

# LONG TERM PLAN – YEAR 5, 2016 - 2017

<u>SUBJECT</u>	<u>AUTUMN TERM</u>	<u>SPRING TERM</u>	<u>SUMMER TERM</u>
	<b>Theme is <i>Queen of the Falls/ The Invention of Hugo Cabret</i></b>	<b>Theme is <i>The Warrior Troll</i></b>	<b>Theme is <i>FairyTales</i></b>
<b>LITERACY</b>	Speaking and listening skills Guided Reading Spelling and handwriting Vocabulary, grammar & punctuation Writing	Speaking and listening skills Guided Reading Spelling and handwriting Vocabulary, grammar & punctuation Writing	Speaking and listening skills Guided Reading Spelling and handwriting Vocabulary, grammar & punctuation Writing
<b>NUMERACY</b>	Number and place value  Number - Addition and Subtraction	Number - Multiplication and Division  Fractions, decimals and percentages	Measurement  Geometry - Properties of shapes  Geometry - Position and direction
<b>The WAY the TRUTH &amp; the LIFE</b>	5.1: Gifts from God 5.2: The Commandments	5.3: Inspirational People 5.4: Reconciliation	5.5: Life in the Risen Lord 5.6: People of other faiths
<b>SCIENCE</b>	Forces: <i>Explain that unsupported objects fall to Earth because of the force of gravity acting between Earth and the object.</i> <i>Identify the effects of air resistance, water resistance and friction, at act between moving surfaces.</i> <i>Recognition that mechanisms e.g. pulleys, allow smaller forces to have a greater effect.</i>  Properties and changes of materials: <i>Compare and group together everyday materials on the basis of their properties.</i> <i>Understand that materials dissolve and how to recover a substance.</i> <i>Filtering, sieving and evaporating.</i> <i>Uses of materials.</i> <i>Demonstrate reversible changes and understand irreversible changes.</i>	Animals, including humans: <i>Describe the changes as humans develop to old age</i>  Living things and their habitats: <i>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</i> <i>Describe the life process of reproduction in some plants and animals.</i>	Earth and Space; <i>Describe the movement of Earth and other planets, relative to the Sun in the solar system.</i> <i>Describe the movement of the Moon relative to the Earth.</i> <i>Describe the Sun, Earth and Moon as approximately spherical bodies.</i> <i>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</i>
<b>GEOGRAPHY</b>	Geographical skills and fieldwork  Use six figure grid references.  Locational knowledge:	Geographical skills and fieldwork  Locational knowledge: <i>Name and locate countries and</i>	Geographical skills and fieldwork  A study of the human and physical geography of a region of the UK.

	<p>Locate the worlds countries, using maps to focus on North America, concentrating on environmental regions, key physical and human characteristics and major cities. Position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>cities of the UK and understand how some key topographical features have changed over time.</p> <p>Place name endings on a UK map to determine Viking and Anglo-Saxon settlements</p>	<p>Use six figure grid references.</p>
<b>HISTORY</b>	<p>A local history study → A study of an aspect or theme of history dating beyond 1066 that is significant in the locality: <i>Inventions and industry of Ellesmere Port; My Place.</i></p>	<p>Britain's settlement by Anglo-Saxons and Scots: <i>Scots invasion from Ireland to North Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture.</i></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England: <i>Viking raids and invasion. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066.</i></p>	<p>A local history study → <i>Build upon children's knowledge of Ellesmere Port from the Autumn term. Track the changes to Ellesmere Port and the Boat Museum over time.</i></p>
<b>ICT</b>	<p>E-Safety. Use of technology to create, organise, store, manipulate and retrieve digital content. Programming e.g. kodable/ beebot. Use of iPads to create self-images.</p>	<p>E-Safety. Use of technology to create, organise, store, manipulate and retrieve digital content. Programming e.g. kodable/ beebot. iPads.</p>	<p>E-Safety. Use of technology to create, organise, store, manipulate and retrieve digital content. Programming e.g. kodable/ beebot. iPads.</p>
<b>ART</b>	<p>Portraits/Self-portraits Water from above and in North America</p>	<p>Making Anglo-Saxon jewellery</p>	<p>Whole school art project</p>
<b>DT</b>	<p>Cookery: Making a North American dish.  Explore how locks work → Boat Museum</p>	<p>Make a Viking casket and weapons</p>	<p>Learn about inventors, designers, engineers who have developed ground-breaking products.  Whole school DT project</p>
<b>MUSIC</b>	<p>Violins  Singing/hymn and choir practise.</p>	<p>Violins  Singing/hymn and choir practise.</p>	<p>Violins  Whole school project  Singing/hymn and choir practise.</p>

<b>SPANISH</b>	Greetings; simple questions; counting; learning through song & rhyme; exploring the culture of Spain.	Greetings; simple questions; counting; learning through song & rhyme; exploring the culture of Spain.	Greetings; simple questions; counting; learning through song & rhyme; exploring the culture of Spain.
<b>PE/GAMES</b>	Gymnastics, Dodge ball, Football.	Outdoor activities: Kingswood, Invasion Games: Tag rugby.	Athletics, Net/Wall games, Striking and Fielding.