch. Use knowledge of writing programs and using selection to control outcomes to</p>



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						design a quiz and implement it as a program.
E-Safety Project Evolve https://projectevolve.co.uk	<u>Self-Image and Identity</u> Explain how identity online can be copied, modified or altered	<u>Online Relationships</u> Describe ways people may be involved in online communities and describe how they collaborate constructively with others/make positive contributions. (e.g. gaming communities or social media groups). <u>Online Reputation</u> Describe how information about anyone online can be used by others to make judgments and why these may be incorrect.	<u>Online Bullying</u> Recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	<u>Managing Online Information</u> Explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. Explain how some technology can limit the information presented	<u>Health, Well-being and Lifestyle</u> Recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.	<u>Privacy and Security</u> Explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. <u>Copyright and Ownership</u> Assess and justify when it is acceptable to use the work of others
	<u>Me and My school</u> Recognise their worth as individuals, see their mistakes, make amends and set personal goals. Feel positive about themselves: e.g. by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take	<u>Me and My Relationships</u> Explore the emotional and physical changes that occur during puberty. To know why menstruation happens. To recognise and challenge gender stereotyping.	<u>Me and My safety</u> Recognise different risks in different situations decide how to behave responsibly Recognise when/ how to ask for help. Use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable,	<u>Happy and Healthy Me</u> Understand what makes a healthy lifestyle What positively and negatively affects their physical, mental and emotional health (including the media) To research, discuss and debate topical	<u>Me and other People</u> Reflect on spiritual, moral, social, cultural issues, understand other people's experiences using imagination Appreciate range of national, regional, religious, ethnic identities in the UK	<u>Me in the world</u> Know what democracy is and the basic institutions that support it locally and nationally Know why and how rules and laws are made and enforced, why different rules are needed in different situations, how to take part in making and changing rules
PSHE / RSE Entrust Staffordshire						



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	Participate: e.g. in the school's decision making process, relating it to democratic structures and processes such as councils, parliaments, government and voting	To understand the impact of the media on forming attitudes. To know the importance of keeping clean during puberty.	anxious or that they believe to be wrong. Recognise people who are responsible for helping them stay healthy and safe and ways they can help these people.	issues, problems and events.		Look after money and realise that future wants and needs may be met through saving
PE (LT PE) + Sport coaches Weekly Forest School	Invasion Games Running/dodging/catch/kick/foot dribble Gain possession by working a team and pass in different ways. Choose a specific tactic for defending and attacking. Use a number of techniques to pass, dribble and shoot.	Invasion Games Net/wall Gain possession by working a team and pass in different ways. Choose a specific tactic for defending and attacking. Use a number of techniques to pass, dribble and shoot.	Dance Compose own dances in a creative way. Perform dance to an accompaniment. Dance shows clarity, fluency, accuracy and consistency Evaluate: Identify something a partner does well and also on something that can be improved Know why their own performance was better or not as good as their last. Outdoor / Adventurous - Laches Wood Residential	Gymnastics Floor shapes/Floor Movement Make complex extended sequences. Combine action, balance and shape perform consistently to different audiences.	Strike/Field Gain possession by working a team and pass in different ways. Choose a specific tactic for defending and attacking. Use a number of techniques to pass, dribble and shoot	Athletics Controlled when taking off and landing. Throw with increasing accuracy. Combine running and jumping.
RE Entrust Staffordshire	Sacred writing Hinduism Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings.	Peace Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers.	Religious Diversity Happiness Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences	Easter Suffering and hardship Investigate and reflect upon a range of religious responses to suffering, hardship and death	Wise Words Explore the origins of sacred writings and consider their importance for believers today	Values and Beliefs Investigate the life of a person who has been inspired by their faith and make links between belief and action

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<p>French (Kapow) https://www.kapowprimary.com/</p>	<p>Monster pets Pupils discover that there are many countries in the world that speak French, and they learn to give and follow directions in French, discuss climate and use comparative language, which they practise as they explore different French-speaking countries and the cultural treasures belonging to those countries.</p>	<p>Space Exploration Pupils identify the infinitive form of verbs, and subject pronouns, then group French verbs into -er, -ir and -re categories before learning the -er regular verb endings, practising with a set of regular action verbs; they discover that not all verbs are regular and learn the foundation verbs 'avoir' and 'être', and finally produce a short piece of creative writing to demonstrate their learning, which they present to the class.</p>	<p>Shopping in France Pupils learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France. They also develop their language detective skills, facing an entirely unfamiliar authentic French text.</p>	<p>French speaking world Pupils discover that there are many countries in the world that speak French, and they learn to give and follow directions in French, discuss climate and use comparative language, which they practise as they explore different French-speaking countries and the cultural treasures belonging to those countries.</p>	<p>Verbs in a French week Pupils identify the infinitive form of verbs, and subject pronouns, then group French verbs into -er, -ir and -re categories before learning the -er regular verb endings, practising with a set of regular action verbs; they discover that not all verbs are regular and learn the foundation verbs 'avoir' and 'être', and finally produce a short piece of creative writing to demonstrate their learning, which they present to the class.</p>	<p>Meet My French family This unit draws on vocabulary and grammar learned in Years 3, 4 and 5, introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes. The children learn that they can compose a written composition by recycling and re-ordering known words and phrases and the unit culminates in pupils producing a piece of written work, in French, describing members of a family, their looks, their ages, their birthdays and their likes and dislikes.</p>
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