

Year 5 Long Term Curriculum Plan 2020 – 21

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Being Me In My World (Whole School Topic)	Wild World	The Area We Live In (Whole School Topic)	Let Battle Commence (Anglo-Saxons/Vikings)	Mexico and The Mayans	Home and Away: Europe at War (WW2 – Home front and final year)
English (Reading, Writing, Phonics/Spelling, schemes used to support POR and NNS)	<p>Text Focus: Whole School Text – ‘We are here’ – Oliver Jeffers</p> <p>‘The Way back Home’ – Oliver Jeffers</p> <p>NNS: ‘Ough’; Silent Letters; ‘ible’/‘able’; Homophones; plurals; apostrophes</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Cohesive Devices (Conjunctions) • Fronted Adverbials • Symbolism • Metaphors • Paragraphs • Contractions <p>Pronouns</p> <p>Reading:</p> <ul style="list-style-type: none"> • Use of VIPERS • Authorial intent 	<p>Text Focus:</p> <p>‘The Rhythm of the Rain’ Grahame Baker-Smith</p> <p>‘The Wind in the Willows’ Kenneth Grahame</p> <p>‘Floodland’ Marcus Sedgwick</p> <p>‘Shackleton’s Journey’ William Grill</p> <p>NNS:</p> <ul style="list-style-type: none"> • Plurals – ‘s’, ‘es’ and ‘ies’ • Apostrophe for contraction • Use of hyphen • Dictionary Work • Spelling strategies • Apostrophe for possession • Rare GPCs • ‘-ably’ and ‘-ibly’ <p>Grammar:</p>	<p>Text Focus: Whole School text - ‘Home’ – Carson Ellis</p> <p>Traditional tales</p> <p>NNS:</p> <ul style="list-style-type: none"> • Homophones • Spelling strategies • Statutory Y5/6 Spelling <p>Grammar:</p> <ul style="list-style-type: none"> • Personification • Sentence types • Sub-ordinate clauses • Relative clauses • World Classes <p>Reading:</p> <ul style="list-style-type: none"> • Use of VIPERS • Writing in role • Role on the wall • Drama activities 	<p>Text Focus:</p> <p>‘Beowulf’ Michael Morpurgo</p> <p>‘How to train your dragon’ Cressida Cowell</p> <p>NNS:</p> <ul style="list-style-type: none"> • Spelling strategies • Homophones • Revise year 3/4 spellings • Statutory Y5/6 Spelling <p>Grammar:</p> <ul style="list-style-type: none"> • Word Classification • Articles • Conjunctions • Sub-Ordinate clauses • Fronted adverbials • Verb tense agreement <p>Reading:</p> <ul style="list-style-type: none"> • Use of VIPERS 	<p>Text Focus:</p> <p>The Book of Life [film]</p> <p>‘The Hero Twins’ Dan Jolley & David Witt</p> <p>NNS:</p> <ul style="list-style-type: none"> • Spelling Strategies • Statutory Y5/6 Spelling • Homophones <p>Grammar:</p> <ul style="list-style-type: none"> • Word Classification • Conjunctions • Expanded noun phrases • Relative clauses • Cohesive devices • Parenthesis using Brackets • Modal Verbs <p>Reading:</p> <ul style="list-style-type: none"> • Use of VIPERS 	<p>Text Focus:</p> <p>‘The Umbrella Mouse’ Anna Fargher</p> <p>‘Goodnight Mr Tom’ Michelle Magorian</p> <p>NNS:</p> <ul style="list-style-type: none"> • Word review from across Y5 • Dictionary work • Spelling Strategies • Homophones • Statutory Y5/6 spellings <p>Grammar:</p> <ul style="list-style-type: none"> • Modal verbs • Word classification • Cohesive devices • Metaphors and similes • Symbolism • personification <p>Reading:</p>



Year 5 Long Term Curriculum Plan 2020 – 21

	<ul style="list-style-type: none"> • Group and class discussions about texts • Role on the wall • Text comparisons • Comprehension questions • Drama activities • Writing in role <p>Writing:</p> <ul style="list-style-type: none"> • Formal letter writing • Wildlife documentary narration • Contrasting setting descriptions • Non-Chronological reports • Narrative poetry • Diary Entry 	<ul style="list-style-type: none"> • Apostrophes • Use of commas • Synonyms and Antonyms • Prepositions • Pronouns • Word Classes <p>Reading:</p> <p>Writing in role</p> <ul style="list-style-type: none"> • Drama activities • Use of VIPERS • Comprehension questions • Role on the wall • Reading for research • Discussions about texts • Responding to poetry <p>Writing:</p> <ul style="list-style-type: none"> • Descriptive narrative • Personification • Informal Non-fiction • Poetry linked to water cycle • Biography • Persuasive letter • News Report 	<ul style="list-style-type: none"> • Reading around a text • Comprehension questions <p>Writing:</p> <ul style="list-style-type: none"> • Character description • Narrative • Non-chronological report • Biography • Letter writing – Formal/informal • Persuasive advertisement 	<ul style="list-style-type: none"> • Reading Comprehension questions • Drama activities • Roles on the wall • Writing in role • Class and group discussions about texts • Text annotation <p>Writing:</p> <ul style="list-style-type: none"> • Diary Entry • News report • Recounts • Narrative • Instructional writing • Non-chronological report • Setting and character descriptions 	<ul style="list-style-type: none"> • Comprehension questions • Drama Activities • Role on the wall • Writing in role • Class and group discussion about the text <p>Writing:</p> <ul style="list-style-type: none"> • Diary Entry • Newspaper report • Non-Chronological report (informal) • Instructional writing • Character description • Narrative • Poetry 	<ul style="list-style-type: none"> • Use of VIPERS • Comprehension questions • Drama activities • Role on the wall • Writing in role • Class and group discussions about texts <p>Writing:</p> <ul style="list-style-type: none"> • Newspaper report • Recount • Narrative • Diary entry • Setting description • Character description • Poetry • Non-fiction writing • Instruction writing • Persuasive writing • Letter writing (formal and informal)
--	--	--	---	---	--	---

Year 5 Long Term Curriculum Plan 2020 – 21

<p>Maths (Maths Mastery and White Rose schemes used to support lessons)</p>	<p>Topic Areas: Place Value; Number (Addition and Subtraction); Statistics</p> <p>Maths Meetings: Times tables up to 12x12; Fractions, Rounding, Addition and Subtractions, Shape</p> <p>Times tables Focus: Individual target times tables – linked to times tables tests</p>	<p>Topic Areas: Multiplication and division</p> <ul style="list-style-type: none"> • Area and Perimeter <p>Maths Meetings: Times tables up to 12x12; Fractions; rounding; Addition and Subtraction; Multiplication and Division</p> <p>Times tables Focus: Individual target times tables – linked to times tables tests</p>	<p>Topic Areas: Number: Multiplication and Division</p> <p>Fractions</p> <p>Daily Maths Meetings: Times tables up to 12x12; Fractions; rounding; Addition and Subtraction; Multiplication and Division</p> <p>Times tables Focus: Individual target times tables – linked to times tables tests</p>	<p>Topic Areas: Number: Fractions</p> <p>Number: Decimals and Percentages</p> <p>Daily Maths Meetings: Times tables up to 12x12; Fractions; rounding; Addition and Subtraction; Multiplication and Division</p> <p>Times tables Focus: Individual target times tables – linked to times tables tests</p>	<p>Topic Areas: Consolidation</p> <p>Number: Decimals</p> <p>Geometry: Properties of shape</p> <p>Daily Maths Meetings: Times tables up to 12x12; Fractions; decimals; rounding; Addition and Subtraction; Multiplication and Division</p> <p>Times tables Focus: Individual target times tables – linked to times tables tests</p>	<p>Topic Areas: Geometry: Position and Direction.</p> <p>Measurement: converting units</p> <p>Measurement: volume</p> <p>Daily Maths Meetings: Times tables up to 12x12; Fractions; decimals; rounding; Addition and Subtraction; Multiplication and Division</p> <p>Times tables Focus: Individual target times tables – linked to times tables tests</p>
<p>Science</p>	<p>Topic Area: Space / Forces</p> <ul style="list-style-type: none"> • Movement of the Earth, Sun and Moon • Orbits of the planets in our Solar System • Rotation of the moon • Day and Night 	<p>Topic Area: Properties and changes of materials</p> <p>Compare and group materials</p> <ul style="list-style-type: none"> • Investigate evaporation, condensation, melting and freezing 	<p>Topic Area: Living things and their habitats</p> <ul style="list-style-type: none"> • Local area habitat hunt • Classifying species • Life processes of reproduction (plants and animals) 	<p>Topic Area: Forces</p> <ul style="list-style-type: none"> • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect • Explain that 	<p>Topic Area: Animals Including Humans</p> <ul style="list-style-type: none"> • Describe changes in humans through life time • Understand the digestive system in humans • Recognise the different types of teeth in humans 	<p>Topic Area: Scientific investigation based on children’s interests</p> <p>Working Scientifically Focus:</p> <ul style="list-style-type: none"> • Record data using scientific diagrams



Year 5 Long Term Curriculum Plan 2020 – 21

	<ul style="list-style-type: none"> • The space race and history of space exploration • Investigate Gravity • Understand air resistance and friction <p>Working Scientifically Focus:</p> <ul style="list-style-type: none"> • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision. • Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<ul style="list-style-type: none"> • Investigate solubility, dissolving and mixing <p>Working Scientifically Focus:</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions • Recording results of increasing complexity using scientific diagrams & labels, & classification keys • Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations 	<ul style="list-style-type: none"> • Life cycles of mammals, amphibian, insect and birds <p>Working Scientifically Focus:</p> <ul style="list-style-type: none"> • Identifying scientific evidence that has been used to support or refute ideas or arguments • Plan enquiries, identifying control, dependent and independent variables. • Use simple models to describe scientific ideas. 	<p>unsupported objects fall towards the earth because of the force of</p> <ul style="list-style-type: none"> • gravity acting between the earth and the falling object. • Identify the effects of air resistance, water resistance and friction <p>Working Scientifically Focus:</p> <ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Take accurate and precise measurements, selecting and using a range of scientific equipment. • Record data using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. 	<p>Working Scientifically Focus:</p> <ul style="list-style-type: none"> • Use scientific evidence to support or refute ideas or arguments. • Use relevant, precise and specific scientific vocabulary within feedback and discussions. • Use simple models to describe scientific ideas. 	<p>and labels, classification keys, tables, bar and line graphs, and models.</p> <ul style="list-style-type: none"> • Take accurate and precise measurements, selecting and using a range of scientific equipment. • Record data using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Use patterns and trends in data to identify investigation outcomes in oral forms. • Present findings in written form, displays and other presentations.
--	---	---	--	---	--	--

Year 5 Long Term Curriculum Plan 2020 – 21

PSHE (Jigsaw scheme to be used to support lessons)	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
History	<ul style="list-style-type: none"> • Research the Space Race • Look at astronomers from history 	Historic explorers	<ul style="list-style-type: none"> • The Railways • Frank Whittle • Webb Ellis – Rugby School • Gun Powder plot/Guy Fawkes 	<ul style="list-style-type: none"> • Understand where Anglo-Saxons and Vikings sit in British History • Recognise impacts of Anglo-Saxons and Vikings on modern life • Day-to-day life of Anglo-Saxons • Understand why the Vikings and Anglo-Saxons fought so much • Recognise key locations in Anglo-Saxon and Viking conflicts 	<ul style="list-style-type: none"> • Investigate the beliefs and traditions of Mayan people. • Compare Mayan civilisation with our own and other historic civilisations 	<ul style="list-style-type: none"> • Understand what life was like in Britain during WW2 • Understand the key events of the last year of the war • Investigate life as a refugee • Understand how people in our area were affected by WW2 • Recognise the key people in WW2 and the role they played
Geography	<ul style="list-style-type: none"> • Research environmental issues • Identify Latitude and Longitude, equator, tropics, hemispheres through creating own globe. 	<ul style="list-style-type: none"> • The surface of the planet • The Water Cycle • Investigate our oceans • How mountains and land was formed (Geomorphology) <p>Understand locations on a map</p>	<ul style="list-style-type: none"> • Map work – compare old with new • Understand local features on maps • Understand why people settled in Long Lawford • Place Long Lawford on a Map • Human and Physical features of Long Lawford <p>Grid references</p>	<ul style="list-style-type: none"> • Find and locate Anglo-Saxon settlements • Recognise why settlements began where they did • Compare modern and ancient maps 	<ul style="list-style-type: none"> • Compare geographical features of Britain and Mexico • Locate Mexico and other countries on globe/atlas 	<ul style="list-style-type: none"> • Place cities of Europe on a map • Understand how geographical features played their part in WW2 • Compare historical and current maps

Year 5 Long Term Curriculum Plan 2020 – 21

<u>Religious Education</u>	Why do people believe in god (Christianity)	Why do people believe in god (Non-religious e.g. humanists)	If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish			
<u>Computing</u>	Programming Apps/Equipment	Online technologies Apps/Equipment	Data Handling Apps/Equipment	Digital Literacy Apps/Equipment	Multimedia Apps/Equipment	Word Processing Apps/Equipment
<u>Art</u>	<ul style="list-style-type: none"> Re-create 'Starry Night' by Van Gough 	Landscape – tissue paper collage	Photo Collage – Graham Holland	Pencil sketches recreating Norse Art and patterns	Mayan clay sculptures	Printing – Propaganda posters
<u>Design Technology</u>	<ul style="list-style-type: none"> Paper Mache globe 	Design and build a water wheel	Plan and make a meal using local ingredients	Design and build a model of Viking long ship	Plan and cook a meal inspired by Mexican cuisine	Plan a cook a meal using rations
<u>Music</u> (Charanga scheme used to support lessons)	Unit topic: Living on a Prayer Addition: Listen and appraise – 'Planet Suite' by Holst Research linked to Holst	Unit topic: Classroom Jazz	Unit topic: Blackbird (Y4)	Unit topic: The Fresh Prince of Bel-Air	Unit topic: Dancing in the street	Unit topic: Reflect, rewind and replay
<u>PE</u> (Real PE scheme used to support lessons)	Cog Focus: Cognitive Fundamental moment skill focus: Coordination (Ball Skills), Agility (reaction / Reseponse)	Cog Focus: Creative Fundamental moment skill focus: Static Balance (Seated), Static Balance (Floor Work)	Cog Focus: Social Fundamental moment skill focus: Dynamic Balance (On a line), Counter Balance (with a partner)	Cog Focus: Physical Fundamental moment skill focus: Dynamic Balance to Agility (Jumping and Landing), Static Balance (One leg)	Cog Focus: Health & Fitness Fundamental moment skill focus: Static Balance (Stance), Coordination (footwork)	Cog Focus: Personal Fundamental moment skill focus: Coordination (Sending and Receiving), Agility (Ball chasing)



Year 5 Long Term Curriculum Plan 2020 – 21

	<p>Assessment focus areas: I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop (Level 6) I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents (Level 5) I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions (Level 4)</p>	<p>Assessment focus areas: I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience (Level 6) I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others (Level 5) I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging (Level 4)</p>	<p>Assessment focus areas: I can involve others and motivate those around me to perform better (Level 6) I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately (Level 5) I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task (Level 4)</p>	<p>Assessment focus areas: I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations (Level 6) I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations (Level 5) I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities (Level 4)</p>	<p>Assessment focus areas: I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme (Level 6) I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity (Level 5) I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working (Level 4)</p>	<p>Assessment focus areas: I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes (Level 6) I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets (Level 5) I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice (Level 4)</p>
--	---	--	---	--	---	--



Year 5 Long Term Curriculum Plan 2020 – 21

<p>Modern Foreign Languages – French (Subject areas within each half term to be set by MFL lead)</p>	<p>The animals: visit to the zoo, map reading and studying a piece of music “le carnaval des animaux.” My home: Where I live, surroundings, houses, furniture and descriptions. Food and healthy living: studying French food, reading stories, ordering drinks and ice-creams.</p>		<p>The animals: visit to the zoo, map reading and studying a piece of music “le carnaval des animaux.” My home: Where I live, surroundings, houses, furniture and descriptions. Food and healthy living: studying French food, reading stories, ordering drinks and ice-creams.</p>		<p>The animals: visit to the zoo, map reading and studying a piece of music “le carnaval des animaux.” My home: Where I live, surroundings, houses, furniture and descriptions. Food and healthy living: studying French food, reading stories, ordering drinks and ice-creams.</p>	
<p>LLPS Learning Goals</p>	<p><u>Be able to design and code a game</u></p>	<p><u>Learn basic first aid skills</u></p>	<p><u>Go Litter Picking around the village</u></p>	<p><u>Build something using wood working skills</u></p>	<p><u>Visit a working company to learn about trade and process</u></p>	<p><u>Go on a residential visit</u></p>
<p>Educational Visits</p>	<p><u>None</u></p>					<p><u>Coventry cathedral / Motor museum</u> <u>Duxford/Bletchley park Residential?</u></p>