

Frodsham CE Primary School Long Term Plan 2016/2017 Year 5

As God's family we love, learn and play together.

	Autumn	Spring	Summer
Big question	<p>Why is Brazil in the news again? What's so special about the USA?</p>  <p>A geography based unit that looks at locating world countries using maps to focus on north and south America concentration on their key physical and human characteristics and major cities.</p> <ul style="list-style-type: none"> • Where in the world are North and South America? • Why is Brazil famous for its dancing? • Why is the rainforest important? • What makes Rio and New York two of the world's most visited cities? 	<p>Who were the Mayans and what can we learn from them?</p>  <p>A history based unit focusing on the Mayan civilization from around 900AD.</p> <ul style="list-style-type: none"> • Who were the Mayans and where did they live? • What evidence do we have that the Mayans were an advanced civilization? • Why was the Sun an important feature in Mayan life? • What do we know of the rituals carried out by the Mayan civilization? • What caused the Mayan Civilization to disappear? 	<p>How can we re-consider the wonders of Ancient Egypt?</p>  <p>A history based unit focusing on Ancient Egypt.</p> <ul style="list-style-type: none"> • What is an archaeologist and how have they helped us find out about the past? • How can we recreate the wonder of the pyramids? • Who were the Pharaohs' and why were they important? <p>Were the Egyptians more advance then we are?</p>
Wow Starter	Children unpack a suitcase of items from both destinations and try to figure out what the items may mean.	Children to learn about the traditional game 'pok a tok' and recreate it, using resources available to them.	Letter from Howard Carter inviting year 5 on a historical excavation uncovering ancient artefacts.
Art		How did the great artists see themselves?	Where is the detail in that picture? Ancient Egyptian painting & sculpture.

			Papyrus, hieroglyphs.
Art skills and elements taught through the class theme highlighted	Digital media Painting Printing Textiles 3D Collage	Digital media Painting Printing Textiles 3D Collage	Digital media Painting Printing Textiles 3D Collage
DT	Carnival masks What would that map look like in 3d? Mouldable materials	Who will win the year 5 bake off?	What will our wall hanging celebrate? Design & make a shaduf. Pyramids
D & T skills taught through a designing and making project linked to class theme highlighted	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas
Numeracy	<p>Number and place value – Read, write, order & compare numbers to at least 1 000 000 & determine the value of each digit. Explain what each digit represents in whole numbers & decimals with up to two places, partition, round & order these numbers. Use understanding of place value to multiply & divide whole numbers & decimals by 10 & 100.</p> <p>Patterns & numbers – find missing numbers in a sequence that includes negative numbers. Count in decimal steps to create a sequence. Recognise factors, prime & square numbers. Read Roman numerals to M.</p> <p>Addition & subtraction – work out mentally sums & differences of decimals with two digits. Use efficient written methods to add & subtract whole numbers with more than four digits & decimals with up to two places. Add & subtract units of</p>	<p>Number and place value – Read, write, order & compare numbers with up to three decimal places. Use understanding of place value to multiply & divide whole numbers & decimals by 10, 100 or 1000. Round decimals with two decimal places to the nearest whole number & to one decimal place.</p> <p>Geometry – Use knowledge of properties to draw 2-D shapes using given dimensions & angles. Identify and draw nets of 3-D shapes. Estimate, draw and measure acute and obtuse angles. Identify the position of a shape following a reflection or translation. Read & plot coordinates in the first quadrant.</p> <p>Addition & subtraction – use knowledge of place value, addition & subtraction of two-digit numbers to mentally calculate sums & differences of larger numbers and decimals.</p>	<p>Geometry – Identify, visualise & describe properties of rectangles, triangles, regular polygons. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Measure and compare different angles. Calculate angles at a point on a straight line.</p> <p>Patterns & numbers - Recognise & describe linear number sequences & find the term-to-term rule. Work out years written in Roman numerals. Identify pairs of factors of two-digit whole numbers & find common multiples. Establish whether a number up to 100 is prime & recall prime numbers up to 19. Recognise & use square numbers & cube numbers.</p> <p>Multiplication and division – multiply numbers up to four digits by a one- or two-</p>

	<p>measure using decimal notation.</p> <p>Multiplication and division – recall multiplication & division facts up to 12×12 & use them to multiply & divide pairs of multiples of 10 and 100. Multiply a three-digit number by a one-digit number using an efficient written method.</p> <p>Fractions, decimals & percentages – find simple fractions of numbers and quantities. Express a smaller whole number as a fraction of a larger one (e.g. recognise that 5 out of 8 is $\frac{5}{8}$. Recognise the per cent symbol (%))</p> <p>Know percentage and decimal equivalents of fractions with a denominator of a multiple of 100</p> <p>Measures – convert between different units of measure. Interpret a reading that lies between two unnumbered divisions on a scale. Draw & measure lines to the nearest millimetre.</p> <p>Measure & calculate the perimeter of rectangles.</p> <p>Geometry – Identify, visualise & describe properties of rectangles, triangles, regular polygons and 3-D solids. Know angles are measured in degrees; estimate, measure & draw a given angle, writing its size in degrees.</p> <p>Complete patterns with up to two lines of symmetry. Read & plot coordinates in the first quadrant.</p>	<p>Use efficient written methods to add & subtract whole numbers with more than four digits & decimals with up to two places. Add and subtract fractions with the same denominator.</p> <p>Multiplication and division – use different mental strategies for multiplication & division. Use an efficient written method to multiply a two-digit number by a two-digit number & to divide a four-digit number by a one-digit number. Multiply proper fractions and mixed numbers by whole numbers.</p> <p>Fractions, decimals & percentages – find simple fractions & percentages of numbers & quantities. Use equivalent fractions to compare & order fractions whose denominators are all multiples of the same number. Find a simple percentage of a quantity. Recognise mixed numbers and improper fractions & convert from one form to the other. Know percentage and decimal equivalents of fractions with a denominator of a multiple of 10.</p> <p>Measures – Convert between different units of measure. Interpret a reading that lies between two unnumbered divisions on a scale. Read timetables & time using 24-hour clock notation & use a calendar to calculate time intervals.</p>	<p>digit number using an efficient written method, including long multiplication for two-digit numbers. Divide numbers up to four digits by a one-digit number using an efficient written method of short division and interpret remainders appropriately. Multiply proper fractions and mixed numbers by whole numbers.</p> <p>Fractions, decimals & percentages – know percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ & those with a denominator of a multiple of 10 or 25. Use sequences to scale numbers up or down and solve problems involving proportions of quantities.</p> <p>Measures – use decimal numbers to record measurements. Interpret a reading between two unnumbered divisions on a scale. Use some common imperial units & their equivalent metric measure. Solve problems involving calculating perimeter or area of rectangles. Read timetables & time using 24-hour clock notation.</p>
Literacy	<p>Stories from other cultures</p> <p><u>Reading outcome:</u> Increase their familiarity with books from other cultures. Deduce, predict, infer & summarise.</p> <p><u>Written Outcome:</u> reflect on the character from different viewpoints. Retell the story from several</p>	<p>Stories by significant children’s authors</p> <p><u>Reading outcome:</u> to discuss themes & issues enabling children to make connections with their own lives. Discuss & evaluate how authors use language, including figurative language, considering the impact on the</p>	<p>Older literature</p> <p><u>Reading outcome:</u> increasing familiarity with a wide range of books from our literary heritage.</p> <p><u>Written Outcome:</u> explore a text in detail. Write in the style of the author to complete</p>

	<p>different perspectives in narratives, describing settings, characters & atmosphere & integrating dialogue to convey character & advance the action using a wide range of devices to build cohesion within & across paragraphs.</p> <p><u>Grammar outcome:</u> devices to build cohesion within a paragraph – then, after that. Linking ideas across paragraphs using adverbials of time & tense choice.</p> <p>Poetic style</p> <p><u>Reading outcome:</u> continuing to read a wide range of poetry. Performing poems showing understanding through intonation, tone & volume so that meaning is clear to the audience.</p> <p><u>Written Outcome:</u> read, write & perform free verse.</p> <p><u>Grammar outcome:</u> punctuation – commas, brackets, dashes.</p> <p>Persuasion</p> <p><u>Reading outcome:</u> read arrange of persuasive texts & compare & discuss how language & text features add meaning to the reader.</p> <p><u>Written Outcome :</u> show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes.</p> <p><u>Grammar outcome:</u> model verbs & adverbials. Different sentence types.</p> <p>Traditional stories – myths and legends</p> <p><u>Reading outcome:</u> Increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction & books from other cultures and traditions.</p> <p><u>Written Outcome:</u> reflect on main character from different viewpoints. Retell story from different perspectives in narratives, describing settings,</p>	<p>reader.</p> <p><u>Written Outcome:</u> plan, compose & edit different genres based on text.</p> <p><u>Grammar outcome:</u> indicating degrees of possibility using adverbs or modal verbs.</p> <p>Film narrative</p> <p><u>Reading outcome:</u> Children can form opinions and use textual evidence from a film to support and justify responses. Children demonstrate that they can infer authors' perspectives.</p> <p><u>Written Outcome:</u> Create a class story board which can be used as a skeleton to help structure written and oral outcomes. Demonstrate that they can manipulate narrative structure. Reflect critically on their own writing and edit and improve it.</p> <p><u>Grammar outcome:</u> use speech punctuation accurately.</p> <p>Instructions</p> <p><u>Reading outcome:</u> identify how language, structure & presentation contribute to meaning.</p> <p><u>Written Outcome:</u> detailed instructions with clear introduction & conclusion.</p> <p><u>Grammar outcome:</u> revision of word & sentence types.</p>	<p>sections of the story. Take the plot & theme from the text to plan & write their own version.</p> <p><u>Grammar outcome:</u> Punctuation for effects – presentation features.</p> <p>Recounts</p> <p><u>Reading outcome:</u> reading books that are structured in different ways, reading for a range of purposes & making comparisons within & across books.</p> <p><u>Written Outcome:</u> Compose a biographical account based on research.</p> <p><u>Grammar outcome:</u> relative clauses beginning with who, which, where, why, whose. Devices to build cohesion within a paragraph – then, after that. Linking ideas across paragraphs using adverbials of time and tense choice.</p> <p>Classic narrative poems</p> <p><u>Reading outcome:</u> continuing to read a wide range of poetry. Performing poems showing understanding through intonation, tone & volume so that meaning is clear to the audience.</p> <p><u>Written Outcome:</u> research a particular poet. Personal responses to poetry, recite familiar poems by heart.</p> <p><u>Grammar outcome:</u> use poems to exploit grammar teaching & revision.</p>
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	characters & atmosphere & integrating dialogue to convey character. <u>Grammar outcome:</u> devices to build cohesion within a paragraph – then, after that. Linking ideas across paragraphs using adverbials of time & tense choice.					
<u>Terminology children MUST know by the end of Year 5</u>						
Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.						
Science	Why was Neil Armstrong famous? In this unit the children will look at the Earth & Moon. It covers: <ul style="list-style-type: none"> • Earth relative to the Sun • Moon relative to the Earth • Relationship between Sun, Earth and Moon • Earth's rotation • Day and night 	Can you feel the force? In this unit the children will investigate a variety of forces: <ul style="list-style-type: none"> • Gravity • Air Resistance • Water Resistance • Friction • Gears, Pulleys, Leavers and Springs 	Do all plants and animals start life as an egg? In this unit the children study living things. It covers: <ul style="list-style-type: none"> • Life cycles of plants and animals • Birth, growth, development and reproduction 	How different will you be when you are as old as your grandparents? This unit focuses on the different stages of growth (including puberty) as humans develop from birth to old age. It covers: <ul style="list-style-type: none"> • Exercise • Diet • Smoking • Alcohol & drugs 	SRE We will follow the Christopher Winter scheme of work and cover: <ul style="list-style-type: none"> • Puberty & hygiene • Menstrual & wet dreams 	Can you be the next CSI investigator? The children will investigate the properties and changes to materials covering: <ul style="list-style-type: none"> • Dissolving • Evaporating • Filtering • Reversible & irreversible changes
Geography	Locate the world's countries, using maps to focus on North/South America and concentrating on their key physical and human characteristics, countries and major cities.					
History			The achievements of the earliest civilizations and the impact on our society.		The achievements of the earliest civilizations and the impact on our society.	
Computing	Algorithms and programming We are game developers -Scratch	Digital art-Andy Warhol	Controlling devices	Internet research and webpage design	Data retrieving and organising- Radio Show	

Music	Learning to play stringed instruments					
PE	<p>Quick-sticks hockey -Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Dance -Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Sports Hall Athletics -Develop flexibility, strength, technique, control and balance. -Use running, jumping, throwing and catching in isolation and in combination. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Gymnastics -Develop flexibility, strength, technique, control and balance. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Basketball/netball -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Dance -Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Cricket -Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Gymnastics -Develop flexibility, strength, technique, control and balance. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Football -Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Outdoor and Adventurous Activities -Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Tennis -Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Athletics -Develop flexibility, strength, technique, control and balance. -Use running, jumping, throwing and catching in isolation and in combination. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
RE	<p>Good News How do Christians believe that God speaks good news to people through the life of Jesus? God</p>	<p>Christian Community How are local, national & global church communities similar & different? How do Christian</p>	<p>Kingdom of God How does the local church community seek to bring God's Kingdom on earth? Judaism</p>	<p>Forgiveness How and why do Christians confess their sins? Does God forgive those who don't</p>	<p>Discipleship How important is the new covenant to Christians? Holy Spirit What part do</p>	<p>Islam Belief in Angels Does everyone have two angels to watch over them? Islamic Art</p>

	<p>How do Christians believe God speaks to people through the Bible?</p> <p>Islam</p> <p>Shirk, 5 pillars, Umma</p> <p>How does a mosque show Muslims' beliefs about God?</p>	<p>leaders help build the kind of world Jesus wants?</p> <p>Incarnation</p> <p>Why are titles given to Jesus at Christmas?</p>	<p>Covenant</p> <p>How do Jews celebrate to show their special relationship to G-d?</p>	<p>forgive others?</p> <p>Salvation</p> <p>What can we learn from Christian works of art about salvation?</p> <p>Resurrection</p> <p>What did the 'Road to Emmaus' story show Christians about Jesus?</p> <p>What evidence is there for the resurrection?</p>	<p>Christians believe the Holy Spirit played in helping disciples in the early church?</p> <p>Creation</p> <p>Why do Christians want to share the world's resources?</p>	<p>What are the characteristics of Allah reflected in Islamic art & architecture?</p>
PSHE	New beginnings	Friendship Peer mediation	Good to be me	Democracy	Changes	Going for Goals
French	<p>Free-time/Hobbies – vocabulary, opinions and reasons, present tense of some regular/high frequency irregular verbs, subject pronouns</p> <p>focus on numbers to 31</p> <p>general conversation</p> <p>days, months, date, birthdays</p> <p>weather phrases</p> <p>telling the time – on the hour</p>		<p><u>Where I live</u> – vocabulary, descriptions, opinions, directions</p> <p>focus on numbers to 60</p> <p>telling the time – digital</p> <p>near future tense (aller + infinitive)</p>		<p><u>At the Café</u> – vocabulary, likes/dislikes, hungry/thirsty, role plays</p> <p>telling the time – analogue clock</p> <p>introduction to past tense – present tense of avoir + past participle</p> <p>focus on numbers to 100</p>	
Educational visits/celebration	<p>Rio day</p> <p>Space Port</p>		<p>Tony North – Egyptian day</p> <p>Liverpool museum</p>			