

**Year 5 Long Term Plan 2019/20**

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 6 weeks
<b>Term Length (Whole School Focus)</b>	<b>Autumn 1 7 weeks</b>	<b>Autumn 2 7 weeks</b>	<b>Spring 1 6 weeks</b>	<b>Spring 2 5 weeks</b>	<b>Summer 1 7 weeks</b>	<b>Summer 2 6 weeks</b>
<b>Learning challenge</b>	<b>What was Bradford like in Victorian times?</b>		<b>Who were the Anglo-Saxons and Vikings?</b>		<b>How powerful is water?</b>	
<b>History</b>	<p><b>KS2 History:</b> Local History - A study of Local History taking account of a period of history that shaped the locality</p>		<p><b>KS2 History:</b> Britain's settlements by Anglo-Saxons <u>and Vikings</u></p> <p>- Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion</p>		<p><b>KS2 History:</b> residential to Robin Hoods Bay enables us to look at the history of smuggling and the impact of tourism during different periods of history.</p> <p>We focus on how the layout of the village facilitated effective smuggling.</p>	
<b>Geography</b>	<p><b>KS2 Geography:</b> Introduce the use of maps as a means of locating various landmarks in the village of Saltaire.</p> <p>Use maps to retrospectively plot a walking route around Saltaire.</p> <p>Study the economic activity of Saltaire including the use of trade links and distribution of resources i.e. wool.</p>		<p><b>KS2 Geography:</b> Study maps of Europe, focussing on the rise of the Anglo Saxons and the subsequent Viking raids.</p> <p>Look at how the Vikings used rivers and coastal areas to invade and gain land.</p>		<p><b>KS2 Geography:</b> describe and understand key aspects of:</p> <p style="text-align: center;">rivers and the water cycle</p> <p>-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>-human geography: the distribution of natural resources including energy and water</p>	

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<b>WOW hook</b>	Visit to Industrial Museum Visit to Saltaire		Current blockbuster film trailer		Residential to Robin Hood's Bay
<b>Text(s)</b>	Just So Stories Street Child	The Highwayman The accidental time traveller	Beowulf Dragon poems Non-chrons	Viking Boy Norse Myths	The Water Tower A long walk to the Water
<b>End of unit goal / reflection</b>	Victorian Christmas at St Cuthbert's		Two Anglo-Saxon Days in school		Make video
<b>English</b>	Just So Stories: Story Writing  Street Child: Diary  Highwayman: Newspaper report  Narrative Poetry: Saltaire  The Accidental Time Traveller: Letter to Agathas Father (formal)		Beowulf: Character/setting description Legend writing/ Dragon Poetry  Dragons book: Persuasive letter from the dragons point of view to request the dragon hunters stop		The Water Tower: Missing chapter of a story  Flanimals of the Deep: Non chronological report  A long walk to the water :Balanced argument/ persuasion linked to environmental concerns/ water shortage
<b>Maths</b>	Number, Place Value, Addition & Subtraction, Multiplication & Division, Fractions & Decimals, Measurement, Geometry and Statistics		Number, Place Value, Addition & Subtraction, Multiplication & Division, Fractions & Decimals, Measurement, Geometry and Statistics		Number, Place Value, Addition & Subtraction, Multiplication & Division, Fractions & Decimals, Measurement, Geometry and Statistics

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<b>Science topic</b>	Life cycles of plants and animals	<ul style="list-style-type: none"> <li>• Earth relative to the sun</li> <li>• Moon relative to the Earth</li> <li>• Relationship between sun, earth and moon</li> <li>• Earth's rotation Day and night</li> </ul>	<ul style="list-style-type: none"> <li>• Dissolving</li> <li>• Evaporating</li> <li>• Filtering</li> </ul> Reversible and irreversible changes	<ul style="list-style-type: none"> <li>• Gravity</li> <li>• Air resistance</li> <li>• Water resistance</li> <li>• Friction</li> </ul> Gears, pulleys, levers and springs	Changes as humans develop from birth to old age	Birth, growth, development and reproduction
<b>Computing</b>	<b>Programming, Coding and Controlling Devices</b> <b>Developing Games</b>  Programs to use:  Scratch  Develop, over the first few weeks the skills of Scratch. Then create a chasing game based on Street Child.  Light Bot	<b>We are Web Developers</b> Understand how to search the internet and gather results accurately.  Develop web pages based on Victorians	<b>Visual Media</b> (Using Beowulf as a hook)  Use iMovie, Audacity to create film trailers	<b>Programming, Coding and Controlling Devices:</b>  Use Flowol to develop skills in controlling devices eg traffic lights simulation	<b>Modelling</b>  Using Screen Turtle to develop procedures and use these to create models which can be applied to the real world.	<b>Using and applying computer skills</b>  <b>See scheme for details</b>
<b>E Safety</b>	Show an understanding of personal safety when using devices and the possible implications of misuse	Talk confidently about cyber-bullying and how to prevent and respond to it	Provide opportunities for children to understand the importance of behaving responsibly when using on-line communities ie Social	Understand the importance of keeping personal information safe when working online, the importance of secure passwords and of keeping them	Know that there are risks when accessing resources on the Internet	Demonstrate that information held on databases may contain errors and that this can affect the use of data in the outside world (e.g. police/

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			Media	confidential.		doctors/banks/school database)
<b>PE</b>	Dance-  'Oliver' inspired Victorian dancing  Cross Country	Competitive games- Rugby  Gymnastics- balance	Orienteering  Competitive game- Field Hockey	Competitive games- Cricket (external agency)  Gymnastics- rolling	Dance  Competitive games- tennis	Athletics   Competitive games- netball
<b>Art</b>	Over the course of the academic year, as part of our 'Creative Carousel' programme of study, students will have the opportunity to do the following:					
	<ul style="list-style-type: none"> <li>• Clay work-             <ul style="list-style-type: none"> <li>○ Producing Victorian tiles and William Morris inspired slab pot/ 3D.</li> <li>○ Creating Anglo Saxon pottery.</li> </ul> </li> <li>• Study Victorian Artists such as Lowry and the Mills, focussing on how buildings are draw/painted/represented in art.</li> <li>• Visit Cartwright Hall gallery.</li> <li>• Use 'sketch up' to create 3D designs of Anglo Saxon huts/ longships and fountain sculptures.</li> </ul>					
<b>DT</b>	Over the course of the academic year, as part of our 'Creative Carousel' programme of study, students will have the opportunity to do the following:					
	<ul style="list-style-type: none"> <li>• Learn a range of cooking techniques in order to make;             <ul style="list-style-type: none"> <li>○ Victorian broth/Victorian Compote.</li> <li>○ Curries, using seasonal vegetables</li> </ul> </li> <li>• Create Victorian toys/Viking boats using cams and levers.</li> </ul>					

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<p><b>Music</b></p>	<p>Listening/appraising: Planets by Holst- compare/contrast the different movements using the elements of music.</p> <p>Class ukuleles- learning to play the first two chords (C and F).</p>	<p>Listening and appraising: music inspired by space e.g. The Planets, themes from films set in space (sci-fi) and pop music based on space travel (e.g. David Bowie Space Oddity).</p> <p>Composing: Journey into Space:</p> <p>Creating a piece of music using keyboards and percussion based on a space theme</p>	<p>Beginning to read basic staff notation.</p> <p>Listen to music by blues musicians such as Louis Armstrong and Billie Holliday and begin to improvise own pieces around the 12 bar blues scale.</p>		<p>Performing/appraising- continuing with 12 bar blues and beginning to notate these as chords not individual notes.</p>	<p>Performing:</p> <p>Singing with accuracy and expression.</p> <p>Class band- using a range of percussion, keyboards, trumpets and ukuleles, learn and perform a piece of well known music from Charanga using improvisation in parts.</p> <p>Perform this as a whole class.</p>
<p><b>French</b></p>	<p>About our school</p>	<p>Weather</p>	<p>Transport</p>	<p>Place names in French</p> <p>Which other countries speak French and why?</p>	<p>Café</p>	<p>Choose a French speaking country and find out about life there, compare it to life in France and the UK</p>
<p><b>RE</b></p>	<p>Why are there different beliefs about God?</p>		<p>Why are certain people, places and times sacred?</p>		<p>Why do people need to express their beliefs?</p>	
<p><b>PSHE</b></p>	<p>Physical health and</p>	<p>Drugs, alcohol and</p>	<p>Careers, financial</p>	<p>Keeping safe and</p>	<p>Mental health and</p>	<p>Identity, society and</p>

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	wellbeing  In the media	tobacco  Different influences	capability and economic wellbeing  Borrowing and earning money	managing risk  When things go wrong	emotional wellbeing  Dealing with feelings	equality  Stereotypes including discrimination and prejudice (tackling homophobia)
<b>Financial Education (Life Savers)</b>	Where do I get my money?  Where do adults get their money from?	Work and pay	Making choices Influences on spending and saving  Saving and borrowing – the advantages of saving – interest.  Saving and borrowing – the cost of borrowing and risks	What does it mean to be charitable?  Using our spending power to help others – taxes	Money makes me feel...  What can we do with our money?	If we can't afford to buy things?
<b>Garden/Outdoors</b>	<b>Science</b>  Gathering/collecting seed heads and classifying according to method of dispersal  <b>History</b>  Saltaire Trail	<b>Science</b>  Shadow sticks to show the movement of the Earth  <b>Maths</b> Angle hunt  classifying	<b>ICT</b> Video – drama for Beowulf	<b>History</b> Anglo-Saxon re-enactment of a settlement– cookery / weaving using natural materials. Clay pots Tend to crops	<b>Geography</b> 8 points of the compass (residential-Whitby)  Settlement and land use & economic activity & natural resources (residential-Robin Hood's Bay)  Erosion at the seaside (residential- Robin Hood's Bay)	<b>Maths</b> Scaling : Create scale plans of the garden.

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					Rock safari to identify types of rocks (residential- Robin Hood's Bay)	
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