

YEAR 5 LONG-TERM PLANNING (MON- WED)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<p align="center"><u>Fiction Genres</u> <u>Stories from other cultures</u></p> <p><u>Reading</u> Whole Class Texts: Grandpa Chatterji, The Mouth-Organ Boys and No Gun For Asmir GR Texts: Heads on the Pillow, Chilli Challenge</p> <p><u>Writing</u> Summaries, letters, writing the next part of the story, diary entries, writing in role as a character from a story</p> <p><u>SPaG</u> Revision and consolidation of basic punctuation</p> <p>NER Tests</p>	<p align="center"><u>Non-Fiction</u> <u>Introduction to different text types</u></p> <p>Focus on formal letters, instructions and Information booklets. Link to Maya topic.</p> <p><u>Reading</u> Model texts from History</p> <p><u>Writing</u> Job letter application How to make Xocolat Maya Cities Information Booklet Recipe for a Perfect Pupil</p> <p><u>SPaG</u> Develop advanced punctuation: commas after adverbial phrases, commas to separate clauses (relative), parenthesis and colons to introduce</p>	<p align="center"><u>Fiction</u> <u>Short stories by well-known authors</u></p> <p><u>Reading</u> Whole Class Texts: Toothie and Cat Licked The Dive</p> <p><u>Writing</u> Rewrite stories from a different viewpoint Character Descriptions Short story using Licked/ The Dive as a model</p> <p><u>SPaG</u> Verb Tenses Metaphors and Similes Synonyms and Antonyms Relative pronouns</p> <p>Focus on sentence structure – ISPACED sentences, clauses (main, subordinate,</p>	<p align="center"><u>Non-Fiction</u> <u>Discussion Texts and Persuasive Writing/ other non-fiction text types linked to topic</u></p> <p><u>Reading</u> Model texts eg: Zoos:Arks or Prisons Organic is best – or is it?</p> <p><u>Writing</u> Writing discussion texts on subjects of interest/ topical and linked to Geography topic eg deforestation Tourist Guides Informal letter writing</p> <p><u>SPaG</u> Formal and informal language, variety of sentence structures, some use of advanced punctuation</p>	<p align="center"><u>Fiction</u> <u>Book Study</u></p> <p>War Horse Firebird</p> <p>NER Tests</p>	<p align="center"><u>Fiction</u> <u>Poetry and Playscripts</u></p> <p><u>(3 weeks)</u></p> <p align="center"><u>Non-Fiction</u> <u>Writing</u></p> <p>Linked to topic eg cafe menus (Anglo-Saxon food), persuasive writing (house for sale), information texts (Viking longships)</p>

		lists and for examples	relative and embedded)			
<u>MATHS</u>	<u>Number and Place Value</u> Read, write, order and compare numbers (2) Count forwards/backwards in steps of powers of 10 (1) Rounding to nearest 10, 100, 1000, 10 000 (1) Multiply/divide whole numbers by 10,100 and 1000 (1) Negative numbers and Roman numerals (1) NFER tests (1)	<u>Number – addition and subtraction, multiplication and division</u> Mental calculations Written methods Rounding to check/approximate answers Single step word problems Multiples, factors, cube numbers and prime numbers (3 weeks on addition and subtraction and 3 weeks on multiplication and division)	<u>Number – Fractions</u> Mixed numbers and improper fractions (1) Equivalent Fractions (1) Compare and order fractions (2) Add and subtract fractions (2)  Weekly Arithmetic Tests	<u>Number- Decimals and Percentages</u> Count forwards and backwards in decimal steps (1) Read, write, order and compare numbers with up to three decimal places (1) Identify the value of each digit to three decimal places (1) Round decimals (1) Percentages (2)  Weekly Arithmetic Tests	<u>Number</u> Consolidation of written methods for four operations. Multistep word problems (3)  Fractions, decimals and percentages – relationship (1)  Multiply proper fractions and mixed numbers by whole numbers (1)  Weekly Arithmetic Tests  NFER tests (1)	Consolidation of objectives for year 5 Fill any gaps
<u>HISTORY</u>	<u>Ancient Maya Civilisation</u> Where was the Maya civilisation? When was the Maya civilisation?	<u>Ancient Maya Civilisation</u> Maya Society/Maya jobs Maya Writing Maya Ball Game Maya Cities			<u>Anglo-Saxons and Vikings</u> Who were the Anglo-Saxons? Where did they come from and why	<u>Anglo-Saxons and Vikings</u> Who were the Vikings? Where did they come from?

	<p>Comparing Maya culture with a familiar culture          Maya Number System          Maya Gods          Human sacrifice</p> <p>Develop:          Chronological understanding          Knowledge and Understanding of events, people and changes in the past          Historical interpretation and enquiry          Organisation and Communication</p>	<p>Primary and Secondary Sources          The Decline of the Maya</p> <p>Links with computing</p>			<p>did they come to Britain?          How was Anglo-Saxon Britain ruled?          What was Anglo-Saxon art and culture like? (Beowulf)          What did the Anglo-Saxons believe?</p> <p>Timelines, map work, reading comprehensions (GR), fact files, diary entries, writing in role, information texts          Links with Art and DT</p>	<p>Why did they come to Britain?          How did the Vikings fight?          What was life like in Viking Britain?          Anglo-Saxon Kings          What happened to the Anglo-Saxons and Vikings?</p> <p>Timelines, map work, reading comprehensions (GR), fact files, diary entries, writing in role, information texts</p> <p>Links with Computing eg research, word-processing skills</p>
<u>GEOGRAPHY</u>			<p><u>South America</u>          Where in the world is South America (continents map)          Features of world maps – lines of latitude and longitude, time zones, latitude and</p>	<p><u>Brazil</u>          Brazil Banner page – fact file          Flag of Brazil          Locational knowledge – map work/research about main cities – coastal and inland</p>		

			<p>longitude co-ordinates Use an atlas to locate countries of South America Physical map of South America Human and physical features Glossary of South America Amazon Rainforest River Amazon Other physical features</p> <p>(Locational, physical and human geography)</p>	<p>(tourist guides – persuasive writing) England and Brazil Comparison study Brazilian carnival Rio favelas – Little Pele (human geography) Letter from Brazil</p> <p>(Locational, physical and human geography)</p> <p>Link with Art and DT– model favelas, art in the style of Romero Britto Link with computing lessons</p>		
<u>COMPUTING</u>	Online safety Coding	Word processing skills Use of Internet for research (linked to topic)	Online safety Coding	<u>Powerpoints – linked to topic</u>	Online safety Coding	

YEAR 5 LONG - TERM PLANNING (THURS/FRI)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<u>ENGLISH</u>	<p><u>Spelling</u> Year 5/6 Statutory Word List.</p> <p>Endings which sound like / fəs/ spelt -cious or -tious.</p> <p>Endings which sound like sound like /fəl/ spelt -tial or -cial.</p> <p>NFER Tests</p> <p>Links with: <u>SPaG</u> Revision and consolidation of basic punctuation.</p>	<p><u>Spelling</u> Year 5/6 Statutory Word List.</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</p> <p>Words ending in -able and -ible.</p> <p>Words ending in -ably and -ibly.</p> <p>Links with: <u>SPaG</u> Develop advanced punctuation: commas after adverbial phrases, commas to separate clauses (relative), parenthesis and colons to introduce lists and for examples.</p>	<p><u>Spelling</u> Year 5/6 Statutory Word List.</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer.</p> <p>Use of the hyphen.</p> <p>Links with: <u>SPaG</u> Develop advanced punctuation: commas after adverbial phrases, commas to separate clauses (relative), parenthesis and colons to introduce lists and for examples.</p>	<p><u>Spelling</u> Year 5/6 Statutory Word List.</p> <p>Words with the /i:/ sound spelt ei after c.</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).</p> <p>Links with: <u>SPaG</u> Focus on sentence structure – ISPACED sentences, clauses (main, subordinate, relative and embedded).</p>	<p><u>Spelling</u> Year 5/6 Statutory Word List.</p> <p>Words containing the letter-string ough.</p> <p>NFER Tests</p> <p>Links with: <u>SPaG</u> Focus on sentence structure – ISPACED sentences, clauses (main, subordinate, relative and embedded).</p>	<p><u>Spelling</u> Year 5/6 Statutory Word List.</p> <p>Homophones and other words that are often confused.</p> <p>Links with: <u>SPaG</u> Focus on sentence structure – ISPACED sentences, clauses (main, subordinate, relative and embedded).</p>

<p><b>MATHS</b></p>	<p><b>Statistics</b> Solve comparison, sum and difference problems: Read and interpret line graphs. Draw line graphs. Solve problems.</p> <p>Complete, read and interpret tables: Two-way tables. Timetables.</p> <p>End of Unit Assessment.</p>	<p><b>Measurement: Perimeter and Area</b> Measure and calculate the perimeter of composite rectilinear shapes: Measure perimeter. Calculate perimeter.</p> <p>Calculate and compare Area: Area of rectangles. Area of compound shapes. Area of irregular shapes.</p> <p>End of Unit Assessment.</p>	<p><b>Geometry: Properties of Shape</b> Know angles are measured in degrees: Measure angles in degrees. Measure with a protractor. Draw lines and angles. Calculate angles on a straight line. Calculate angles around a point. Reason about regular and irregular polygons. Identify 3-D shapes from 2-D representations (nets).</p> <p>End of Unit Assessment.</p>	<p><b>Geometry: Position and Direction</b> Identify, describe and represent position of a shape: Position in the first quadrant. Reflection Reflection with coordinates. Translation. Translation with coordinates.</p> <p>End of Unit Assessment.</p>	<p><b>Measurement: Converting Units</b> Convert between units of metric measure: Kilograms and kilometres. Milligrams and millimetres.</p> <p>Understand and use approximate equivalences. Metric units. Imperial units.</p> <p>Solve problems involving: Converting units of time. Timetables.</p> <p>End of Unit Assessment.</p>	<p><b>Measurement: Volume</b> Estimate volume and capacity: What is volume? Compare volume. Estimate volume. Estimate capacity. Solve problems involving: Measure.</p> <p>End of Unit Assessment.</p>
<p><b>SCIENCE</b></p>	<p><b>Earth and Space</b> Investigate the planets in our solar system and phases of the moon: Explain how we know the Sun, Earth and Moon are spherical bodies. The Planets (Fact finding, Modelling) Describe movement of the Planets relative to the Sun (Geocentric v Heliocentric). Scientist - Isaac Newton. Investigate the rotation of the Earth (shadow investigation) to explain day and night.</p>		<p><b>Forces</b> Explain what forces are and their impact on the movement of objects: Investigate - Gravity, Friction, Air Resistance and Water Resistance. Use force meters to measure force.</p>	<p><b>Animals including Humans</b> Describe the changes in humans from birth to old age: Timeline. Growth of babies. Puberty. Gestation periods. Old age. Life expectancy.</p>	<p><b>Living things &amp; Habitats: Life cycles, reproduction</b> Compare the life cycles and reproduction of different types of plants and animals: Mammals, amphibians, birds, insects, fish. Plant reproduction</p>	<p><b>Properties and Changes in Materials</b> 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</p>

	<p>Investigate day and night in different parts. Of the world. Describe movement of the Moon relative to the Earth. Moon Phases (Moon Journal)</p> <p>Work scientifically to plan fair enquiries, predict, test, take measurements, record and present findings.</p> <p>End of Unit Assessment.</p> <p>Links with: English - Writing (Reports, Instructions, Information texts).</p>	<p>Scientist - Isaac Newton. Mechanisms – Levers, Pulleys, Gears.</p> <p>End of Unit Assessment.</p> <p>Links with: English - Writing (Reports, Instructions, Information texts).</p>	<p>End of Unit Assessment.</p> <p>Links with: PSHE ( Sex and Relationship Education) English - Writing (Reports, Instructions, Information texts).</p>	<p>End of Unit Assessment.</p> <p>Links with: English - Writing (Reports, Instructions, Information texts).</p>	<p>solution. Separate mixtures by filtering, sieving or evaporating. Explain reversible and irreversible changes End of Unit Assessment.</p> <p>Links with: Writing - reports, information texts, instructions.</p>
<u>RE</u>	<p><u>Sikhism and Christianity</u> Religions of the world – symbols. Expressions of belief- rituals and practises. Sikhism – Who, what, where? Main beliefs. Gurdwaras. Symbols and meanings (5Ks). Festivals - Diwali, Vaisakhi. Harvest. Christmas.</p>	<p><u>Sikhism and Christianity</u> Teaching and Authority. Sources of Authority. Holy books – Bible (New Testament and Jesus), Guru Granth Sahib (Guru Nanak). Stories.</p>		<p><u>Sikhism and Christianity</u> Inspiration, influence and impact on belief.</p>	
<u>PSHE</u>	<p>Rights and Responsibilities in School (SEAL) Freedom - Rights and Responsibilities (Go-Givers) Getting on and Falling out (SEAL) Say No to Bullying (SEAL) Photo Captions - Challenging Stereotypes (Go-Givers) Well Being (Premier Sport)</p>	<p>Drugs – Alcohol. Recognise the effects and risks of drinking alcohol.</p>	<p>Sex and Relationship Education.</p> <p>Links with: Science (Animals including Humans).</p>	<p>Well Being (Premier Sport) Saving the Rainforest - Environmental Awareness (Go-Givers) Treasures Memories - Bereavement (Go-Givers) Equal Opportunities - Prejudice (Go-Givers) Pioneering Nurses - Overcoming Prejudice (Go-Givers) Famous Philanthropists – Making a Positive Contribution (Go-Givers)</p>	

<p><u>ART &amp; DT</u></p>	<p><u>Shadows</u></p> <p>Improve art and design using a range of materials: Space Paintings – mixed media artist study (Sophie Knight). Moon Buggies – junk modelling with mechanism. Foil Sculptures. Paper Art.</p> <p>Links with: Science – Earth and Space.</p>	<p><u>Clay and Wood</u></p> <p>Improve art and design using a range of materials: Clay Relief Tiles. Christmas Crafts (Christmas tree wood decorations).</p> <p>Links with: History – Ancient Maya.</p>	<p><u>Exploration of Colour</u></p> <p>Improve art and design using a range of materials: Protractor Art – artist study (Frank Stella). Pop Art – artist study (Romero Britto) Favelas – junk modelling Carnival masks.</p> <p>Links with: Maths – Properties of Shape. Geography – South America / Brazil.</p>		<p><u>Exploration of Colour</u></p> <p>Improve art and design using a range of materials: Shading techniques and effects (value and texture). Drawing 3D shapes. Monochromatic landscapes (colour).</p> <p>Cookery Links with: Science (Changes in Materials)</p>	
<p>PE</p>	<p><u>REAL PE</u></p> <p>Unit 1: Throw Tennis.</p>	<p><u>Dance</u></p> <p>'What a Card!' (Val Sabin)</p>	<p><u>Swimming / OAA</u></p>	<p><u>REAL PE</u></p> <p>Unit 2: Seated Volleyball.</p>	<p><u>Gymnastics</u></p>	<p><u>Athletics</u></p>