



Long Term Plan				
Year 5				
Autumn Term	Spring Term	Summer Term		
<b>Water</b>	<b>Explorers and Invaders</b>	<b>Shakespeare's Britain</b>		
<b>Enquiry Questions:</b> Why do we need water?	<b>Enquiry Questions:</b> How did the Vikings change Britain?	<b>Enquiry Questions:</b> Who's a villain and who's a hero?		
<b>Core texts:</b> The Water Princess – Susan Verde Journey to the River Sea – Eva Ibbotson The Boy at the Back of the Class – Onjali Q. Rauf Eye of a Storm – literacy shed	<b>Core texts:</b> Viking Boy – Tony Bradman A Series of Unfortunate Events – Lemony Snicket The Ship of Shadows – Maria Kuzniar	<b>Core texts:</b> Macbeth – Andrew Matthews Kensuke's Kingdom – Michael Morpurgo The Boy with the Butterfly Mind – Victoria Williamson		
<b>Educational visits/visitors and Community Projects:</b> We will be practicing our Geography skills by going on a field trip to the pocket park to explore our local landscape.	<b>Educational visits/visitors and Community Projects:</b> We will be experiencing what life was like as a Viking through our Viking Day. We will discover different Viking Artefact's.	<b>Educational visits/visitors and Community Projects:</b> We will be going on a trip to the Shakespeare Centre in Stratford-Upon-Avon to have an in depth experience of what life was like during his era and gain a better understanding of his plays.		
<b>As readers we will practise reading skills across the year-</b>				
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Reading</b> Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. Follow RWI Spelling programme for Year 5, to read and spell words. Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p> <p><b>Comparing Contrasting and ordering</b> Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Identify main ideas drawn from more than one paragraph summarise these. Recommend texts to peers based on personal choice, and to features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p><b>Words in context and authorial voice</b> Discuss vocabulary used by the author to create effect including figurative language. Evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p><b>Inference and prediction</b> Draw inferences from characters' feelings, thoughts and motives. Make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p><b>Poetry and performance</b> Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Comprehension skills –</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>-listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>-discuss the sequence of events in books and how items of information are related</li> <li>-become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>-being introduced to non-fiction books that are structured in different ways.</li> <li>-recognise simple recurring literary language in stories and poetry</li> <li>-discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>-discuss their favourite words and phrases</li> <li>-continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>-draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>-check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>-make inferences on the basis of what is being said and done</li> <li>-answer and ask questions</li> <li>-predict what might happen on the basis of what has been read so far</li> </ul> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> </td> </tr> </table>			<p><b>Reading</b> Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 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<p>As readers we will cover through <b>Whole class reading</b> a mixture of Fiction, Non-Fiction and Poetry/Song lyrics</p> <p><b>Rivers</b> <b>Brazil</b> <b>Titanic</b> <b>Picture Books Vol 1</b> <b>Picture Books Vol 2</b> <b>Beetles – Songs</b> <b>Changing Materials</b> <b>Children's classics Vol 1</b></p>	<p>As readers we will cover through <b>Whole class reading</b> a mixture of Fiction, Non-Fiction and Poetry/Song lyrics</p> <p><b>Vikings</b> <b>Space</b> <b>Circuses</b> <b>Disney songs</b> <b>Equality</b> <b>Frank Cottrell Boyce</b> <b>Great Openings</b> <b>Islands/Leprosy</b> <b>Kate DeCamillo</b></p>	<p>As readers we will cover through <b>Whole class reading</b> a mixture of Fiction, Non-Fiction and Poetry/Song lyrics</p> <p><b>Forces</b> <b>Energy and forces</b> <b>Notable People 1 and 2</b> <b>Antarctic explorers</b> <b>Poetry Vol 1</b> <b>Poetry Vol 2</b> <b>Songs</b> <b>Songs from Musicals</b> <b>Michael Morpurgo</b></p>		



<b>Children's classics vol 2</b> <b>Children's classics-Peter Pan</b> <b>Christmas</b>	<b>Life Cycles</b> <b>Sia</b>	<b>Medieval Monarchs</b>
As <b>writers</b> we will... <ul style="list-style-type: none"> <li>• Use the Oranges in no Man's Land as inspiration to write diary entries, recounts and character descriptions.</li> <li>• Write poetry about pollution</li> <li>• Write a narrative in the style of Lemony Snicket.</li> </ul>	As <b>writers</b> we will... <ul style="list-style-type: none"> <li>• Write a narrative about the Biorn's quest to enter Valhalla.</li> <li>• Write a Newspaper Article, reporting on the disappearance of the curious Tristan.</li> </ul>	As <b>writers</b> we will... <ul style="list-style-type: none"> <li>• Explore Andrew Matthew's version of Shakespeare's Macbeth and writing balanced arguments, deciding if Macbeth was a Villain or Hero.</li> <li>• Write our own adventure stories.</li> </ul>
In <b>phonics/spelling</b> we will... Practise the Year 5 and 6 common exception words. Follow RWI spelling programme which meets Year 5 National Curriculum Spelling requirements.		
As <b>mathematicians</b> we will... <ul style="list-style-type: none"> <li>• place value</li> <li>• the four operations:</li> <li>• <b>Addition, subtraction, multiplication and division.</b></li> <li>• <b>statistics,</b></li> <li>• Perimeter and area</li> </ul>	As <b>mathematicians</b> we will... <ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• <b>fractions,</b></li> <li>• <b>decimals and</b></li> <li>• <b>percentages</b></li> </ul>	As <b>mathematicians</b> we will... <ul style="list-style-type: none"> <li>• <b>Decimals</b></li> <li>• <b>Properties of shape</b></li> <li>• <b>Position and direction</b></li> <li>• <b>Converting units</b></li> <li>• <b>Volume</b></li> </ul>
<b>As scientist – working scientifically we will:</b> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Record data and results or increasing complexity using scientific labelled diagrams, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and presentations.</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>• Use scientific language.</li> <li>• Describe and evaluate their own and others' scientific ideas related to topics in the National Curriculum (including ideas that have changed over time) using evidence from a range of sources.</li> <li>• Group and classify things and recognise patterns.</li> </ul>		



<p>As <b>scientists</b> we will ...</p> <ul style="list-style-type: none"> <li>• <b>Living things and their habitats</b></li> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> <li>• <b>Animals, including Humans</b> Describe the changes as humans develop to old age.</li> </ul>	<p>As <b>scientists</b> we will ...</p> <p><b>Materials: Properties and changes in materials</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• 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.</li> </ul> <p><b>Earth and space</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>• Describe the movement of the Moon relative to the Earth.</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</li> </ul>	<p>As <b>scientists</b> we will ...</p> <ul style="list-style-type: none"> <li>• <b>Forces and Magnets</b></li> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>
<p>As <b>historians</b> we will ...</p> <ul style="list-style-type: none"> <li>• Consider how river use has changed over time</li> </ul>	<p>As <b>historians</b> we will ...</p> <ul style="list-style-type: none"> <li>• <b>Changes in Britain</b> through our exploration of the Vikings as raiders and their <b>struggle for the Kingdom of England to the time of Edward the Confessor.</b></li> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence giving reasons for choices.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Describe the main changes in a period of history.</li> <li>• Understand the concepts of continuity and change over time.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Use appropriate historical vocabulary to communicate including: <ul style="list-style-type: none"> <li>○ Dates</li> <li>○ Time period</li> <li>○ Era</li> <li>○ Change</li> <li>○ Chronology</li> <li>○ Continuity</li> <li>○ Change</li> <li>○ Century</li> <li>○ Decade</li> <li>○ Legacy</li> </ul> </li> </ul>	<p>As <b>historians</b> we will ...</p> <ul style="list-style-type: none"> <li>• <b>Extend our chronological knowledge beyond 1066</b> by exploring the Tudors as part of our Shakespeare's Britain theme.</li> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence giving reasons for choices.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the main changes in a period of history.</li> <li>• Understand the concepts of continuity and change over time.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Use appropriate historical vocabulary to communicate including: <ul style="list-style-type: none"> <li>○ Dates</li> <li>○ Time period</li> <li>○ Era</li> <li>○ Change</li> <li>○ Chronology</li> <li>○ Continuity</li> <li>○ Change</li> <li>○ Century</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>○ Decade</li> <li>○ Legacy</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>
<p>As <b>geographers</b> we will ...</p> <ul style="list-style-type: none"> <li>• <b>Understand and describe rivers and coasts, some types of biomes (marine and freshwater) and the water cycle.</b></li> <li>• Locate and name rivers within the UK.</li> <li>• <b>Use maps to identify the location of</b> the Mississippi and Amazon rivers.</li> <li>• Study aspects of human and physical geography by investigating questions such as 'where does the water go when it rains?'</li> <li>• Visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion, deposition) and its use by people now and in the past. (Take photographs to support findings and present data)</li> <li>• Record measurement of river/stream width/depth.</li> <li>• Use the language of rivers e.g. erosion, deposition, transportation.</li> <li>• Explain and present the process of rivers.</li> <li>• Compare how river use has changed over time and research the impact on trade.</li> <li>• Research how water affects the environment, settlement, environmental change and sustainability.</li> <li>• Identify the position and significance of the Prime/ Greenwich Meridian (link with time zone, day &amp; night).</li> <li>• Locate and label continents and oceans.</li> <li>• Investigate the lines of Longitude and Latitude.</li> <li>• Develop greater understanding of how to read maps using grid references.</li> <li>• Understand the different time zones.</li> </ul>	<p>As <b>geographers</b> we will ...</p> <ul style="list-style-type: none"> <li>• Practice map skills by looking at how the different explorers and invaders moved throughout the world.</li> <li>• Identify the position and significance of the Arctic and Antarctic Circle.</li> <li>• Describe and understand the human features of types of settlements in times studied.</li> <li>• Use maps, photographs and pictures to make comparisons.</li> <li>• Discuss land use and draw conclusions for reasons of change based on human inhabitants and changing needs.</li> </ul>	<p>As <b>geographers</b> we will ...</p> <ul style="list-style-type: none"> <li>• Compare two different regions within the UK (urban/rural) and identify <b>key physical and human characteristics</b> of the regions.</li> <li>• Locate the areas on a map and discuss the similarities and differences.</li> <li>• Describe and understand the human features of types of settlements in times studied.</li> <li>• Discuss land use and draw conclusions for reasons of change based on human inhabitants and changing needs.</li> <li>• <b>Use eight points of a compass, four figure grid references, symbols and key to build our knowledge of the UK and wider world.</b></li> </ul>
<p>As <b>artists</b> we will ...</p> <ul style="list-style-type: none"> <li>• Collect information, ideas and resources in a sketchbook</li> <li>• Develop ideas from starting points</li> <li>• Explore the work of <b>great artist</b> Anish Kapoor and <b>great architect</b> Zaha Hadid.</li> <li>• Comment on artworks, both your own designs and others</li> <li>• Use a <b>range of techniques to sculpt</b> a 3D piece: <ul style="list-style-type: none"> <li>○ Using previously taught techniques to join and change clay, design and sculpt an abstract piece</li> <li>○ Use frameworks to add stability to a sculpted piece</li> </ul> </li> <li>• Explore the colours in nature based on a visit to a local river.</li> <li>• Learn about Pop Art and produce Pop Art replica.</li> <li>• Explore the work of <b>Pop Art artist</b> Roy Lichtenstein.</li> </ul>	<p>As <b>artists</b> we will ...</p> <ul style="list-style-type: none"> <li>• Collect information, ideas and resources in a sketchbook</li> <li>• Develop ideas from starting points</li> <li>• Use a range of techniques to improve our <b>mastery of art</b> by using a range of materials to collage.</li> <li>• Recreate an image to print using a foam carving.</li> <li>• Develops techniques to create shapes of different depths and sizes.</li> <li>• Use layers of colour</li> <li>• Self-portraits in the style of the <b>great artist</b>, Frida Kahlo, using a range of <b>design techniques</b> including <b>pencil and paint</b>.</li> <li>• Using watercolours, brushes and tones and tints to create textures, effects and mood</li> </ul>	<p>As <b>artists</b> we will ...</p> <ul style="list-style-type: none"> <li>• Collect information, ideas and resources in a sketchbook</li> <li>• Develop ideas from starting points</li> <li>• Explore Tudor art from the time period and discuss the historical significance of them.</li> <li>• Use the technique of quilling to create some Tudor art.</li> <li>• <b>Drawing</b></li> <li>• Use chalks and charcoals to add shadow, shape and movement to a piece</li> <li>• Use different B and H pencils to create shade and texture in a drawing</li> </ul>
<p>As <b>designers</b> we will ...</p> <ul style="list-style-type: none"> <li>• <b>Design and make Christmas cookies.</b></li> <li>• Understand what foods need to be wrapped or covered for storage; which foods need to be refrigerated</li> </ul>	<p>As <b>designers</b> we will ...</p> <ul style="list-style-type: none"> <li>• <b>Design and make a Viking money purse.</b></li> <li>• Create simple shaped objects that employ a seam allowance.</li> <li>• Select, justify and evaluate appropriate techniques to join textiles.</li> </ul>	<p>As <b>designers</b> we will ...</p> <ul style="list-style-type: none"> <li>• Create balloon buggies to test different forces. We will <b>evaluate and our ideas and products against our design criteria.</b></li> <li>• Design with a user in mind</li> </ul>

<ul style="list-style-type: none"> <li>• Measure accurately double and/or halve ingredients.</li> <li>• Demonstrate a range of baking techniques including kneading, mixing, sieving, rolling, folding.</li> <li>• Create a recipe including ingredients, method, cooking times and temperature.</li> <li>• Understand seasonality of produce and consider this when designing products (e.g., traditional Christmas ingredients).</li> </ul>	<ul style="list-style-type: none"> <li>• Select and justify appropriate techniques to decorate textiles.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a prototype</li> <li>• Ensure that products have a high-quality finish, using art skills where appropriate.</li> <li>• Represent products through diagrams and computer aided designs</li> <li>• Convert rotary motion to linear using cams.</li> <li>• Develop a range of practical skills e.g. cutting, drilling, screwing, nailing, filing and sanding.</li> <li>• Cut materials with precision.</li> <li>• Show an understanding of the qualities of materials.</li> <li>• Plan for products to have a high quality finish, using art skills where appropriate</li> </ul>
<p>In <b>music</b> we will ...</p> <ul style="list-style-type: none"> <li>• Explore rock music through the song: Living on a Prayer</li> <li>• Learn a variety of Christmas songs to perform at our carols and mince pies concert.</li> </ul>	<p>In <b>music</b> we will ...</p> <ul style="list-style-type: none"> <li>• Develop our skills playing the glockenspiel.</li> <li>• Explore modern pop ballads through the song: Make you feel my love.</li> </ul>	<p>In <b>music</b> we will ...</p> <ul style="list-style-type: none"> <li>• Explore Motown music through the song: Dancing in the Streets</li> <li>• Perform for our Shakespeare assembly.</li> </ul>
<p>In <b>RE</b> we will ...</p> <ul style="list-style-type: none"> <li>• Explore different religious stories and reflecting on what we can learn from them.</li> <li>• Make connections:</li> <li>• Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints). If possible, engage with Christians from your locality who will answer questions about their faith and life.</li> <li>• Explore Art and Music in religion, reflecting on what it means for different faiths.</li> </ul>	<p>In <b>RE</b> we will ...</p> <ul style="list-style-type: none"> <li>• Explore a number of issues, considering the variety of views within our class and the different religious stances on the issues.</li> <li>• Explore the Easter Story and what it means for Christians.</li> </ul>	<p>In <b>RE</b> we will ...</p> <ul style="list-style-type: none"> <li>• Explore what it means to be a person of faith today, mostly focusing on Christianity and Islam.</li> <li>• Islam- its holy text, the Qur'an, Hajj, important stories etc.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• Compare other religions and how they pray.</li> </ul>
<p>In <b>computing</b> we will ...</p> <ul style="list-style-type: none"> <li>• Design a program and create code that conforms to our designs.</li> <li>• Use variables in programming to create a game. (Unit 5.1)</li> <li>• Demonstrate a secure knowledge of online safety rules. (unit 5.2)</li> <li>• Add images to a word document.</li> <li>• Use bullet points and numbering within a word document.</li> <li>• Add shapes and word boxes to a word document.</li> <li>• Present information in a table (Unit 5.8)</li> </ul>	<p>In <b>computing</b> we will ...</p> <ul style="list-style-type: none"> <li>• Create spreadsheets using formulae (Unit 5.3)</li> <li>• Create a database and learn how to find information using the search function effectively. (Unit 5.4)</li> <li>• Understand and use the correct vocabulary to create a concept map and use this to present to an audience. (Unit 5.7)</li> </ul>	<p>In <b>computing</b> we will ...</p> <ul style="list-style-type: none"> <li>• Design games that work with variables and various forms of input and output including characters, animations and sound. (Unit 5.5)</li> <li>• Use 2Design and Make to create a 3D model. (Unit 5.6)</li> </ul>
<p>In <b>PE</b> we will ...</p> <ul style="list-style-type: none"> <li>• Take part in Outdoor Adventures, developing skills such as: <ul style="list-style-type: none"> <li>○ Use clear communication when working in a group and taking on different roles.</li> <li>○ Begin to lead others, providing clear instructions.</li> <li>○ Plan and apply strategies with others to more complex challenges.</li> <li>○ Orientate a map confidently using it to navigate around a course.</li> <li>○ Explain why a particular strategy worked and alter methods to improve</li> </ul> </li> <li>• Learn how to play Tag Rugby and develop our ball control skills including: <ul style="list-style-type: none"> <li>○ Use a variety of throwing techniques with some control under increasing pressure.</li> </ul> </li> </ul>	<p>In <b>PE</b> we will ...</p> <ul style="list-style-type: none"> <li>• Perform dances with a number of movement patterns.</li> <li>• Develop our ball control skills through playing Basketball: <ul style="list-style-type: none"> <li>○ Use dribbling to change the direction of play with some control under pressure.</li> <li>○ Catch and intercept a ball using one and two hands with some success in game situations.</li> <li>○ Use a variety of techniques to change direction to lose an opponent.</li> <li>○ Create and use space for self and others with some success.</li> <li>○ Understand the need for tactics and can identify when to use them in different situations</li> </ul> </li> </ul>	<p>In <b>PE</b> we will ...</p> <ul style="list-style-type: none"> <li>• Develop cricket skills including: <ul style="list-style-type: none"> <li>○ Catch and intercept a ball using one and two hands with some success in game situations.</li> <li>○ Strike a ball using a wider range of skills. Apply these with some success under pressure.</li> <li>○ Use a variety of throwing techniques with some control under increasing pressure.</li> </ul> </li> <li>• Develop skills playing tennis such as: <ul style="list-style-type: none"> <li>○ Create and use space for self and others with some success.</li> <li>○ Understand the need for tactics and can identify when to use them in different situations</li> </ul> </li> <li>• Practice a number of Athletics activities including:</li> </ul>



<ul style="list-style-type: none"> <li>○ Catch and intercept a ball using one and two hands with some success in game situations.</li> <li>○ Strike a ball using a wider range of skills. Apply these with some success under pressure.</li> <li>○ Use a variety of techniques to change direction to lose an opponent.</li> <li>○ Create and use space for self and others with some success.</li> <li>○ Understand the need for tactics and can identify when to use them in different situations.</li> <li>● Learn to control our body movement in Gymnastics: <ul style="list-style-type: none"> <li>○ Show increasing control and balance when moving from one balance to another.</li> <li>○ Use strength to improve the quality of an action and the range of actions available.</li> <li>○ Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</li> <li>○ Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>○ Run at the appropriate speed over longer distances or for longer periods of time.</li> <li>○ Show control at take-off and landing in more complex jumping activities.</li> <li>○ Perform a range of more complex jumps showing some technique.</li> <li>○ Show accuracy and power when throwing for distance.</li> </ul>
<p>In <b>PSHE</b> we will ...</p> <ul style="list-style-type: none"> <li>● Develop understanding of physical health and wellbeing by learning about different representations in the media.</li> <li>● Develop our understanding of identity, society and equality and what stereotypes, discrimination and prejudice is.</li> <li>● What makes a healthy friendship, how it makes people feel and strategies to help people feel included</li> <li>● About peer influence, how it can make people feel or behave, and strategies to manage including online</li> <li>● Friendships experience challenges and change over time</li> </ul> <p><b>Protective Behaviours</b>  Networks and Secrets (there is nothing so awful we can't talk about it with someone) - Drawing and identifying people on our hands of safety who will be able to help us if we feel unsafe about anything. Understand that adults can't always keep secrets – sometimes it is not safe to keep a secret.</p>	<p>In <b>PSHE</b> we will ...</p> <ul style="list-style-type: none"> <li>● Learn to keep safe and manage risk by discussing how to make safer choices.</li> <li>● Dealing with feelings as part of our mental health and emotional</li> <li>● To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>● How to ask for, give and not give permission for physical contact and how to respond to unwanted physical contact</li> </ul> <p><b>Protective Behaviours</b>  Networks and using them – Recapping who is on our hand of safety and what qualities they have that explains why they are on there.  Rights, Responsibility and Feelings – Understand what we mean by 'we all have rights' which comes along with responsibility.</p>	<p>In <b>PSHE</b> we will ...</p> <ul style="list-style-type: none"> <li>● Different influences in our drug, alcohol and tobacco education.</li> <li>● Borrowing and earning money in our careers, financial capability and economic</li> </ul> <p><b>Protective Behaviours</b>  Networks and using them – Recap of who is on our hand of safety  Safe Feelings, Fun to Feel Scared and Early Warning Signs – Recap what it feels to be safe and what happens in our bodies when we don't feel safe. Know how to use our safe place. Understand what a person has lost when something becomes really scary.</p>
<p>In <b>Spanish</b> we will ...</p> <ul style="list-style-type: none"> <li>● Explore Spanish vocabulary and consolidating and extending previous knowledge of the calendar, numbers, months, colours shapes etc.</li> </ul> <p><b>Telling the Time and Food</b></p> <p><b>Year 5 Listening</b></p> <ul style="list-style-type: none"> <li>● Understand and respond to a specific range of classroom instructions</li> <li>● Understand essential likes / dislikes relating to food</li> <li>● Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge</li> </ul> <p><b>Year 5 Speaking</b></p> <ul style="list-style-type: none"> <li>● Ask/answers questions about times, meals, food likes and dislikes,</li> </ul>	<p>In <b>Spanish</b> we will ...</p> <ul style="list-style-type: none"> <li>● Explore the Spanish vocabulary and beginning to formulate sentences to describe the colour, shape and position of an object.</li> </ul> <p><b>Sport and instructions</b></p> <p><b>Year 5 Listening</b></p> <ul style="list-style-type: none"> <li>● Understand and respond to a specific range of classroom instructions</li> <li>● Understand essential likes / dislikes relating to sports</li> <li>● Understand and respond to movement instructions</li> <li>● Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge</li> </ul>	<p>In <b>Spanish</b> we will ...</p> <ul style="list-style-type: none"> <li>● Explore the Spanish vocabulary and begin to describe people including our relationship to them and our pets.</li> </ul> <p><b>Likes/dislikes and music</b></p> <p><b>Year 5 Listening</b></p> <ul style="list-style-type: none"> <li>● Understand and respond to a specific range of classroom instructions</li> <li>● Understand essential likes / dislikes</li> <li>● Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge</li> </ul> <p><b>Year 5 Speaking</b></p>



<ul style="list-style-type: none"> <li>Express opinions and respond to others</li> <li>Ask for clarification and help</li> <li>speak in sentences</li> <li>Describe actions, people, places and things Describe actions: eating / drinking at different times,</li> </ul> <p><b>Year 5 Reading</b></p> <ul style="list-style-type: none"> <li>Read and show understanding of words, phrases and simple texts -read short texts and answer questions to show understanding</li> <li>Appreciate stories, songs, poems and rhymes in the language- Film clips on food in Spain</li> <li>Use a dictionary - Dictionary skills: 1) Know the parts of the dictionary 2) Be confident with alphabetical order 3) Find the meanings of new words</li> </ul> <p><b>Year 5 Writing</b></p> <ul style="list-style-type: none"> <li>Write words and phrases from memory - Write sentences about what you eat when. Do these from short-term memory with accurate spelling in lesson time.</li> <li>Describe people, places, things and actions in writing - Describe actions: Write a fitness diary, saying what you eat for each meal on different days (from memory).</li> </ul> <p><b>Year 5 Grammar</b></p> <ul style="list-style-type: none"> <li>Gender of nouns - definite and indefinite articles Focus on active use of definite articles with verbs of like / dislike.</li> <li>Know when to use the definite article when talking about what you eat and drink.</li> <li>Adjectives (place and agreement) Agree adjectives in reasons after porque es / son, remembering to match number and gender.</li> <li>Conjugation of key verbs (and making verbs negative) Use all persons DESAYUNAR (breakfast)</li> <li>Use 1st/2nd person COMER / BEBER</li> <li>Use 1st person JUGAR</li> <li>Use all persons PRACTICAR</li> <li>Use Sé jugar, practicar, tocar</li> <li>Use Me gusta + comer / beber / jugar / practicar</li> <li>Connectives and qualifiers, adverbs of time, prepositions of place - Use days of the week (los lunes etc..)</li> </ul>	<p><b>Year 5 Speaking</b></p> <ul style="list-style-type: none"> <li>Ask/answers questions about sports you do, sports you like, why you like things</li> <li>Express opinions and respond to others</li> <li>Ask for clarification and help</li> <li>speak in sentences</li> <li>Describe actions, people, places and things - Describe actions:, playing sports</li> </ul> <p><b>Year 5 Reading</b></p> <ul style="list-style-type: none"> <li>Read and show understanding of words, phrases and simple texts - Read short texts and answer questions to show understanding</li> <li>Appreciate stories, songs, poems and rhymes in the language - Film clips on sports and food in Spain</li> <li>Read aloud with accurate pronunciation - Pronounce sports using correct sounds</li> <li>Use a dictionary - Dictionary skills: 1) Know the parts of the dictionary 2) Be confident with alphabetical order 3) Find the meanings of new words</li> </ul> <p><b>Year 5 Writing</b></p> <ul style="list-style-type: none"> <li>Write words and phrases from memory Write sentences about what sports you do when. Do these from short-term memory with accurate spelling in lesson time.</li> <li>Adapt phrases to create new sentences - Adapt short text about someone else's sports / free time to write a short text about own free time.</li> <li>Describe people, places, things and actions in writing - Describe actions:</li> </ul> <p><b>Year 5 Grammar</b></p> <ul style="list-style-type: none"> <li>Gender of nouns - definite and indefinite articles Focus on active use of definite articles with verbs of like / dislike.</li> <li>Adjectives (place and agreement) Agree adjectives in reasons after porque es / son, remembering to match number and gender.</li> <li>Conjugation of key verbs (and making verbs negative) Use all persons DESAYUNAR (breakfast)</li> <li>Use 1st/2nd person COMER / BEBER</li> <li>Use 1st person JUGAR</li> <li>Use all persons PRACTICAR</li> <li>Use Sé jugar, practicar, tocar</li> <li>Use Me gusta + comer / beber / jugar / practicar</li> </ul> <p>Connectives and qualifiers, adverbs of time, prepositions of place - Use days of the week (los lunes etc..)</p>	<ul style="list-style-type: none"> <li>Ask/answers questions about instruments you play, why you like things</li> <li>Express opinions and respond to others</li> <li>Ask for clarification and help</li> <li>speak in sentences</li> <li>Describe actions, people, places and things Describe actions: playing instruments</li> </ul> <p><b>Year 5 Reading</b></p> <ul style="list-style-type: none"> <li>Read and show understanding of words, phrases and simple texts Read short texts and answer questions to show understanding</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> <li>Use a dictionary - Dictionary skills: 1) Know the parts of the dictionary 2) Be confident with alphabetical order 3) Find the meanings of new words</li> </ul> <p><b>Year 5 Writing</b></p> <ul style="list-style-type: none"> <li>Write words and phrases from memory - Write sentences about instruments you can play. Do these from short-term memory with accurate spelling in lesson time.</li> </ul> <p><b>Year 5 Grammar</b></p> <ul style="list-style-type: none"> <li>Gender of nouns - definite and indefinite articles Focus on active use of definite articles with verbs of like / dislike.</li> <li>Know how to use the definite article with the verbs jugar(play) (al / a la), and practicar (el / la)</li> <li>Adjectives (place and agreement) Agree adjectives in reasons after porque es / son, remembering to match number and gender.</li> <li>Conjugation of key verbs (and making verbs negative) Use all persons DESAYUNAR (breakfast)</li> <li>Use 1st/2nd person COMER / BEBER</li> <li>Use 1st person JUGAR</li> <li>Use all persons PRACTICAR</li> <li>Use Sé jugar, practicar, tocar</li> <li>Use Me gusta + comer / beber / jugar / practicar</li> </ul> <p>Connectives and qualifiers, adverbs of time, prepositions of place - Use days of the week (los lunes etc..)</p>
<p><b>As confident individuals (basic skills)</b> We will be further developing their writing and mathematics skills this term; this will include the regular practising of times tables and arithmetic; regular spelling practice and the learning of new topic vocabulary.</p> <p><b>As Meadowside representatives (school values)</b> As part of our RE topic, we will be reflecting on different religious stories – thinking about what we can learn and use in our own lives. We will also be showing responsibility towards our mince pies and carols concert.</p> <p><b>As British citizens (British Values)</b> As part of our promotion of the fundamental British values, we will learn about mutual respect and the rule of law through our PSHE unit ensuring children</p>	<p><b>As confident individuals (basic skills)</b> We will continue to practice our reading and writing to skills that will help to both develop our knowledge in theme and show what knowledge we have.</p> <p><b>As Meadowside representatives (school values)</b> As part of our PSHE unit, we will be learning to take responsibility for ourselves as part of our 'Keeping Safe' unit. We will also be developing our resilience as we extend our understanding of different feelings and how to deal with them.</p> <p><b>As British citizens (British Values)</b></p>	<p><b>As confident individuals (basic skills)</b> We will be practicing our research skills to help develop our knowledge and understanding of our different subjects.</p> <p><b>As Meadowside representatives (school values)</b> We will be learning what responsibilities are attached to earning and borrowing money. We will show respect to the local community on our visit to Stratford-upon-Avon.</p> <p><b>As British citizens (British Values)</b> We will show mutual respect and tolerance of those with different faiths and beliefs by developing our understanding of different faiths and communities.</p>



<p>are equipped with skills to be caring, thoughtful, and active citizens in school and the wider community.</p>	<p>As part of our RE and theme, we will promoting our fundamental British values by listening to other people's opinions and communicating our own in a respectful manner.</p>	
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