

The Federation of the Church Schools of Shalfleet and Freshwater and Yarmouth



Long Term Planning Year 5 2023 - 2024

	AUTUMN		SPRING		SUMMER	
Title/Duration	Earth and Space		The Anglo Saxons and Viking Invaders!		USA	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	<ul style="list-style-type: none"> ● Strong Working Partnerships. ● Promotes Independence and Curiosity. ● Opportunities for memorable experiences 		<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"> ● Broad, Relevant and Balanced. ● Valuing all children, learning is accessible to all. 	
English (Focus Texts/Writing Opportunities)	<p>Kensuke's Kingdom Diaries, letters, setting description</p> <p>Oliver Twist Dairy and poetry link</p>		<p>The Lost Words Poetry writing</p> <p>Viking Boy Narrative writing</p>		<p>Wolves of Currumpaw Letter writing</p> <p>Unusual Creatures Non-chronological reports</p>	
Maths Yr 5	Number & place value: Working with numbers to 1,000,000 & decimal fractions & money	Number & place value: Negative numbers Multiplication & Division: Short	Geometry: Area & scaling Multiplication & Division:	Multiplication & Division: Calculating with decimal fractions;	Number & place value/Fractions: Fractions	Number & place value/Fractions: Fractions Number & place value: Converting units

		multiplication & short division	Calculating with decimal fractions	factors, multiples & primes		Geometry: Angles & transformations
Science	<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.</p> <p>Space race with Jeff Bezos & Tesla</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.</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>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>Animals including Humans (yr 5) To be able to describe the changes as humans develop to old age.</p>			
History	<p><u>Chronological understanding</u> -Order and place key historical events on a timeline for the Space race looking at the USA and Russia. Be able to understand and describe how and why these events occurred.</p>	<p><u>Viking Settlement and Anglo-Saxon England</u> Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><u>Historical Interpretation</u> Find and analyse a wide range of evidence about the past; Use a range of evidence to offer some clear reasons for different interpretations of</p>	<p><u>Chronological understanding</u> Order and place key historical events on a timeline showing the discovery of the USA as well as its journey to Independence. Be able to understand and describe how and why these events occurred.</p> <p><u>Historical Enquiry</u> 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</p>			

		<p>events, linking this to factual understanding about the past; Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Begin to evaluate the usefulness of different sources.</p> <p>Knowledge and understanding of the past Identify and note connections, contrasts and trends over time in the everyday lives of people; Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>aspects of American History and/ or culture and make comparisons to the Isle of Wight.</p>
<p>Geography</p>	<p>Locational Knowledge: -Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Geographical Skills and Fieldwork: -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. -Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe. -Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> <p>Human and Physical:</p>	<p>Linked to Invaders</p> <p>Geographical skills and fieldwork: -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight and USA. See LR for local area pictures-urban, rural, farms, tourist -</p>	<p>USA</p> <p>Place Knowledge 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 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>

	-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.			Physical geography including: (climate zones, biomes and vegetation belts, mountains and the water cycle) of the Isle of Wight and the USA. Geographical Skills and Fieldwork -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - 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.
Art	Peter Thorpe – Space Artist Drawing - Peter Thorpe space rocket artist- Chalks in stencils for planets, chalk dust and multi-medium. Bridget Riley optical illusion Art		Drawing – sketching skills with Viking longboats Knowledge – Bayeux Tapestry Textiles – Own class tapestry of Viking/ Saxon era, link to textiles artist Roy Lichtenstein , Make observations about their work/ styles and known facts about their lives and links to Pop Art movement of the 1960s. Printing - Create Lichtenstein using printing with foam and block colour painting with acrylic.	Alberto Giacometti – Sculpture – Surrealism Edward Hopper – Use of light and shadow and realism
Design and Technology		Design, Make, Evaluate, Technical Knowledge Papier mache solar system	Design, Make, Evaluate, Technical Knowledge Creating own Viking boat using wood	Cooking and Nutrition - Create ideas for sweet or savoury pancake toppings, carry out a survey and finalise a recipe before cooking and tasting.

						<p>Make a suitable and desirable packaging.</p> <p>Product Design: Electrical element</p>
<p>Music</p>	<p>Composing 'space' music. Knowledge 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>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 Europe – The Final Countdown The Cosmic Jokers- Cosmic Joy (Instrumental)</p> <p>Instrumental-Play and Perform To sing or play instruments using the musical elements taught as part of an ensemble or as a solo.</p> <p>To choose the most appropriate way to perform a song or composition and choose appropriate instrumental/vocal sounds to accompany it</p> <p>Listening To recognise and pick out key instruments in a piece of music</p> <p>To listen to and make comparisons across different genres, composers and musicians</p> <p>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 and play notes for a simple melodic phrase (to be able to read the music)</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>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>Computing</p>	<p>Computer Systems and Networks - 'Sharing Information'</p>	<p>Creating Media – Vector Drawing</p>	<p>Creating Media – Video Editing</p>	<p>Data and Information – Flat-file Databases</p>	<p>Programming A – Selection in Games</p>	<p>Programming B – Selection in Quizzes</p>

PE	Personal Challenge: Vortex, Speed Bounce, Standing long jump Invasion Games Through: Tag Rugby (Sports Coach led) Net and Wall Games Through: Tennis (Teacher led)	Dance: Specialist Teacher Invasion Games Through: Football Handball (Sports Coach Led)	Personal Challenge Progress Check: Vortex, Speed Bounce, Standing long jump Indoor Athletics (Sports Coach Led) Target Games Through: Dodgeball (Teacher Led)	Gymnastics: Specialist Teacher Invasion Games Through: Hockey (Sports Coach Led)	Striking and Fielding Through: Cricket & Rounder's (Sports Coach Led) Athletics (Teacher Led) Swimming	Personal Challenge progress check Outdoor Adventurous Games Through: Orienteering (Teacher led) Athletics (Sports Coach led) Swimming (Catch up Swimming)
RE*	Belonging (M) Shahada and salat	Interpretation © Christmas – the two birth narratives	Love (H) The Golden Rule	Salvation © The Christian Story	Sacred place (C/I) Places of worship	Umma (M) Hajj and zakat
French	Recap LKS2 objectives	Children will learn the numbers from 0-60. - Children will recap the work from LSK2 with dates but also be able to state years (2000 onwards). - Children will apply these together to identify dates and can complete simple maths with them.	Children will be able to state a time using 'o'clock, half past, quarter past, quarter to, past, to, minutes' and relevant numbers - Children will be able to state how long something will last –'The match will last...' or 'The match is ____ long'. - Children will be able to say the digital time using their number knowledge e.g. Deux, onze	Children will be able to list common foods and drinks and associate them with meals (bring in LKS2 likes and dislikes language as well as description) - Children will be able to state common dishes (food combinations). - Children will learn the language for ordering at a restaurant (I would like _____ with _____ please).	Children will learn the different types of common shops (supermarket, clothing, electronics etc). - Children will be able to state that they want to go to a shop. - Children will learn select items that could be on sale at the different shops (combine with previous LKS2 description skills). - Children will be able to deal with language associated with transactions and giving change.	Children will be able to name common local locations (library, swimming pool, park etc) and describe them. - Children will be able to give basic directions to reach the locations (It is n/w/s/e from here and ____ km) - Children will be able to list the types of weather at the locations (e.g. It is raining at the park so I don't want to go.)
SMSC/PSHE	Respect Relationships		Resilience Living in the wider world		Relationships Health and wellbeing	
	Habits and habitats Site Survey – Flora and Fauna	Seasonal changes Extreme Weather Climate Change	Birds – Observe, Identify, feed, shelter, count	Weather watch – observe, record. Wind power	Plant and nurture seedlings.	Harvesting fruit and veg Making Art

<p>Forest Schools</p>	<p>Maintaining and creating habitats</p>	<p>Eco-Warriors</p>	<p>Garden/river/sea birds. Preserving our bird population</p>	<p>Climate change Eco-Warriors</p>	<p>Create and maintain garden beds. Climate change – planting for the future.</p>	<p>Minimising use of natural resources. Our impact Climate activists.</p>
<p>Trips/Events/Risk Day</p>	<p>Winchester Science Centre and Planetarium Yarmouth Geography Field Trip</p>	<p>Anglo Saxon/ Viking dress up day and workshop with Estelle Baker Lost words inspiration walk Viking long boat challenge day: Parents in</p>	<p>Tapnell Farm Water Park Geography Field Trip – River Yar and Alum Bay American Day: Parents in</p>			