

**ALL SAINTS' C of E FEDERATION
YEAR 5 LONG TERM PLAN**

Year 5	AUTUMN 1 7 Weeks	AUTUMN 2 7 Weeks	SPRING 1 6 Weeks	SPRING 2 6 Weeks	SUMMER 1 5 Weeks	SUMMER 2 7 Weeks
Title – Key Question	<i>Wanted: Dead or Alive</i>	<i>Into the Revolution</i>	Infinity and Beyond	Vanishing Empires	Born in the USA	Rumble in the Jungle
Key areas of study	Crime and Punishment	Industrialisation: Change in Land Use/Britain and the Commonwealth - Victorian to Modern Day	Earth and Space	Mayan Civilisation	North and South America	Rainforests
Main curricular areas	History	Geography	Science	Science/History	Geography	Geography/Science
Visits	Ripon: Workhouse, Courthouse and Jail.	Victorian experience in school (week 4)	N/A	NA	Yorkshire Wildlife Park	
ENGLISH: READING & WRITING	Text: Wild Boy and The Highwayman	Text: Oliver Twist The Dark	Text: non-fiction - A Galaxy of her own - Women in Space. The International Space Station (Non-fiction). The Way Back Home by Oliver Jeffers. Space Poetry.	Text: The Hero Twins by Dan Jolley and David Witt The History Detectives Investigate: Mayan Civilisations The creation myth	Text: The Great Kapok Tree by Lynne Cherry Varmints by Helen Ward	Text: Running Wild by Michael Morpurgo The Tyger by William Blake
SPEAKING & LISTENING	<ul style="list-style-type: none"> Highwayman - Diary entry Little Freak - Retelling the story Newspaper report Setting description Character description Wanted poster Balanced argument - graffiti 	<ul style="list-style-type: none"> Character and setting description Diary entry in role as character Writing the ending to a chapter Walk through Victorian London - first person perspective Instructional writing - mince pies? 	<ul style="list-style-type: none"> Space Poetry Narrative - writing in role (an astronaut's perspective) Narrative - setting description of the ISS Narrative - a day on the ISS Narrative - retell the story of 'The Way Back Home'. 	<ul style="list-style-type: none"> Narrative - Character description about a Mayan god Narrative - write the ending to The Hero Twins Myth Narrative - write a diary entry from the point of view of one of the Hero twins Narrative - rewrite a section of the creation myth Narrative - alternate ending to the creation myth Narrative - write own myth Non-fiction - non chronological report about the Mayans 	<ul style="list-style-type: none"> Non-fiction - Persuasive letters from the rainforest animals Narrative - Changing the setting (other world issue e.g plastic pollution) 	<ul style="list-style-type: none"> Non-fiction - Speech on a real world issue - David Attenborough style Narrative - retell the story from an animal's perspective Poetry based on The Tyger
MATHS	<ul style="list-style-type: none"> Number and Place Value: Numbers to 1 000 000 Calculations : Addition and Subtraction Calculations : Multiplication and Division 	<ul style="list-style-type: none"> Calculations: Word Problems Statistics: Graphs 	<ul style="list-style-type: none"> Fractions, decimals and percentages - fractions 	<ul style="list-style-type: none"> Fractions, decimals and percentages - decimals and percentages Geometry (position and direction, position and movement) 	<ul style="list-style-type: none"> Measurement (measurement, area and perimeter, volume) Number and place value (Roman numerals) 	
SCIENCE	<p>Forces</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object -Identify the effects of air resistance, water resistance and friction, that act between moving surfaces -Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Properties of materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - Know that some materials will dissolve in liquid to form a solution, and 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>Earth and Space</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system - Describe the movement of the Moon relative to the Earth - Describe the Sun, Earth and Moon as approximately spherical bodies - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. - Pupils should be introduced to a model of the solar system to explain day and night <p>Pupils should be able to answer the following questions:</p> <ul style="list-style-type: none"> - What is a solar system? - Why do we need a moon? - Moon investigation - How do we have night and day? 	<p>Earth and space</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system - Describe the movement of the Moon relative to the Earth - Describe the Sun, Earth and Moon as approximately spherical bodies - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. - Pupils should be introduced to a model of the solar system to explain day and night <p>Pupils should be able to answer the following questions:</p> <ul style="list-style-type: none"> - How did the Maya use light? - How is a sundial used to tell time? - What is the purpose of Stonehenge? 	<p>Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age. - Pupils should draw a timeline to indicate stages in the growth and development of humans. - They should learn about the changes experienced in puberty. - Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. 	<p>Living things</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - Describe the life process of reproduction in some plants and animals.

Computing	E-safety Use I Movie or WeVideo to make a video about capital punishment	Complete Code.Org Course D	Use Scratch to make a simple space themed game	Use Sketch up to create their own Mayan Temples	Narrating a slide show related to the rainforest topic Adobe Spark	Use Scratch to create repeated patterns for cushion design.
D&T		Mince Pies Pupils should be taught to: -Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.			Rainforest – Batik, cushions Design, make and evaluate a cushion. Following the style of Orla Kiely. Materials – Batik patterns/sewing. 2D shape to 3D product.	Rainforest – Batik, cushions Design, make and evaluate a cushion. Following the style of Orla Kiely.
Art Starting Points: Visual/Tactile: Process: Artists:		Graffiti/William Morris Design	Space pictures	Death Mask	Rainforest – Batik, cushions	Rainforest – Batik, cushions
MUSIC	Music in the Victorian times Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and - understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music	Musicals - Oliver Twist Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and - understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music	Space - Film music and creating atmosphere with sound Pupils should be taught to: -Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians.	Easter Service – performance and accompaniments Pupils should be taught to: - Sing and play musically with increasing confidence and control. - They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Learn the lyrics to the songs to be used in the Easter Service. Begin to think about the different elements of the songs with focus on performance.	The Nutcracker – Tchaikovsky Dances/Rhythms and Notation Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and - understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music	Composition and score reading– Rainforests Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and - understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music
RE ER LA Agreed syllabus 2016 - 2021 Christianity, Hinduism and Islam	UC 2b.1 - What does it mean if God is holy and loving? Unit 5.1 Expression of faith - How do people express their faith? Explain how artefacts and symbols express the beliefs of two different faith members (Hindu and Muslim) Show understanding of the way participating in a festival may impact on the life of a faith member (Hindu and Muslim) Investigate the impact of religious beliefs, values, and rules on the life of a believer. (Hindu and Muslim)	Unit 5.1 Expression of faith - How do people express their faith? Be creative in showing how believer may express themselves through symbols and artefacts (Hinduism and Muslim) Reflect and share how religious celebrations have an impact on the community Explain the challenges that believers face when following religious beliefs, values and rule UC 2b.4 - Was Jesus the Messiah?	Unit 5.2 Faith in action - What inspires people to follow a faith and what is the cost? Investigate the work of a religious charity (Christianity) and say why they think religions do charitable work Explore the values that motivate people of faith to respond to a cause (Christianity) and give reasons why people may choose to make sacrifices to improve the lives of others Investigate how significant people of faith are inspired (Christianity and Muslim) and explain how people are inspired by actions of significant people of faith Explain why significant people of faith acted according to their commitments and reflect on what influences religious people (Christianity and Muslim)	UC 2b.6 - What did Jesus do to save human beings? (Year 5 to lead Easter Church Service)	Unit 5.3 Pilgrimage - Why do people of faith make a pilgrimage? Compare key places of pilgrimage and identify why a faith member might go there (Christianity, Hinduism and Islam) Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage (Christianity, Hinduism and Islam) Show understanding of what is sacred for believers in religious places (Christianity, Hinduism and Islam) Reflect on the reasons a faith member may make a special journey Suggest ideas about the meaning of pilgrimage to a believer and the impact on their life Explain the impact of a sacred place on believers	UC 2b.2 - Creation and Science: conflicting or complementary.

RE Cross Curricular Links		History - How was a faith explored differently in Victorian times?	History - explore Mayan mythology and its links to Christianity.			Science - explore the process of living things and their creation vs. the beliefs Christians hold.
GEOGRAPHY	<p>Crime and punishment</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom, - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Industrialisation and The Commonwealth</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What was the Industrial Revolution? • What Were the Key Locations of the Industrial Revolution? • Why Were Rivers Important to the Industrial Revolution? • What is a river? How Do We Locate Rivers on a Map? • How did the British landscape change during the Industrial Revolution • What is the British Empire? Find different countries that formed part of the British Empire during the period of the Industrial Revolution. <p>NC Objectives covered: Locational Knowledge:</p> <p>Locate the main countries in Europe and North or South America. Locate and name principal cities. Can confidently locate places on a world map.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Human Geography:</p> <p>Human geography including trade between UK and Europe and ROW Can explain why places are like they are in terms of weather, historical development and local resources Can recognise human and physical processes and the effects on the environment.</p> <p>Geographical Skills:</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Can suggest relevant questions Can work out scales on maps.</p>	<p>Earth and Space</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> - Identify the 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>The Maya</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Locating Maya and the present day countries on a map. Human geography, including:</p> <ul style="list-style-type: none"> - Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Link to guided reading and how the Maya built their empire.</p>	<p>North and South America</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>- Apply hemisphere knowledge from Spring Term Human and physical geography:</p> <ul style="list-style-type: none"> - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>Rainforests - including the use of palm oil</p> <p>Human and physical geography:</p> <ul style="list-style-type: none"> - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

<p>HISTORY</p>	<p>Crime and punishment Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study - The Roman Empire and its impact on Britain - Britain's settlement by Anglo-Saxons and Scots - Vikings and Anglo Saxons - A local history study <p>Crime and Punishment: key questions.</p> <ul style="list-style-type: none"> - What did the Romans teach us about crime and punishment? - What did the Anglo Saxons and Vikings teach us about crime and punishment? - What was crime and punishment like in the early modern era? - Who invented prisons and police? - What is modern crime and punishment? 		<p>Earth and Space Links with guided reading: learning about female women in space and their contribution to science.</p>	<p>The Maya The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared :</p> <ul style="list-style-type: none"> - A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. <p>Compare the Maya to Britain at the same time in history - Maya and Anglo Saxon Britain.</p>	<p>Rainforest tribe Find out about the history of 1 or more of the tribes in the rainforest and understand some of the events that have led to their way of life being threatened.</p> <ul style="list-style-type: none"> - A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<p>Rainforest tribe Find out about the history of 1 or more of the tribes in the rainforest and understand some of the events that have led to their way of life being threatened.</p> <ul style="list-style-type: none"> - A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
<p>PE</p>			<p>Interpretive Dance</p>	<p>Performance Dance (Rugby sessions HULL FC)</p>		
<p>PSHCE</p>	<p>Little Freak video - Celebrating differences</p>	<p>Speech - doing the right thing</p>			<p>Relationships</p>	<p>Changes</p>
<p>Jigsaw themes - New draft PSHE curriculum</p>	<p>Being Me in My World (Including Learning Charter)</p>	<p>Celebrating Differences (Including anti-bullying, cyber bullying and diversity work)</p>	<p>Dreams and Goals (Including resilience building)</p>	<p>Healthy Me (Including drug and alcohol education)</p>	<p>Relationships (Including conflict resolution)</p>	<p>Changing Me (Including SRE)</p>