




## Hetton Lyons Long Term Plan - Year 5

|                         | Autumn 1<br>7 weeks   | Autumn 2<br>8 weeks   | Spring 1<br>6 weeks   | Spring 2<br>5 weeks   | Summer 1<br>6 weeks  | Summer 2<br>7 weeks   |
|-------------------------|---|---|---|---|--|---|
| Reading For<br>Pleasure | How to Train Your<br>Dragon   | The Last Bear<br>Viking Boy   | The Explorer<br>The Last Bear   | Cogheart  | Percy Jackson  | Percy Jackson   |
| English Reading         | The Tunnel (F)<br>The Moon (NF)<br>(Whole Class<br>Reader - How to<br>Train Your Dragon)  | How to Train Your<br>Dragon (F)<br>Non-Chronological<br>report about<br>dragons (P)   | The Explorer (F)<br>Letter (NF)<br>Procedural text  | Vanishing<br>Rainforest (F)<br>Deforestation<br>(NF)  | Myths and<br>Legends (F)<br>Explanation (NF<br>TBC)  | Highwayman (P)<br>Discussion (NF<br>TBC)  |
|                         | The Tunnel(F)<br>Let's Go to the<br>Planets (NF)<br>Dragon Poetry (P)   | Norse Myth F<br>Report<br>dragons/mythologi<br>cal creatures (NF)<br>Jabberwocky (P)  | The Explorer (F)<br>Procedural text<br>(NF)<br>Rainforest poetry<br>(P)   | Vanishing<br>Rainforest (F)<br>Persuasive Text<br>(NF)<br>Tyger Tyger (P)   | Greek Myths (F)<br>Balanced<br>Discussion (NF)<br>The Lambton<br>Worm (P)  | Highwayman (F)<br>Explanation Text<br>(NF)<br>Wynken, Blynken<br>and Nod (P)  |
| English Writing         | Write a five-part<br>story using language<br>to evoke mood,<br>atmosphere and<br>develop<br>characterisation.<br>Focus on developing<br>a scary atmosphere. | Plan and tell a<br>story<br>demonstrating<br>awareness of the<br>audience using<br>humour. Focus on<br>characterisation,<br>alliteration, | Write in the style<br>of a particular<br>author, organised<br>into chapters,<br>extending ways to<br>link paragraphs<br>using adverbs and<br>adverbial phrases. | Plan and tell a<br>story to explore<br>narrative<br>viewpoint.<br><br><b>Transform:</b><br>Change a story to<br>show parallel | Plan and write a<br>non-linear story<br>for example<br>flashbacks or<br>parallel narrators.<br><br><b>Transform:</b> Use<br>the non-linear | Plan and write a<br>story with a clear<br>narrative voice<br>using dialogue.<br><br><b>Transform:</b> Add an<br>additional<br>narrative voice |

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|       | <p><b>Transform:</b> Change the atmosphere in the setting. Focus on developing a pleasant atmosphere.</p> <p>Write a recount with a specific form and audience. Tim Peak email to his wife home (informal).</p> <p><b>Transform:</b> Change the formality. Tim Peak email to NASA (formal).</p> <p>Jabberwock (Poetry)</p> | <p>atmosphere development.</p> <p><b>Transform:</b> Change story focus to a different technique. Focus on narrative suspense.</p> <p>Plan, compose and edit a non-chronological comparative report. Focus on describing the dragons.</p> <p><b>Transform:</b> Consider how another genre can be embedded (instructions). Focus on instructions to tame/look after a Dragon.</p> | <p><b>Transform:</b> Adapt the story for a different audience aiming for consistency in character and style.</p> <p>Write a linear procedural text with a wide range of presentational and organisational devices. (How to build a raft)</p> <p><b>Transform:</b> Change to a non-linear structure with choices for the reader to refer to different sections.</p> | <p>narrators where events are portrayed simultaneously.</p> <p>Write a piece of persuasive writing for different audiences.</p> <p><b>Transform:</b> Transform the piece into a persuasive letter with shifts in formality.</p> | <p>structure to show change in atmosphere or mood.</p> <p>Plan, compose, edit and refine a balanced discussion presenting two sides of an argument.</p> <p><b>Transform:</b> Combine the discussion text with another text type with a clear audience and form.</p> | <p>demonstrating a change in formality.</p> <p>To plan, compose, edit and refine an explanation text focusing on clarity, conciseness and impersonal style.</p> <p><b>Transform:</b> Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences.</p> |
| Maths | Place value within 1,000,000. Addition and Subtraction   | Multiplication and Division. Fractions  | Multiplication and Division. Fractions   | Decimals and Percentages. Perimeter and Area  | Shape Position and Direction. Decimals  | Negative Numbers Converting Units Measurement and Volume.   |

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|  |  |   |   | Statistics                                   |  |   |
| Science  | Earth and Space  | Forces  | Living Things (plants)<br>Long term study   | Animals including Humans                     | Changing Materials                               |   |
| Computing  | Online Safety  |   | Word Processing   | Spreadsheets                                 | Coding   |   |
| Geography<br>Eco -<br>Fairtrade  | Brazil   |   | Rainforests<br>ECO - What can we do about<br>Global Warming?<br>Pupil Led Enquiry<br>- What if there were no rainforests? | ECO - Why are green spaces important?        |  |   |
| History  |  | Vikings   |   |  | Ancient Greece                                   |   |
| R.E  | What does it mean if Christians believe God is holy and loving?  | What does it mean to be a Muslim in Britain today?  | Why do Christians believe Jesus is the Messiah?   | Why is the Torah Important to Jewish people? | Christians and how to live: What would Jesus do? | What matters most to Humanist and Christians? |
| PSHE/RSE<br>Citizenship<br><br>Each $\frac{1}{2}$ term the following themes will be covered: | <ul style="list-style-type: none"> <li>Personal Hygiene</li> <li>Tolerance</li> <li>Environment</li> <li>Goals</li> <li>Risk, Hazard and Danger</li> </ul> | <ul style="list-style-type: none"> <li>Remembrance</li> <li>Charity Week</li> <li>Anti-Bullying Week</li> <li>Rule of Law</li> <li>Inspirational Figures</li> </ul> |   |  |  |   |

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| <ul style="list-style-type: none"> <li>British Values</li> <li>Sex &amp; Relationships</li> <li>Raising Aspirations</li> <li>Health &amp; wellbeing</li> <li>Keeping Safe</li> <li>National Event/Wider World</li> </ul> | <ul style="list-style-type: none"> <li>Family </li> </ul> | <ul style="list-style-type: none"> <li>Dental Hygiene</li> <li>Road Safety</li> </ul>                     |  |   |  |   |
|  The red flag demarcates lessons which link directly to RSE   |  |   |  |   |  |   |
| P.E  | Coordination - Ball Skills<br>Agility - Reaction and Response  | Static Balance - Seated<br>Static Balance - Floor Work  | Dynamic Balance - On a Line<br>Counter Balance - in pairs                                | Static Balance<br>Dynamic Balance - Jumping and Landing | Static Balance - Stance<br>Coordination - Footwork | Counter Balance - Sending and Receiving<br>Agility - Ball Chasing |
| Art and Design   | Drawing (Earth and Space)  | Drawing (Artist Focus - Frida Kahlo)<br><br>Focus - Romero Britto) (Calendar)<br>Pastels (Christmas Card) | Painting (Artist Focus - Helen Coucher/ Oenone Hammersley)<br><br>Printing (Rainforests) |   | 3D - Sculpt in Clay (Ancient Greek Pot)            |   |
| Music  | Rock - Livin' on a Prayer  | Bossa Nova - Swing  | Pop Ballad - Make You Feel My Love   | Hip Hop - Fresh Prince of Bel Air                       | Motown - Dancing in the Street                     | Classical - Reflect, Rewind and Replay                            |

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| Design Technology |            | Pneumatic Rockets |  | Blanket Stitch (Rainforest)        |                                 |                     |
| French            | On y va!   | L'argent de poche | Raconte-moi une histoire!  | Vive le sport!                     | Le Carnaval des Animaux         | Quel temps fait-il? |
| Visits Enrichment | VR Headset | Viking Workshop   | Puberty Nurse<br> | Rainforest Day - Hamsterley Forest | Hancock Museum - Ancient Greece | - Hetton Lakes      |
| Focus Weeks       |            |                   |  |                                    |                                 | My Money Week       |