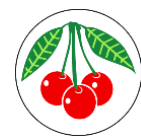
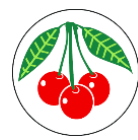


Cherry Willingham Primary School Long Term Curriculum Plan Y5

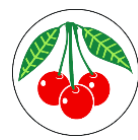
Term	Maths	English	Science	History	Geog	Art	DT	RE	Computing	Music Ongoing skills - Singing – exploring pitch, pulse and rhythm.	PE	PSHE
Autumn	<p>Place value within 1,000,000 (1) (8 lessons)</p> <p>Unit 2: Place value within 1,000,000 (2) (6 lessons)</p> <p>Unit 3: Addition and subtraction (12 lessons)</p> <p>Unit 4: Multiplication and division (1) (10 lessons)</p> <p>Unit 5: Fractions (1) (8 lessons)</p> <p>Unit 6: Fractions (2) (11 lessons)</p>	<p>Writing Writing Root: Hidden Figures by Margot Lee Shetterley</p> <p>Non-fiction Report Formal and Informal Letters Newspaper Opinion Piece Famous Person Memoir</p> <p>Writing Root: The Man Who Walked Between The Towers by Mordicai Gerstein</p> <p>Letter of Advice Plan, write and edit a Biography</p> <p>Writing Root: The Odyssey by Gillian Cross Epic stories Speeches (proclamation, persuasive, soliloquy), postcards, adverts</p> <p>Writing Root: Percy Jackson and The Lightning Thief by Rick Riordan</p> <p>Mythical narratives Odes, soliloquies, additional chapters, reports</p> <p>Reading Literacy Leaf: Hidden Figures – Young Readers Edition by Margot Lee Sheeterley</p> <p>The Good Thieves by Katherine Rundell</p> <p>Who Let The Gods Out by Maz Evans</p> <p>Mythologica by Stephen P Kershaw</p> <p>Spelling ible and able suffixes prefixes revised from LKS2 ant and ent suffixes homophones ous suffix tion / sion suffixes silent letter 'k' ough letter string statutory words - double consonant after a short vowel sound</p>	<p>Properties and changes of materials</p> <p>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</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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>	<p>The Maya Who were the Maya? List some famous Maya cities. Explain what makes the Maya a significant ancient civilization. Describe a Maya settlement. What would you see in a Maya settlement? List farming method used by Maya. What is meant by the word 'architect'? Compare and contrast the Maya culture and Aztec culture. When did the Maya people develop writing? How many symbols make up the Maya writing system? Why were scribes significant, well-respected people? What evidence is there that Maya developed a writing system? Investigate the Maya calendar system. Key vocabulary - architects, innovations, conquistadors, scribe, settlement</p>	<p>Tropical Rainforest Biome</p> <p>Locate and label on a map the Earth's biomes.</p> <p>Locate and label on a map the Earth's climate zones</p> <p>What is a biome? Name the main biomes. Define the word 'climate'. What is a climate zone? Name the main climate zones.</p> <p>Describe the difference between a Rainforest and desert biome.</p> <p>Vocabulary: Emergent Layer, canopy, understory, forest floor, equatorial, sub-equatorial, precipitation</p>	<p>Exploring Expressionism Artist - Henri Matisse</p> <p>Sculpture - exaggeration, emotional/mental state</p> <p>Different interpretations</p> <p>Acrylic paints - no mixing</p> <p>Give details about the style of some notable artists, artisans and designers</p> <p>Show how the work of those studied was influential in both society and to other artists</p> <p>Create original pieces that show a range of influences and styles</p> <p>Vocabulary mystical Fauvism determined instinct intellect communal prominent elongating honour vibrant alleged chaotic embolden adjusting</p>	<p>Introduction unit What is design and technology? Design process: think, make, break, repeat</p> <p>Think: product design</p> <p>Arch structures or Pulleys Arch structure</p> <p>Arch structures: finger fluency</p> <p>Arch structures: design inspiration</p> <p>Arch structures: guided design-think</p> <p>Arch structures: guided design-break</p> <p>Arch structures: guided design-re-break</p> <p>Key Vocabulary- perfected, ellipse, parabola, automatically, fluency, inspiration, purpose, user</p> <p>Pulleys and gears</p> <p>Gears</p> <p>Pulleys: finger fluency</p> <p>Gears: finger fluency</p> <p>Pulleys: design inspiration</p> <p>Pulleys: guided design-think</p> <p>Pulleys: guided design-break</p> <p>Pulleys: guided design-re-think</p> <p>Key Vocabulary- circumference, mechanical advantage, physicist, gear train, interlock, mitre gear, automatically, fluency, inspiration, purpose, user</p>	<p>Being Human -Hinduism How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?</p> <p>Being Human - Islam What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?</p>	<p>Sharing information - To explain that computers can be connected together to form systems</p> <p>To recognise the role of computer systems in our lives</p> <p>To recognise how information is transferred over the internet To explain how sharing information online lets people in different places work together</p> <p>To contribute to a shared project online</p> <p>To evaluate different ways of working together online</p> <p>Vector drawing - To identify that drawing tools can be used to produce different outcomes</p> <p>To create a vector drawing by combining shapes</p> <p>To use tools to achieve a desired effect To recognise that vector drawings consist of layers</p> <p>To group objects to make them easier to work with</p> <p>To evaluate my vector drawing</p>	<p>Our community - Compose and perform music inspired by the local community.</p> <p>Solar system - Look at composers such as Holst. Learn a song and compose pieces linked to space.</p>	<p>Invasion Games - Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Being in my world Who am I and how do I fit? I can face new challenges positively and know how to set personal goals I understand my rights and responsibilities as a citizen of my country I understand my rights and responsibilities as a citizen of my country and as a member of my school I can make choices about my own behaviour because I understand how rewards and consequences feel I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community and know how to participate in this Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique I understand that cultural differences sometimes cause conflict I understand what racism is I understand how rumour-spreading and name-calling can be bullying behaviours I can explain the difference between direct and indirect types of bullying I can compare my life with people in the developing world I can understand a different culture from my own</p>



<p>Spring</p>	<p>Unit 7: Multiplication and division (2) (10 lessons)</p> <p>Unit 8: Fractions (3) (7 lessons)</p> <p>Unit 9: Decimals and percentages (15 lessons)</p> <p>Unit 10: Measure - perimeter and area (8 lessons)</p> <p>Unit 11: Graphs and tables (6 lessons)</p>	<p>Writing</p> <p>Writing Root: The Lost Thing - Shaun Tan</p> <p>Own version narratives Diaries, formal letters, adverts, reports</p> <p>Writing Root: The Island - Armin Greder</p> <p>Sequels Welcome guides, letters of advice, diary entries in role,</p> <p>Writing Root: The Sleeper and The Spindle - Neil Gaiman and Chris Riddell</p> <p>Fairytale reworkings Warning posters, diaries, missing narratives</p> <p>Writing Root: The Lost Happy Endings - Carol An Duffy</p> <p>Alternative perspective prequels Newspaper reports, extended responses to a text</p> <p>Reading</p> <p>Literacy Leaf: The Wonderling - Mira Bartok</p> <p>Black and British - A Short Essential History by David Olusaga</p> <p>When The Stars Come Out - Nicola Edwards</p> <p>Sir Gawain and The Green Knight - Michael Morpurgo</p> <p>Spelling</p> <p>ably and ibly suffix</p> <p>hyphenated words</p> <p>double 'ff'</p> <p>ance and encr suffixes</p> <p>homophones</p> <p>tious and tian suffixes</p> <p>silent letter 'y' ie for ee</p> <p>statutory words</p>	<p>Animals including humans</p> <p>Describe the changes as humans develop to old age</p> <p>Describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p> <p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>The Second World War Describe how the war began.</p> <p>Label a timeline with significant events in the Second World War.</p> <p>Suggest suitable sources of evidence to find out more about the Second World War.</p> <p>Explain why the Second World War is such a significant event in British and global history.</p> <p>Learn about Adolf Hitler and reasons why the German air force invaded Britain.</p> <p>Why was propaganda a characteristic of the Second World War?</p> <p>What were the consequences of the use of atomic weapons at the end of the Second World War?</p> <p>What was the impact of the war on everyday life in Britain? Investigate some changes that took place in Britain in the decades after the end of the Second World War.</p> <p>What does NHS stand for? When was it created?</p> <p>Key vocabulary - Holocaust, propaganda, dispute, rationing, evacuation, atomic, decades, significant.</p>	<p>Using Map Features</p> <p>On a map of Europe, locate and label the:</p> <p>title compass rose key lines of longitude and latitude scale</p> <p>Describe the purpose of each of these features.</p> <p>Apply your knowledge of map features to your own maps of places you are studying by:</p> <p>Describing maps using the features</p> <p>using the features to create your own maps</p>	<p>Capturing conflicts Artist - Paul Nash - Painting - sketch before painting to combine line and colour</p> <p>Create a colour palette based upon colours observed in the natural or built world</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces</p> <p>Combine colours, tones and tints to enhance the mood of a piece</p> <p>Use brush techniques and the qualities of paint to create texture</p> <p>Develop a personal style of painting, drawing upon ideas from other artists</p> <p>Collage - mood boards - textures Show life like qualities - proportions of bodies</p> <p>Give details about the style of some notable artists, artisans and designers Show how the work of those studied was influential in both society and to other artists</p> <p>Create original pieces that show a range of influences and styles</p> <p>Vocabulary glorified documenting Union Jack harsh deeds official home front macabre iconic brooding disillusionment enchanted remnants atrocities</p>	<p>Food throughout the year</p> <p>Cultural events:</p> <p>Chinese New Year</p> <p>Cultural events: Christmas</p> <p>Cultural events Diwali</p> <p>Cultural events: Iftar</p> <p>Cultural events: Hanukkah</p> <p>Bolognese</p> <p>Bolognese: guided design-think</p> <p>Bolognese: guided design-break</p> <p>Bolognese: guided design-rethink</p> <p>Things to remember</p> <p>Ideas- a Kitchen garden</p> <p>Key vocabulary- inspiration, purpose, user, chopping, crushing, sauteing, stirring, perishable, infectious, compost, perennial, annual</p>	<p>Being Human -Christianity</p> <p>In what ways does the Bible teach Christians to treat others? How is this expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?</p>	<p>Video editing - To recognise video as moving pictures, which can include audio</p> <p>To identify digital devices that can record video</p> <p>To capture video using a digital device</p> <p>To recognise the features of an effective video</p> <p>To identify that video can be improved through reshooting and editing</p> <p>To consider the impact of the choices made when making and sharing a video</p> <p>Flat-file databases -</p> <p>To use a form to record information</p> <p>To compare paper and computer-based databases</p> <p>To outline how grouping and then sorting data allows us to answer questions</p> <p>To explain that tools can be used to select specific data</p> <p>To explain that computer programs can be used to compare data visually</p> <p>To apply my knowledge of a database to ask and answer real-world questions</p>	<p>Life cycles</p> <p>Explore composers music. Develop singing, composing and performing skills.</p> <p>Keeping healthy</p> <p>Perform musing musical techniques such as body popping and gospel.</p>	<p>Dance and gymnastics</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Dreams and Goals</p> <p>Aspirations, how to achieve goals and understanding the emotions that go with this</p> <p>I understand that I will need money to help me achieve some of my dreams</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p> <p>Healthy Me Being and keeping safe and healthy</p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I understand how the media, social media and celebrity culture promotes certain body types</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I know what makes a healthy lifestyle including</p>
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												healthy eating and the choices I need to make to be healthy and happy
Summer	<p>Unit 12: Geometry Properties of shapes (12 lessons)</p> <p>Unit 13: Geometry Position and direction (6 lessons)</p> <p>Unit 14: Decimals (15 lessons)</p> <p>Unit 15: Negative numbers (4 lessons)</p> <p>Unit 16: Measure - Converting units (10 lessons)</p> <p>Unit 17: Measure - Volume and capacity (3 lessons)</p>	<p>Writing Writing Root: Alte Zachen by Ziggy Hanaor</p> <p>Analytical essay Character descriptions, flashbacks, diary entries in role, short autobiographies</p> <p>Writing Root: Anne Frank - Josephine Poole</p> <p>Newspaper articles Letters, short descriptions, extended diary entries, obituaries, opinion pieces</p> <p>Writing Root: The Strange Case of Origami Yoda by Tom Angelberger</p> <p>Discussion texts Instructions, persuasion, diaries</p> <p>Writing Root: Curiosity by Marcus Mokum</p> <p>Expanded explanations NASA Proposals, information labels, short explanations, NASA logs, news reports</p> <p>Reading Literacy Leaf: Poems From The Second War World by Gaby Morgan</p> <p>Letters From The Lighthouse by Emma Carroll</p> <p>The Secret of Haven Point by Lisette Auton</p> <p>Real Life Mysteries by Susan Martineau and Vicky Barker</p> <p>Spelling</p> <p>able to ably with prefix</p> <p>ible to ibly with prefixes</p> <p>hyphenated words statutory words</p> <p>ancy and ency suffixes</p> <p>homophones</p> <p>cious and cial suffixes</p> <p>silent letters 'w'</p>	<p>Living things and their habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Earth and Space 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</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p>Explorers throughout History Name as many explorers as you can. Label a timeline to show when these events happened.</p> <p>Why are explorers significant in the history of Britain?</p> <p>What is the difference between exploration and migration?</p> <p>Explain the advantages of exploration.</p> <p>Learn about key explorers, such as Christopher Columbus, Sir Francis Drake, Roald Amundsen, Emilia Earhart, Neil Armstrong.</p> <p>List resources that explorers brought back from their journeys.</p> <p>Suggest reasons why the kings and queens of Europe encouraged explorers to sail to new worlds.</p> <p>Suggest some reasons why most explorers in history have been men.</p> <p>What was the impact on British society of exploration in the 16th and 17th centuries?</p> <p>Key Vocabulary - exploration, significant, centuries, resources, civilisations, expanded</p>	<p>Local Study Unit - Using Maps Four Figure Grid References</p> <p>Study Ordnance Survey Map of local area (Cherry Willingham) and surrounding villages.</p> <p>Identify map symbols.</p> <p>Conduct fieldwork to identify human and physical features of local area.</p> <p>Produce sketch maps and plans of school site, local village, Cherry Fields Nature Reserve.</p> <p>Consider the human impact on the local environment - positive and negative.</p> <p>Produce graphs and charts based on information collected.</p>	<p>Amazed by architecture) Artist - Zaha Hadid</p> <p>Sketches and Painting - use a variety of techniques to add interesting effects</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection</p> <p>Choose a style of drawing suitable for the work</p> <p>Use lines to represent movement</p> <p>Give details about the style of some notable artists, artisans and designers</p> <p>Show how the work of those studied was influential in both society and to other artists</p> <p>Create original pieces that show a range of influences and styles</p> <p>sketch line colour colour palette natural world built world water colour acrylic tones tints moods texture brush techniques reflection shadow perspective skyscrapers specialise memorials structural aesthetic crisp underdrawing</p>	<p>Artificial Intelligence</p> <p>AI: force sensors</p> <p>AI: distance sensors</p> <p>AI: finger fluency</p> <p>AI: design inspiration</p> <p>AI: guided design-think</p> <p>AI: guided design-break</p> <p>AI: guided design-re-think</p> <p>Key Vocabulary- Artificial Intelligence, sensor, component, detect, automatically, fluency, inspiration, purpose, user</p>	<p>Expressing Belief Through Arts</p> <p>How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why are some people not comfortable to use pictorial representation to express belief, e.g. Muslims and Jewish people</p>	<p>Selection in physical computing - To control a simple circuit connected to a computer</p> <p>To write a program that includes count-controlled loops</p> <p>To explain that a loop can stop when a condition is met, eg number of times</p> <p>To conclude that a loop can be used to repeatedly check whether a condition has been met</p> <p>To design a physical project that includes selection</p> <p>To create a controllable system that includes selection</p> <p>Selection in quizzes -</p> <p>To explain how selection is used in computer programs</p> <p>To relate that a conditional statement connects a condition to an outcome</p> <p>To explain how selection directs the flow of a program</p> <p>To design a program which uses selection</p> <p>To create a program which uses selection</p> <p>To evaluate my program</p>	<p>At the movies - Learn techniques for creating soundtracks and film scores.</p> <p>Celebration - Learn a celebration song to develop performance skills</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, and apply basic principles suitable for attacking and defending.</p>	<p>Relationships Building positive, healthy relationships</p> <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I understand that belonging to an online community can have positive and negative consequences</p> <p>I understand there are rights and responsibilities in an online community or social network</p> <p>I know there are rights and responsibilities when playing a game online</p> <p>I can recognise when I am spending too much time using devices (screen time)</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>Changing Me Coping positively with change</p> <p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p>



		ei and i before e, except after c statutory words with silent letters											I can identify what I am looking forward to when I move to my next class.
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