

Year Five Long Term Plan 2023 – 2024



	Autumn Term	Spring Term	Summer Term
	Autumn One: Anglo Saxons Autumn Two: South Africa	Spring One and Two: Off With Their head!	Summer One and Two: Raging Rivers and J.M.W. Turner
English	Book Spine Focus Text: <i>Autumn One:</i> The Dish and the Spoon and Beowulf <i>Autumn Two:</i> Journey to Jo'burg Genres: <i>Autumn One:</i> Narrative, book review, news report, letter, descriptive writing, diary entry. <i>Autumn Two:</i> Drama, Letters, Chapter summaries, news report, poetry, persuasive writing	Book Spine Focus Text: <i>Spring One:</i> Macbeth <i>Spring Two:</i> Macbeth Genres: Letters, crime reports, balanced arguments, recounts, character descriptions, diary entry, persuasive speech, instructions	Book Spine Focus Text: <i>Summer One:</i> Rooftoppers <i>Summer Two:</i> Flood Genres: News reports, letters, character and setting descriptions, playscripts, recounts, persuasive letter, poetry, suspense writing, exhibition and information labels
Maths	Weeks 1-3: Place Value Weeks 4-5: Addition and Subtraction Weeks 6-8: Multiplication and Division Week 9-12: Fractions	Weeks 1-3: Multiplication and Division Weeks 4-5: Fractions Weeks 6-8: Decimals and Percentages Weeks 9-10: Measurement (Perimeter and Area) Weeks 11-12: Statistics	Weeks 1-3: Geometry (Shape) Weeks 4-5: Geometry (Position and Direction) Weeks 6-8: Decimals Week 9: Number (Negative Numbers) Weeks 10-11: Measurement (Converting Units) Week 12: Measurement (Volume)
Science	<p style="text-align: center;"><u>Autumn One: Earth and Space</u></p> Does life exist beyond Earth? Will holidays in Space happen in the future? <p style="text-align: center;"><u>Autumn Two: Forces</u></p> How do forces affect sports?	<p style="text-align: center;"><u>Properties and Changes of Materials</u></p> How will the materials of the future change the products?	<p style="text-align: center;"><u>Summer One: Animals Including Humans</u></p> Why are people living longer? <p style="text-align: center;"><u>Summer Two: Living Things and Their Habitats</u></p> What would happen if climate change caused a break in a food chain?
	<p><u>Ongoing</u> Working Scientifically</p>		
History	<p style="text-align: center;"><u>Autumn One: Anglo Saxons and Scots</u></p> Who made the bigger difference to people in Britain The Anglo Saxons or the Romans? Substantive Concepts: Building, the church, Conquest, Culture, Farming, Kingdom, Migration, Religion, Ruler (King), Settlement, Trade, Tribe, War (invasion, conflict).	<p style="text-align: center;"><u>Spring One: The Tudors</u></p> Was appearance and wealth everything for a 16th Century Ruler? How does Elizabeth I compare with Emperor Akbar? <p style="text-align: center;"><u>Spring Two: Tudor Exploration</u></p> What were the effects of Tudor exploration?	
Geography	<p style="text-align: center;"><u>Autumn Two: South Africa</u></p> How does the geography of South Africa affect the land use? Where is South Africa? How does the climate in South Africa compare with the UK climate? How is the land used in South Africa?	<p style="text-align: center;">Enrichment <u>Spring One and Two: Off With Their Head!</u></p> Mapping: Hampton Court visit (study the history of maps: experience of looking at maps over hundreds of years old)	<p style="text-align: center;"><u>Summer One and Two: Raging Rivers</u></p> How does water impacts life on world, both positively and negatively? What are the features of a river? Where are the features of the River Thames? What is the course of a river from source to mouth? What are the impacts of flooding in the UK?

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	<p>What is Fairtrade and how does it make a difference to people's lives?</p> <p>Location Knowledge: UK Location Knowledge: Continents: Africa (South) Concept: Fairtrade</p>		<p>How does climate change affect the frequency of flooding?</p> <p>Location Knowledge: UK River Thames – England (a revisit of the 4 countries of the UK) Concept: Rivers Fieldwork: River Thames Study Turner's House</p>
	<p><u>Ongoing</u> Geographical skills</p>		
PSHE	<p><u>Autumn One: Being Me in My World</u> <i>Who am I and how do I fit</i></p> <p>What are your rights and responsibilities as a citizen of our country and as a member of our school? How does democracy and having a voice benefit the school community and how can you participate in this?</p> <p><u>Autumn Two: Celebrating Difference</u> <i>Respect for similarity and difference. Anti-bullying and being unique</i></p> <p>How can cultural differences sometimes cause conflict? What is racism?</p>	<p><u>Spring One: Dreams and Goals</u> <i>Aspirations, how to achieve goals and understanding the emotions that go with this</i></p> <p>What job would like to do when you grow up and what do you need to do to achieve it? How can you support others to achieve their dreams and aspirations?</p> <p><u>Spring Two: Healthy Me</u> <i>Being and keeping safe and healthy</i></p> <p>How does tobacco affects the lungs, liver and heart? What are the effects of alcohol on society, your health and your behavior? How the media, social media and celebrity culture does promotes certain body types?</p>	<p><u>Summer One: Relationships</u> <i>Building positive, healthy relationships</i></p> <p>What are the positive and negative consequences of belonging to an online community? How can you stay safe when using technology to communicate with your friends?</p> <p><u>Summer Two: Changing Me and RSE(YR5)</u> <i>Coping positively with change</i></p> <p>Can you explain the difference between a boy and a girl using the correct terminology? How do our bodies change as we get older?</p>
	Religious Education	<p><u>Autumn One: Hinduism- Prayer and Worship</u> <i>Commitment</i></p> <p>What is the best way for a Hindu to show commitment to God?</p> <p><u>Autumn Two: Christianity- Christmas (Incarnation)</u> <i>Truth</i></p> <p>Is the Christmas story true?</p>	<p><u>Spring One: Hinduism- Sanatani Beliefs.</u></p> <p>How can Brahman be everywhere and in everything?</p> <p><u>Spring Two: Christianity- Easter (Salvation)</u> <i>Density / Free will</i></p> <p>How significant is it for Christians to believe God intended Jesus to die?</p>
Computing	<p><u>Autumn One</u> Switched On Computing Unit 5.1: We are game developers creating an interactive space game using Scratch</p> <p><u>Autumn Two</u> Skills Ladder: To use Publisher to create a persuasive leaflet Skills Ladder: To use PowerPoint to present information to an audience</p>	<p><u>Spring One</u> Switched On Computing Unit 5.4 and 5.5: We are web developers and bloggers creating a web page and blog about cyber safety using Google Sites Skills Ladder: To use multi-media recording devices to create and edit a film</p>	<p><u>Summer One</u> Switched On Computing Unit 5.3: We are artists fusing geometry and art Skills Ladder: To use Google Slides to collaborate on a project</p>

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		<p><u>Spring Two</u></p> <p>Skills Ladder: To use Excel to create, analyse and present data Skills Ladder: To use Word to explore format, references and review</p>	<p><u>Summer Two</u></p> <p>Switched On Computing Unit 5.6: We are architects creating a virtual space Skills Ladder: To use Word to explore format, references and review</p>
PE	<p><u>Autumn One</u></p> <p>Competitive games (Hockey) Yoga</p>	<p><u>Spring One</u></p> <p>Dance Fitness</p>	<p><u>Summer One</u></p> <p>Competitive games (Tennis) Throwing and catching (Rounders)</p>
	<p><u>Autumn Two</u></p> <p>Competitive games (Tag Rugby) Gymnastics</p>	<p><u>Spring Two</u></p> <p>Dodgeball Basketball</p>	<p><u>Summer Two</u></p> <p>Cricket Athletics</p>
Design and Technology	<p><u>Autumn Two: Structures</u> <i>Creating a bridge using triangulation</i></p> <p>On your structure where might there be a compression force, how will you reinforce the structure?</p>	<p><u>Spring One: Mechanical systems</u> <i>Making a pop-up book</i></p> <p>How will you create and input and output in your pop-up book?</p>	<p><u>Summer One: Cooking and Nutrition</u> <i>Developing a recipe (Baking bread rolls)</i></p> <p>How will you add nutritional value to my recipe?</p>
		<p><u>Spring Two: Digital World</u> <i>Monitoring Devices</i></p> <p>How will you programme to monitor the temperature and code an (audible or visual) alert when the temperature moves out of a specified range?</p>	<p><u>Summer Two: Electrical Systems</u> Doodlers</p> <p>How will you create a functional series circuit?</p>
Art	<p><u>Autumn One: Typography & Maps</u></p> <p>How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?</p> <p>Disciplines: Design: Typography, Drawing, Collage, Sketchbooks Medium: Pencil, Pen, Paper Artist: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p>	<p><u>Spring One: Set Design</u></p> <p>How do artists make sets to share ideas for stage or as the basis for animations? How can we create sets inspired by literature, poetry or prose?</p> <p>Disciplines: Set Design, Making, Drawing, Sketchbooks Medium: Paper, Card, Construction Media, Mixed Media, Paint, Drawing Materials Artist: Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson</p>	<p><u>Summer One: Architecture: Big or Small</u></p> <p>What is our responsibility as an architect? How can we make a better world?</p> <p>Disciplines: Architecture, Drawing, Sketchbooks Medium: Foamboard, Ink, Card Artist: Shoreditch Sketcher, Various Architects</p>
	<p><u>Autumn Two: Mixed Media Land & Cityscapes</u></p> <p>How can we use our skills of making gestural marks working in mixed media to create energetic land or cityscapes?</p> <p>Disciplines: Printmaking (Stencil/Screen Print), Collage Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue) Artist: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</p>	<p><u>Spring Two: Making MonoTypes</u></p> <p>How can we use mono type to make a creative response to poetry or prose?</p> <p>Disciplines: Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks Medium: Paper, Ink, Carbon Copy Paper, Paint Artist: Kevork Mourad</p>	<p><u>Summer Two: Collaboration Project (Turners House Exhibition)</u></p> <p>How does the way my work is presented, change how I and others view it?</p> <p>Disciplines: Drawing, Painting, Collage, Sketchbooks Medium: Paper, Printmaking Ink, Stencils & Crayons, Collage Artist: Joseph Mallord William Turner</p>

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<p>Music</p>	<p><u>Autumn One: Mars by Gustav Holst</u></p> <p>How does this piece of classical music make you feel? How has the composer choice of instruments created mood?</p> <p><u>Autumn Two: Exploring Key and Time Signatures</u></p> <p>What is a time signature and how are they are recorded?</p>	<p><u>Spring One: Greensleeves</u></p> <p>What era of time do you think this piece of music was made? Can you describe a piece of music thinking about the interrelated dimensions of music?</p> <p><u>Spring Two: Composing Tudor-style Music</u></p> <p>How can you improvise this short motif? What musical notation can you use to record your composition?</p>	<p><u>Summer One: Introducing Chords</u></p> <p>Can you explain what a chord is? Can you improvise using chords to create ostinatos?</p> <p><u>Summer Two: Earth by Hans Zimmer</u></p> <p>Can you use a tuned and untuned instrument to create a different sound for effect? Can you use dynamics whilst performing effectively to layer ostinatos? What musical notation can you use to record your composition?</p>
<p>French</p>	<p><u>Autumn One: Salut Gustave</u></p> <p>To greet people and give personal information To ask and talk about sisters and brothers To say what other people have and not have using 3rd person <i>avoir</i> To say what people are like using 3rd person <i>être</i> including negatives</p> <p><u>Autumn Two: A L'Ecole</u></p> <p>To name school subjects To talk about likes and dislikes at school To ask and say the time To talk about timings of the school day</p>	<p><u>Spring One: La Nourriture</u></p> <p>To ask politely for food items To describe how to make a sandwich To express opinions about food To talk about healthy and unhealthy food</p> <p><u>Spring Two: En Ville</u></p> <p>To name places in the town To ask the way and give directions To say where you are going To give the time and say where you are going</p>	<p><u>Summer One: En Vacances</u></p> <p>To ask and say where you're going on holiday To express opinions about holidays To talk about where you're going on holiday To talk about holiday plans</p> <p><u>Summer Two: Chez Moi</u></p> <p>To name rooms in the house To describe the rooms in the house To say what people do at home To say what people do and where</p>
<p>Experiences and Trips</p>	<p>Virtual BFI Workshop – Learning French using short film Poetry Day with Neal Zetter</p>	<p>Hampton Court</p>	<p>River Thames study Turner's House -Exhibition Project</p>