

Long -Term Planning Year 5

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
English 	The Man Who Walked Between the Towers by Mordicai Gerstein Information writing (Wikipedia page), letters of advice (formal), persuasive speeches, first person recounts, interviews. <u>Biography / autobiography</u>	Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly and Laura Freeman Non-chronological Reports, formal persuasive letter, informal letter, diary entry, character descriptions, newspaper report (opinion piece) <u>Non-chronological report</u>	The Lost Thing by Shaun Tan Diary entries, formal letters, adverts, character and setting descriptions, non- chronological reports <u>Own version fantasy narrative</u>	Anne Frank by Josephine Poole Letters, short descriptions, extended diary entries, obituary, optional opinion piece <u>Newspaper article</u>	Firebird Formal letters, retellings, character descriptions <u>Fairy tale narrative</u>	The Lost Happy Endings Letter, poetry, passage of direct speech, diary entry, story ending <u>Prequel- alternative perspective</u>
Reading Comprehension  	Flamma: The Gladiator- Narrative The Legend of Boudicca- Unseen Text Teeth- Non-Chronological Report (Infographic) The Digestive System- Unseen Text Jabberwocky- Poetry The Walrus and the Carpenter- Unseen Text Pandora's box- Narrative King Midas and the Golden Touch- Unseen Text River Trent- Non- Chronological report River Thames- Unseen Text The Good Ferryman and the Water Nymphs- Narrative An old dog's trick- Unseen text		How are volcanoes formed?- Explanation How are rivers formed?- Unseen text The Czar Trip- Poetry Chocolate Cake- Unseen text The Legend of Regnor Lothbrok- Narrative The Blood in the Snow- Unseen Text Romeo and Juliet (Act I, Scene 4)- Playscript Romeo and Juliet (Act I, Scene 5)- Unseen text		The Tell- Tale Heart – Narrative Frankenstein- Unseen Text Physical Features of North America- Non- Chronological report Biomes of North America- Unseen text Tertiary activity of US economy Apple, Telsla, Microsoft- Non- chronological report Primary resources in US economy-oil, gas, fishing - Unseen Text Visit Chichen Itza- Persuasive advert Visit the Acropolis- Persuasive Unseen Text Benjamin Zephaniah- No Problem- Poetry Benjamin Zephaniah- The British- Unseen Text Poetry Space Tourism- Non-Chronological Report Astronauts – Unseen Text	

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Maths 	Block 1- Place Value Numbers to a million Rounding to 10, 100 and 1,000 Round numbers to one million Compare and order numbers to one million Counting in 10s, 100s, 1,000s, 10,000s and 100,000s Negative numbers Roman numerals Block 2- Number: Addition and Subtraction Add whole numbers with more than 4 digits (column method) Subtract whole numbers with more than 4 digits (column method) Round to estimate and approximate Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Block 3- Statistics Read and interpret charts and line graphs Draw line graphs Use line graphs to solve problems Read and interpret tables Two-way tables Timetables Block 4- Number: Multiplication and Division	Block 1- Number: Multiplication and Division Multiply 4-digits by 1-digit Multiply 2-digits (area model) Multiply 2-digits by 2-digits Multiply 3-digits by 2-digits Multiply 4-digits by 2-digits Divide 4-digits by 1-digit Divide with remainders Block 2- Number: 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 mixed numbers Subtract fractions Subtract mixed numbers Subtraction - 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 Fraction of an amount Using fractions as operators Fraction problem solving Block 3- Number: Decimals and Percentages Decimals up to 2 d.p.	Block 1- Number: Decimals Adding and subtracting decimals within 1 Complements to 1 Adding decimals - crossing the whole Adding and subtracting decimals with the same number of decimal places Problem solving with decimals Adding and subtracting decimals with a different number of decimal places Adding and subtracting wholes and decimals Decimal sequences Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000 Block 2- Geometry: Properties of Shape Identify angles Compare and order angles Measuring angles in degrees Measuring with a protractor Drawing lines and angles accurately Calculating angles on a straight line and around a point Triangles and quadrilaterals Calculating lengths and angles in shapes Regular and irregular polygons Reasoning about 3-D shapes Block 3- Geometry: Position and Direction Position in the first quadrant Translation with coordinates Line of symmetry Complete a symmetric figure Reflection with coordinates Block 4- Measurement: Converting Units
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	Multiples Factors Common factors Prime numbers Square numbers Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000 Block 5- Measurement: Perimeter and Area Measure perimeter Calculate perimeter Area of rectangles Area of compound shapes Area of irregular shapes	Decimals as fractions Understand thousandths Thousandths as decimals Rounding decimals Order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent F.D.P	Kilograms and kilometres Millimetres and millilitres Metric units Imperial units Converting units of time Timetables Block 5- Measurement: Volume What is volume? Compare volume Estimate volume Estimate capacity
R.E 	Branch 1- Creation and covenant Hear By the end of this unit of study, pupils will hear the following key texts: The Moses story, focusing on the two key events of the call and the covenant: • The Burning Bush (Ex 3:1-15) • The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17) • Jesus' summary of the law (Matt 22:36-40) Believe By the end of this unit of study, pupils will know that the Church teaches that: • A covenant is a binding agreement between God and human beings, which makes them his people. • God made several covenants throughout history – with Noah, Abraham, Moses, and David. • God gives the Ten Commandments to help human beings live good and happy lives. • That Jesus teaches that the most important commandments are to love God and to love other people.	Branch 3 -Galilee to Jerusalem Hear By the end of this unit of study, pupils will hear the following key texts: • The Beatitudes from the Sermon on the Mount (Matt 5:1-12) • Jesus summarises the law (the great commandment) (Matt 22:36-40, Lk 10:27) • A parable about living out Jesus' law (e.g., The Good Samaritan (Lk 10:25-37)) • The Transfiguration (Matt 17:1-13) • Our Father prayer (Matt 6:7-13) Believe By the end of this unit of study, pupils will know that the Church teaches that: • The Beatitudes show the loving face of Christ. • The Beatitudes describe how faithful Christians should aim to live their lives. • Christian hope and charity unfold from the Beatitudes as they show the path to a	Branch 5- To the ends of the earth Hear By the end of this unit of study, pupils will hear the following key texts: • Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk 4:16, Mt 3:13-17) • Pentecost (Acts 2:1-8, 14-18) • The gifts of the Spirit Paul (1 Cor 12:4-11) • Baptism in the Spirit (Acts 8:14-16) Believe By the end of this unit of study, pupils will know that the Church teaches that: • 'Without the Holy Spirit, we cannot understand Jesus'. (YC 114) • The Sacrament of Confirmation completes baptismal grace, enriches those receiving the sacrament with the strength of the Holy Spirit who helps them be true witnesses of Christ in word and deed. • The effects of confirmation are an increase in the gifts of the Holy Spirit, a closer bond with Jesus and the Church and a desire to spread the Gospel. These are experienced as the gifts and fruits of the

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	• Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation: 'We profoundly belong together and are fundamentally dependent on one another'. (YC 32I) Celebrate By the end of this unit of study, pupils will know: • That sin is the deliberate spoiling of our friendship with God and each < other. • We can develop habits that will help us accomplish what is good. These habits are called virtues. • Virtues are practical wisdom (prudence), justice, fortitude, and temperance (also known as the cardinal virtues). Through God's grace we can enjoy the theological virtues of faith, hope, and love. Live By the end of this unit of study, pupils will know: • Examples of acting with great love (e.g., Little Way week shows the importance of doing small things with great love). • What growing in virtue could mean in their school (e.g., Jesuit Pupil Profile, Virtues to Live By (Diocese of Leeds)). Branch 2- Prophecy and promise Hear By the end of this unit of study, pupils will hear the following key texts: • Scripture passages that speak of David's life and importance: • 1 Samuel 16:1-13: anointing of David (a great king) • 1 Samuel 17:1-11, 32-54: David and Goliath • 2 Samuel 5:1-5: David becomes king	life in Christ. • The Our Father is the perfect prayer given to us by Jesus himself. It is composed of seven petitions. • At the Transfiguration Jesus revealed his divine glory. Celebrate By the end of this unit of study, pupils will know: • A petition is a form of prayer. • The Our Father is the perfect prayer given to us by Jesus. • The theological virtues help Christians follow Jesus' great commandment. Live By the end of this unit of study, pupils will know: • That the virtues of faith, hope and love help Christians to live out the Beatitudes. • Examples of some artists who have imagined the Transfiguration Branch 4- Desert to Garden Hear By the end of this unit of study, pupils will hear the following key texts: • A selection of Ash Wednesday readings e.g., Joel 2:12-18, Psalm 50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18 • Temptation in the Wilderness (Matt 4:1-11) • The Resurrection of the Dead Paul (1 Corinthians 15:1-8, 20-25, 54-57) Believe By the end of this unit of study, pupils will know that the Church teaches that:	Holy Spirit. • Mary is an example of discipleship. • The Holy Spirit appears under different names and signs through Scripture. Celebrate By the end of this unit of study, pupils will know: • The actions, signs, prayers, and symbols of the Catholic rite of Confirmation. • The Rosary is a prayerful reflection on the life of Christ and the glorious mysteries remember what followed the Resurrection. • 'Come Holy Spirit, fill the hearts of your faithful' prayer. Live By the end of this unit of study, pupils will know: • Some examples of artistic symbolic representation of the Holy Spirit. • An example of a saint whose life was transformed by encountering Jesus and who went on to transform the lives of others. Branch 6- Dialogue and Encounter Dialogue By the end of this unit of study, pupils will know that the Church teaches: • The many different writers of the Bible were inspired by the Holy Spirit. • What Christians call the Old Testament originates in Hebrew scriptures. • The Old Testament is important for Christians because it speaks of God's covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. By the end of this unit of study, pupils will know: • The Bible was originally written in Hebrew, Aramaic, and Greek which were
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	• 2 Samuel 7: 8-15 God's covenant with David • 1 Kings 2:1-4, 10-12: David's death • Psalm 21:1-7, Psalm 23 Scripture passages that speak of Jesus' as the fulfilment of the promise to David (e.g., Matt 1:1-17; Lk 1:32-33). Believe By the end of this unit of study, pupils will know that the Church teaches that: • There were great kings anointed and chosen in the Old Testament. • God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king. • David became a great king and united his people who loved him (see Psalm 21:1-7). • For Christians, Jesus fulfils the promises made to David. • Psalms are part of the Church's treasury of prayers. In praying psalms David is a model of prayer. Celebrate By the end of this unit of study, pupils will know: • Some words of Psalm 23 to speak or sing. • The links between the O antiphons and the Evening Prayer of the Church (Vespers) for 17-23 December. • The verses of the hymn 'O Come, O Come Emmanuel' as expressions of beliefs about who Jesus is. • The joyful mysteries of the Rosary: the Annunciation, the Visitation, the Nativity of our Lord, the Presentation of the Child Jesus in the Temple, and the Finding of the Child Jesus in the Temple. Live By the end of this unit of study, pupils will know: • Psalms are an ancient way of prayer that are still prayed every day. • How the O Antiphons are expressed in art	• Ash Wednesday marks the beginning of the season of Lent and is the first of the forty days of Lent leading up to Easter. The forty days refer to the time Jesus spent in the desert during which he was tempted • A sin is a word, deed, or intention by which a person deliberately chooses to turn away from God. • Sin separates people from love and from good. All sins are damaging but some are so deadly they break our friendship with God. • Conscience is an 'inner voice' that guides the choices people make. God speaks to people through their conscience. • The Last Things are death, judgement, heaven, purgatory, and hell. • Prayer is turning the heart towards God. Celebrate By the end of this unit of study, pupils will know: • What the ashes on Ash Wednesday symbolise. • A simple examen and/or act of contrition. • The Sorrowful Mysteries of the Rosary. Live By the end of this unit of study, pupils will know: • Prayer is a way of sharing with God everything that is in a person's heart, what makes them happy and what is troubling them. • What Christians express by prayer postures e.g., kneeling, standing, sitting, joined hands	the languages of the writers. • God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. Encounter By the end of this unit of study, pupils will have encountered the following: • That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature (see e.g., https://bje.org.au/knowledge-centre/Jewish-prayer/names-for-god/). • That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and its Creator. • Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer ('Hear Oh Israel – the Lord our God, the Lord is One'). • A mezuzah as it contains the Shema prayer and on the box is the letter 'Shin' or sometimes the whole word 'Shaddai' meaning mighty, (i.e., God is strong/almighty/powerful) on the mezuzah case
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	from around the world (e.g., illuminated manuscripts, sung versions of the O Antiphons). • How the O Antiphons are used by Christians to reflect on the significance of Jesus and his coming at Christmas (e.g., The O Antiphons, by Ansgar Holmberg C.S.J.).		
Science 	Earth and Space How do the Earth fit into our solar system? • I can describe the planets in the solar system. • I can describe the Sun, Earth and Moon as approximately spherical bodies. • I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • I can describe the movement of the Moon relative to the Earth. • I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • I can describe the movement of the Moon relative to the Earth. Living things and their habitats How do living things reproduce and why is it important in a life cycle? • I can discuss the seven life processes. • I can explain how mammals	Forces Are there different types of forces? • I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and falling objects. • I can identify the effect of friction between moving surfaces. • I can identify the effect of air resistance. • I can identify the effect of water resistance. • I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	Properties and changes of materials – How do materials change? • I can compare and group materials according to whether they are solids, liquids or gases and name their properties. • I can describe the properties of materials using scientific vocabulary. • I can investigate the thermal insulation of different materials. • I can compare and group materials based on their response to magnets. • I know that some materials dissolve in a liquid to make a solution. • I can predict how I could separate mixtures. • I can explain why some changes are irreversible Animals including humans – How do we change as we grow old? • I can describe the human life cycle. • I understand how a foetus develops

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	I can explain how animals • I understand reproduction in plants. • I can describe the differences in the life cycles of mammals, amphibians, reptiles, insects and birds. • I can explain the life cycle of plants.		in the womb. • I can describe what happens when I am a teenager. • I can describe what happens when I am a senior.
History/ Geography 	Geography fieldwork – Rivers – What are the features of my local river? • I can understand that physical features are significant within the local area in which they are located. • I can identify the names and locations of the five longest rivers in England. • I can identify the location of a river in my region. • I can identify key features of the River Trent basin, including the source and the mouth. • I can understand what rivers are and how they are formed. • I can identify the location of the River Trent. • I can name and explain the different features of rivers. • I can plan a geographical enquiry using fieldwork and observational skills. • I can record data in a variety of ways. • I can present my data using charts and graphs. • I can analyse data and explain what I have learnt.	Geography fieldwork – Biomes and ecosystems – What trees, plants and animals are in our local ecosystems? • I can understand that physical features are significant within the local area in which they are located • I can name biomes and vegetation belts that are found across the world. • I can name the biomes and ecosystems found in the UK. • I can identify the location of the New Forest. • I can understand that you can find different ecosystems, vegetation belts and biomes within countries. • I can understand how the climate impacts the landscape through biomes and vegetation belts. • I can understand what animals, plants and habitats can be found in a woodland ecosystem in the UK. • I can plan a geographical enquiry using fieldwork and observational skills. • I can collect data using a range of equipment • I can record data in a variety of ways. • I can present my data using charts and graphs. • I can analyse data and explain what I have learnt. • I can use compass points and six-figures and references to build my	Geography – The United States – What are the similarities and differences between my region and the Western United States? • I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples. I can identify the location of my region in England and the key human and physical features. • I can identify some of the countries of North/South America and their capital cities. • I can identify some key settlements in the Western USA/Northern Brazil. • I can give examples of how the landscape in the Western USA/Northern Brazil varies massively, e.g. climate zones, vegetation belts and biomes. • I can identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA/Northern Brazil. • I can identify the Prime/Greenwich Meridian and time zones, including day and night. • I can understand how my region is an area within England, and there are counties, towns and cities within my region. • I can understand that England is a

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		knowledge of the world. History How did England change during the settlement of the Anglo-Saxons? • I can use dates accurately in describing events and people. • I can describe the main changes in a period of history. (using terms such as: social, religious, political, technological and cultural). • I can use sources of evidence to deduce information about the Saxons and Vikings. • I can explain that no single source of evidence gives the full answer to questions about the past. • I can describe causes of invasion in Britain and what the consequences were, and use multiple sources of evidence to support my answers. • I can identify periods of rapid change in history and contrast them with times of relatively little change. • I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain. • I can use appropriate vocabulary to compare similarities and differences between Anglo-Saxon and Viking culture, and the present day. • I can describe the social, ethnic, cultural or religious diversity of past society.	country within the continent of Europe. • I can understand that the USA/Brazil is a country within the North American/South American continent. • I can understand that Western USA and Northern Brazil are regions within the USA and Brazil. • I understand that there are states, cities, and towns within the West Region of the USA and the North Region of Brazil. • I can make comparisons between my country and the USA/ Brazil in terms of the size of the land and the population. - I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. • I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA/Northern Brazil. • I can understand how tectonic movement has shaped the Earth's surface. • I understand human processes in my region and Western USA/Northern Brazil, including settlements and economic activity. • I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres. • I can use atlases, maps and globes to locate places and describe features studied. History- What differences were there between the Maya Civilisation and England during the 10th and 11th Centuries? • I can use dates and terms accurately in describing events and people. • I can analyse a wide range of evidence
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			in order to justify claims about the past. • I can explain that no single source of evidence gives the full answer to questions about the past. • I can use sources of information to form testable hypotheses about the past. • I can describe causes of events and their consequences in Ancient Maya, and use multiple sources of evidence to support my answers. • I can identify periods of rapid change in history and contrast them with times of relatively little change. • I can explain the concepts of continuity and change over time. • I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. • I can use appropriate vocabulary to compare the similarities and differences between civilisations and cultures • I can describe the social and cultural significance of a past society • I can describe the characteristic features of the past, including ideas and beliefs, attitudes and experiences of men, women and children
Art & Design 	Chromatic - How realistic do portraits need to be? Practical Knowledge - using watercolour paints with proficiency, learning to mix skin tones, using ripped paper collages to create a self-portrait, using shapes to guide the composition of a portrait, using measurements to control proportions in a face, using sketches to create lines for painting a miniature. Theoretical Knowledge - learning about portraiture miniatures as a form of art, learning about portraiture as a form of art over time and across cultures, understanding how technology can	Sculpture - How can flowers inspire artists? Practical Knowledge - Exploring shape and form within flowers, creating tints, shades and tones with paint, knowing that there are four different types of clay, knowing what analogous colours are and experimenting with them to mould clay delicately and precisely. Theoretical Knowledge - Pupils will learn about how flowers have influenced artists through time, learning how flowers across different mediums have influenced a diverse range of artists. Disciplinary Knowledge - Pupils will	

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	influence art, learning about the work of collagists. Disciplinary Knowledge - using the seven elements of art to talk about artwork, considering who decides how much art is worth, considering that we can use art to express something that isn't visible, considering how art can be an exploration of who we are and how we want others to see us, considering how colour can be used in portraiture, evaluating our own art process Monochromatic - How can we find our own style of drawing? • Developing control when using line, tone and shading to create form and show detail from observation • Exploring lines, shapes and materials through doodle art to understand how different marks can express ideas • Refining drawing skills by studying different styles and artists and applying learned techniques to create personal work • Combining geometric lines, shapes and watercolour to design a balanced mixed media artwork that shows originality and control • Reflecting on artistic choices, using art vocabulary to evaluate outcomes and considering how to develop a personal style further	understand what can influence artists (flowers), reflecting on the purposes of sculpture, formally presenting a response to a piece of art, and evaluating their peer's work.	
DT 	Textiles - Moonlit Magic - How can fabric and stitching create atmosphere? • Investigate different types of textile wall hangings and their atmospheric effects • Practise key stitching techniques (blanket stitch, running stitch, and	Construction - Fairytale Engineering - How can we use pulleys and levers to solve a problem? • Investigate how mechanisms work in everyday life and how they can solve problems • Create design criteria and plan a	DT Food & Nutrition - Central America on a Plate - How can we cook a dish that celebrates its cultural flavours? Children will: • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or

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	appliqué) • Use a template to cut fabric accurately and plan layering • Sketch and plan product designs • Sew fabric pieces together, ensuring durability work and neat finishing • Attach decorative and functional elements securely, such as loops for hanging • Learn how texture, fabric choice, and stitching techniques contribute to atmosphere and storytelling • Evaluate wall hangings for aesthetic impact, durability, and success in creating a spooky effect		maquette of a theatre model that uses mechanisms to solve a fairy-tale problem • Construct a strong, functional and appealing maquette of a theatre model that uses mechanisms to solve a fairy-tale problem • Develop construction skills and experiment with how to make their own simple mechanisms • Test, improve and evaluate the model's function and appearance against design criteria, suggesting realistic improvements		groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	
P.E. 	Netball • Use a variety of passes and know when they will be most effective Move the ball up the court to create an attack that results in a shot • When possession is lost, react quickly to defend • Apply simple defending	Gymnastics – Key Steps 3 • Perform jumps and leaps landing safely in the correct position. Land correctly when jumping from the bench or vaulting box. Perform an increasing range of	Gymnastics – Counter Balance and Counter Tension Dance – Space • Show smooth planned transitions to link movements • Perform sequences combining changes in speed, level, direction and a variety of shapes and skills • With a partner,	Football Dance – The Greeks/ The Circus • Show an imaginative response to different stimuli and music • Show expression and creativity • Create a performance demonstrating stage presence; good timing and rhythm and sustaining	Badminton • Hold the badminton racket correctly and return the shuttlecock over the net when playing a forehand shot Athletics • Sustain and maintain running speed, improve on personal target, organise and	Rounders • Use a range of different ways of throwing • Strike a ball with intent and throw it more accurately when bowling and/or fielding • Use different ways to stop, retrieve and pass the ball quickly choosing appropriate tactics to prevent the

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	tactics during a game to prevent attacking opportunities. Effectively play a competitive net/wall game, keep and use the rules they are given - Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights Swimming - Swim over 25 metres in water unaided - Use a variety of strokes - Water safety and rescue skills	rolls and progressions Perform a simple vault correctly - Perform a squat through vault with a controlled landing - Perform sequences combining changes in speed, level, direction and a variety of shapes and skills Swimming - Swim over 25 metres in water unaided - Use different strokes including front crawl, backstroke and breaststroke - Confidently use their arms and legs in the correct manner for their chosen stroke - Understand and explain	incorporate counter balances, part body weight balances and full body weight balances (greater depth) into their sequences. - Remember, practise and combine longer, more complex dance phrases - Use observation of others and begin to describe constructively how to refine, improve and modify performance - Refine their own performance from self analysis and in response to comments from others	character. - Show more complex interacting movements and actions in their dances and incorporate apparatus. - Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer - Remember, practise and combine longer, more complex dance phrases - Use observation of others and begin to describe constructively how to refine, improve and modify performance - Perform technical movements with control and balance and good dynamics.	manage an athletic event well - Improve speed when sprinting and stamina for running longer distances - Use the correct technique when throwing and jumping - When running, choose an appropriate pace for the distance - Plan and carry through an event - Choose and use an appropriate throwing technique to reach a target or to improve their personal best when throwing - Demonstrate activities for specific aspects of warm up - stretching, joint mobility, raising heart and breathing rates - Describe the effects of exercise on the	batters from scoring. - Throw a ball quickly and accurately underarm, throw overarm with power and accuracy over distance and understand its purpose in a game of rounders. - Hit the ball into a space to maximise their chance of scoring - Move quickly to catch or stop a ball - Hit the ball into a space away from the fielders O A Activities Communication and Tactics - Judge how far they can run to score points - Move confidently through familiar and less familiar environments - Solve problems by collaborating and communicating
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		how to perform safe self-rescue in different water-based situations Choose which breathing technique they can use to allow them to complete the distance quickly			body showing understanding of the principles of respiration, temperature, fatigue and recovery	within their team. Understand why we need to communicate clearly with other team members to be successful.
Spanish 	Phonetics 3 Core Vocabulary lessons Do you have a pet? - By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. - They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently. Christmas Key vocabulary and important cultural traditions.	In the Classroom - In this unit pupils will learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. - They will also learn how to conjugate the verb "to study", will be introduced to time and will expand their use of opinions. - By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. - This will enable pupils to create more detailed and personalised responses by the end of the unit. At the Cafe - By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafeteria. - This is a unit that consolidates much of	Clothes - By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in Spanish by colour. - This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, articles/determiners, plurality, adjectival agreement, 1st person verb conjugation) so that pupils can express what they are wearing in full sentences in different scenarios in Spanish. Traditions and Celebrations - Explore key traditions and celebrations in the foreign country, designed to enthuse and excite the pupils but also deepen their historical and cultural awareness of both the country and the language.			

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		the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.	
Music 	Musical Minds Ukulele Listening: Introduction to the Ukulele o Brief history of the instrument. o Listening to the instrument in its original context. • Technique: o Learn the parts of the ukulele. o Learn the basic strumming technique for the ukulele. o Learn how to play the first two chords: Am & F. • Performance • Learn and sing 'You Can Ukulele' song. • Listening: Learn about the strings family: o What other instruments do we have? o Learn about acoustic/electric/bass guitars. o Listen to and talk about each instrument's role. • Technique: o Go over last week chords and learn C. o Strumming different note values. • Performance: • Play Hawaii song using the new chord. • Listening: Learn about the strings family: o Listen and learn about the orchestral strings. o String quartets and their history. • Technique: o Reading chord charts for songs. o Mixing note values (minims and semibreves). • Performance: o Play and sing the ukulele songs. • Learn and play along with Justin Timberlake – Can't Stop the Feeling • Listening: Learn about the strings family:	Musical Minds Singing Listening: o Watch and listen to two singers with contrasting voices (bass and soprano). o Discuss the difference in pitch and why the singers differ. o Learn the four traditional voice types – Bass, Tenor, Alto and Soprano. • Warmups: o Learn the importance of warming up when singing. o What muscles are used when singing. o The importance of breath control. • Major Scale: o Sing the C Major scale. o Concentrate on moving between the 1 and 3 of C Major. o Singing a Major Third. 2 • Listening: o Watch a vocal duet. o Try to guess which voice types they have. o Their melodies are sometimes the same and sometimes different – We call this a Counterpoint. o Briefly discuss the genre – Musicals use singing to tell stories. What story are they telling with this song? • Warmups: o Move through different syllables to warm up the mouth and tongue. o Learn 'Oh When the Saints' as a warm-up song. • Major Scale: o Sing the C Major scale.	Musical Minds Glock2

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	- o Listen and learn about the harp. - o Brief history – How does it compare to the other instruments we’ve looked at. - o Why does it get played less often than perhaps the guitars/ukulele etc? • Technique: - o Learn the new chord – G Major. - o Switching between 4 chords. • Performance: • Learn G-Whizz and play all the songs so far. • Listening: Learn about the strings family: - o Listen and learn about the hammered dulcimer. o Combination of strings and percussion. • Technique: Middle 8 song structure. • Performance: Play along with Imagine Dragons – Thunder. • Listening: Learn about the strings family: - o Listen and learn about the hurdy gurdy. - o Brief history & discussion of more obscure uses of strings. • Technique: Quick strumming patterns. • Performance: Play along with Taylor Swift – Shake it Off.	- o Concentrate on moving between the 1 and 5 of C Major. • Singing a Perfect Fifth. 3 • Listening: - o Watch a choir performance. - o Close harmony singing – What is Harmony and how are they using it? - o Can the class spot any counterpoint? • Warmups: - o Learn Swing Low as a new warm-up song. • Major Scale: - o Using the 3rds and 5ths from the last two weeks, practice singing in harmony with half the class singing two different sections. 4 • Listening: - o Watch a piece of opera singing. - o Discuss the technique of coloratura. - o How is she able to control her voice in that manner? • Warmups: - o Add 'I wanna Sing as a new warm-up song. - o Try singing the first two songs together as a counterpoint exercise. - o Do the two songs fit together? • Major Scale: - o Sing the C Major scale. - o Concentrate on the last 3 steps of the scale (la, ti and do). • Singing with different note lengths. 5 • Listening: - o Watch and listen a Sea Shanty. - o Learn about Acapella singing. - o Why is this piece sung like this? - o Discuss use of Call & Response. • Warmups: - o Try all three warm-up songs together. • Major Scale:	
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			o Sing the full performance with dynamics and acapella harmony section. • • Sing a school Sea Shanty			
Computing 	Online Safety - understand how apps can access our personal information and how to alter the permissions - be aware of the positive and negative aspects of online communication - understand how online information can be used to form judgements - discover ways to overcome bullying - understand how technology can affect health and wellbeing Computing Systems and Networks: Search Engines - understand what a search engine is and how to use it - be aware that not everything online is true - search effectively - create an informative poster - understand how search engines work		Programming Music using Scratch - Tinker with Scratch music elements - create a program that plays themed music - plan a soundtrack program - program a soundtrack - program music Data Handling: Mars Rover - identify how and why data is collected from space - identify how messages can be sent using binary code - read and calculate numbers using binary code - identify the computer architecture of the Mars Rovers - use simple operations to calculate bit patterns - represent binary as text		Programming Micro:bit - program an animation - recognise coding structures - create a program Creating Media: Stop Motion Animation - know what stop motion animation is - plan my stop motion video, thinking about the characters I want to use - create a stop motion animation - edit and access my stop motion animation Skills Showcase: Mars Rover 2 - understand how bit patterns represent images as pixels - explain how the data for digital images can be compressed - identify and explain the 'fetch, decode, execute' cycle - create a safe online profile and tinker with 3D design software - modify the design of a 3D object using CAD software	
PSHE 	- Keeping/ Staying Safe- Peer Pressure Managing Peer Pressure Risk Assessment Adults' Views Children's View	Growing and Changing- (to be taught in line with our RSHE policy and resources) Puberty Changes during Puberty Coping with Puberty Adults' Views	Being Responsible- Looking Out for Others Thinking of Others Adults' Views Children's Views	Feelings and Emotions- Feeling Anger Healthy and Unhealthy Anger How to Cope with Anger Adults' Views Children's Views	The Working World- Money Making Ideas Enterprise Adults' Views Children's Views	A World without Judgement- Inclusion and Acceptance Adults' Views Children's Views

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	Keeping/ Staying Healthy Smoking Adults' Views Children's Views	Children's Views		Computer Safety- Image Sharing Think Before You Post Apps and Age Restrictions Adults' Views Children's Views		
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