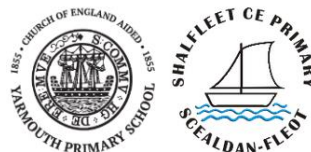


The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Year 5

	AUTUMN		SPRING		SUMMER	
Title/Duration	USA – Land of the free		The Anglo Saxons and Viking Invaders!		SPACE –	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	<ul style="list-style-type: none"> Broad, Relevant and Balanced. Valuing all children, learning is accessible to all. 		<ul style="list-style-type: none"> High Quality Outcomes & Deep Learning. Challenging, engaging and motivating Coherent learning links and pathways 		<ul style="list-style-type: none"> Strong Working Partnerships. Promotes Independence and Curiosity. Opportunities for memorable experiences 	
English (Focus Texts/Writing Opportunities)	<p>The Wolves of Currumpaw Kensuke’s Kingdom</p> <ul style="list-style-type: none"> Diary writing Discussion text-should wolves be domesticated? <p>Non- chronological reports Non-fiction text?</p> <ul style="list-style-type: none"> Information text / Non-chronological report 		<p>Text Driver: Viking Boy by Tony Bradman Narrative writing Opportunities for Shared Reading and Writing (additional texts):</p> <p>Horrible Histories – The Vikings</p> <p>The Saga of Erik the Viking-Terry Jones</p> <p>Olaf the Viking series – Martin Conway</p>		<p>Journey to Jo’Burg? Descriptive writing Poetry - Newspaper reports</p> <p>Cosmic to link with Space?</p>	

<p>Maths Yr 5</p>	<p>Number & place value: Working with numbers to 1,000,000 & decimal fractions & money</p>	<p>Number & place value: Negative numbers Multiplication & Division: Short multiplication & short division</p>	<p>Geometry: Area & scaling Multiplication & Division: Calculating with decimal fractions</p>	<p>Multiplication & Division: Calculating with decimal fractions; factors, multiples & primes</p>	<p>Number & place value/Fractions: Fractions</p>	<p>Number & place value/Fractions: Fractions Number & place value: Converting units Geometry: Angles & transformations</p>
<p>Science</p>	<p>Properties and changes in materials To be able to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical & thermal) & response to magnets. Know that some materials will dissolve in liquid to form a solution & describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Forces To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth & the falling object; identify the effects of air resistance, water resistance & friction, that act between moving surfaces; recognise that some mechanisms, including levers, pulleys & gears, allow a smaller force to have a greater effect. Link to DT – Viking boat</p>	<p>Animals including Humans (yr 5) To be able to describe the changes as humans develop to old age.</p>	<p>Earth and Space To describe the movement of the Earth & other planets, relative to the Sun in the solar system; describe the movement of the Moon relative to the Earth; describe the Sun, Earth & Moon as approximately spherical bodies; use the idea of Earth's rotation to explain day & night & the apparent movement of the Sun across the sky. Space race with Jeff Bezos & Tesla</p>	<p>Living things & their habitats To be able to describe the differences in the life cycles of a mammal, an amphibian, an insect & a bird; to be able to describe the life process of reproduction in some plants & animals.</p>	
<p>History</p>	<p>USA Chronological understanding -Order and place key historical events on a timeline showing the discovery of the USA as well as its journey to Independence. Be able</p>	<p>History section to look at Foundation assessment gaps</p>	<p>SPACE Chronological understanding -Order and place key historical events on a timeline for the Space looking at the USA and Russia. Be able to understand and describe how and why these events occurred.</p>			

	<p>to understand and describe how and why these events occurred.</p> <p>Historical Enquiry</p> <p>-Pupils should ask historically valid questions about change, cause, similarity and difference, and significance in order to be responsible for their own learning. They should look at different aspects of American History and/ or culture and make comparisons to the Isle of Wight.</p>		
<p>Geography</p>	<p>USA</p> <p>Place Knowledge</p> <p>-Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight and USA.</p> <p>-Develop their analytical skills by comparing areas of the Isle of Wight and the USA. They have a deeper knowledge of people, resources, natural environment. Children will conduct independent research asking and answering questions.</p> <p>Human and Physical</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) and</p>	<p>Linked to Invaders</p> <p>Geographical skills and fieldwork:</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>Fill the gaps from Foundation assessment on GEO section</u></p>	<p>SPACE</p> <p>Locational Knowledge:</p> <p>-Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>-Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.</p> <p>Geographical Skills and Fieldwork:</p> <p>-Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time e.g. using pictures from space.</p> <p>-Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p>

	<p>Physical geography including: (climate zones, biomes and vegetation belts, mountains and the water cycle) of the Isle of Wight and the USA.</p> <p>Geographical Skills and Fieldwork -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 Isle of Wight and the states of USA.</p>		<p>Human and Physical: -Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding.</p>
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<p>Art</p>	<p>Knowledge Pop Art- Roy Lichtenstein, Andy Warhol, Make observations about their work/ styles and known facts about their lives and links to Pop Art movement of the 1960s.</p> <p>Printing - Create Lichtenstein using printing with foam and block colour painting with acrylic.</p> <p>Textiles/ Collage- Create the Flag of USA OR a landscape image - .felt, wool, sequins, beads</p>		<p>Design, Make, Evaluate, Technical Knowledge</p> <p>Printing Saxon Weaving and Printing</p> <p>Focus on evaluation and planning of work</p>		<p>Knowledge - Space artists – Peter Thorpe Make observations about their work/ styles and known facts about their lives</p> <p>Drawing - Peter Thorpe space rocket artist- Chalks in stencils for planets, chalk dust.</p> <p>Sculpture – Using clay/junk modelling, create space rocket or space station.</p>	
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Design and Technology

Cooking and Nutrition - Taste a range of American foods, create graphs or pie charts to ascertain the class's favourites.

Cooking and Nutrition - Create ideas for sweet or savoury pancake toppings, carry out a survey and finalise a recipe before cooking and tasting.

Design, Make, Evaluate, Technical Knowledge

To gain an understanding on **Viking boats**. Using trundle wheels children measure out scale of Viking boat outside the classroom (23m – 30m); this will provide them with some understanding of the size! Discuss the shape of the boat and the implications this would have had to the Vikings – its positive impact and negative.

Look at different sail designs in history, comparing them from different cultures. Draw attention to the different shapes and number of sails used. This can be used to generate hypotheses about why longboats only used one or how they worked in comparison to a galleon or a junk. Look at their own

Design, Make, Evaluate, Technical Knowledge - Design and make a planet board. Use mod-rock and paper Mache

			sail. How curved or straight would you like the sail? What difference might this make on how the longboat travels?			
<p>Music</p>	<p>America Music History - Relate music to historical curriculum topics covered where possible - Look at history and origins of a variety of musical genres created in the USA including - jazz, country, rock and roll. ‘</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To develop an understanding of the history of music</p> <p>Rhythm To copy and improvise a rhythmic phrase</p> <p>To tap or clap the rhythm of a song whilst others tap the metre (rhythmic structure of music)</p> <p>To play the rhythmic structure of a song whilst others play the rhythm/ pulse</p> <p>Listening To play simple tunes by ear</p>	<p>The Anglo Saxons Music History To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To develop an understanding of the history of music</p>	<p>Composing ‘space’ music. Knowledge To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To use and understand staff and other musical notations</p> <p>To develop an understanding of the history of music</p> <p>Music History - Relate music to historical curriculum topics covered where possible – Gustav Holst – The Planets (keyboards to compose space themed music) David Bowie – Space Oddity Babylon Zoo – Spaceman The Prodigy – Out of Space</p>			

Europe – The Final Countdown
The Cosmic Jokers- Cosmic Joy (Instrumental)

Instrumental-Play and Perform

To sing or play instruments using the musical elements taught as part of an ensemble or as a solo.

To choose appropriate dynamics and tempo for the performance of songs and compositions.

To choose the most appropriate way to perform a song or composition and choose appropriate instrumental/vocal sounds to accompany it

Listening

To recognise and pick out key instruments in a piece of music

To listen to and make comparisons across different genres, composers and musicians

Musical Elements and Notation (Bass Part)

To recognise how music is written and name the different parts (staff, staves, treble clef and bars)

To read, play and notate 4 and 8 beat rhythm notations (crotchets, minims, rests, semibreves, quavers and dotted notes)

To read and play notes for a simple melodic phrase (to be able to read the music)

To write the notes on the staff to create a simple or well-known phrase

					To know the names and symbols for dynamics and use it when notating music	
Computing (E-safety – Yr 5 Computing - Yr 4)	E-SAFETY – Self-image & identity; Health, well-being & lifestyle (Y5) Computer Science Programing–repetition, decomposing programs PRIMM coding activities (Y4) Communication Presenting information effectively – poster linked to curriculum (Y4)	E-SAFETY – Online relationships/bullying (Y5) Computer Science Programing–repetition, decomposing programs, loops PRIMM coding activities (Y4) Databases Create database & input info (Y4)	How a computer works (Y4) Data (Charts) Draw conclusions from information (Y4) Communication Collect, then present information effectively using Ppt skills.	E-SAFETY – Managing online information/ online reputation (Y5) Computer Science Programming – becoming more efficient PRIMM coding activities (Y4)	E-SAFETY – Privacy & security, Copyright & ownership Multimedia Sound & vision (Y4) Editing videos using sound effects, soundtracks & titles	E-SAFETY – Revisit areas Communication Collect, then present information effectively using Google slides skills. Computer Science Programing–repetition, decomposing programs, loops PRIMM coding activities (Y4)
PE	Games – Tag Rugby Cross country Forest Schools	Games –Hockey Indoor athletics and Dance Forest Schools	Gymnastics Athletics - Cross-country Forest Schools	Games – Netball Multi skills Forest Schools	Athletics Games - Cricket Forest Schools	Athletics Games – Rounders Forest Schools
RE	Belonging (I) Shahada and salat	Interpretation Christmas – the two birth narratives	Stewardship © Creation	Justice Stories of justice	Sacred place (C/I) Places of worship	Umma (I) Hajj and zakat
French	Listening, Speaking, Reading and Writing Numbers Time – asking and telling	Listening, Speaking, Reading and Writing Question words, Likes and dislikes,	Listening, Speaking, Reading and Writing Mealtimes, Question words, Likes and dislikes, Time – asking and telling	Listening, Speaking, Reading and Writing Sports, Question words, Likes and dislikes, Movement instructions, Expressions of frequency,	Listening, Speaking, Reading and Writing Music/Instruments Question words, Likes and dislikes, Expressions of frequency,	Listening, Speaking, Reading and Writing Past-times, Question words, Likes and dislikes, Expressions of frequency,

SMSC/PSHE	Respect	Determination	Relationships
Trips/Events/Risk Day	Risk day (date to be decided) Geography Field trip		Winchester Science Museum Space Camp Tapnell Water Park Geography Field Trip

SMSC/PSHE

Respect

Social – Teamwork within class.

Cultural – Looking at aspects of American history and how the country came to be (Child Led)

Moral – Looking at the moral implications of American independence, treatment of natives and land use.

Spiritual – Constant referral to issues around spirituality in worships (class and whole)

Determination

Social – Teamwork within class, working with each other in our topic lessons, particularly when making war time food recipes.

Cultural – Looking at Anglo Saxon history and how invasion changed Britain and our relationships internationally.

Moral – Looking at the moral implications of the choices made both sides of the War.

Spiritual – Constant referral to issues around spirituality in worships (class and whole)

Relationships

Social – Teamwork within class, working with each other to make a successful moon buggy, thinking carefully and debating each decision. Daryl, could this be DT?

Cultural – How did the space race effect the countries involved and that of Brtiai?

Moral – Looking at the moral implications of the money spent in the Space Race and whether it could have been used more effectively.

Spiritual – Constant referral to issues around spirituality in worships (class and whole)