

Frodsham CE Primary School Long Term Plan 2019/2020 Year 5

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

	Autumn		Spring		Summer	
<b>Christian Values</b>	Love	Respect	Kindness	Community	Faith	Resilience
<b>British Values</b>						
<b>Big Question</b>	<p>What makes the Americas so amazing?</p> 		<p>Were the Vikings really all that vicious?</p> 		<p>Who were the Mayans and what can we learn from them?</p> 	
<b>RE (Chester Diocese) Year A</b>	<p><b>Creation</b> Why do Christians want to share the world's resources?</p> <p><b>Kingdom of God</b> How does the local church community seek to bring God's Kingdom on earth?</p> <p><b>Incarnation</b> Why are titles given to Jesus at Christmastime?</p>		<p><b>Christian Community</b> How are local, national and global Christian communities different? How do Christian leaders create the kind of world Jesus wants?</p> <p><b>Discipleship</b> How important is the new covenant to Christians?</p>	<b>Forgiveness</b>	<b>Sikhism</b>	
<b>Year B</b>	<p><b>God</b></p> <p><b>Good News</b></p> <p><b>Incarnation</b></p>		<b>Holy Spirit</b>	<b>Salvation</b>	<b>Sikhism</b>	

<b>Wow Starter</b>						
<b>English (Pathways to Write)</b>	<b>Recount</b> – Queen of the Falls Writing outcome: To write a series of diaries about significant events in Annie Edson Taylor’s life	<b>Traditional Tale</b> – The Lost Happy Endings Writing outcome: To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise	<b>Myth</b> – Arthur and the Golden Rope Writing outcome: To write a myth: to create characters (heroes, villains and monsters) and settings	<b>Recount</b> – The Darkest Dark Writing outcome: To write a formal biography about Chris Hadfield	<b>Persuasion</b> – The Paperbag Prince Writing outcome: To write a persuasive leaflet to give information about waste management	<b>Narrative</b> – The Hunter Writing outcome: To write a narrative based on the structure of The Hunter by changing the characters, animal and setting
<b>Maths (White Rose)</b>	<b>Number and place value</b> – Place value <b>Number</b> – Addition and subtraction <b>Statistics</b> <b>Number</b> – Multiplication and Division <b>Measure</b> – Area and Perimeter		<b>Number</b> – Multiplication and Division <b>Number</b> – Fractions <b>Statistics</b> <b>Number</b> – Decimals and Percentages		<b>Number</b> – Decimals <b>Geometry</b> – Properties of Shapes <b>Geometry</b> – Position and Direction <b>Measurement</b> - Converting Units <b>Measurement</b> - Volume	
<b>Wow Starter</b>						
<b>Science (Focus Education)</b>	<b>Can you be the next CSI investigator?</b> The children will investigate the properties and changes to materials covering: <ul style="list-style-type: none"> <li>Dissolving</li> <li>Evaporating</li> <li>Filtering</li> </ul> Reversible & irreversible changes	<b>SRE</b> We will follow the Christopher Winter scheme of work and cover: <ul style="list-style-type: none"> <li>What happens to the bodies of boys and girls when they reach puberty?</li> <li>Does everyone change at the same rate?</li> </ul>	<b>Can you feel the force?</b> In this unit the children will investigate a variety of forces: <ul style="list-style-type: none"> <li>Gravity</li> <li>Air Resistance</li> <li>Water Resistance</li> <li>Friction</li> <li>Gears, Pulleys, Leavers and Springs</li> </ul>	<b>Why was Neil Armstrong famous?</b> In this unit the children will look at the Earth & Moon. It covers: <ul style="list-style-type: none"> <li>Earth relative to the Sun</li> <li>Moon relative to the Earth</li> <li>Relationship between Sun, Earth and Moon</li> <li>Earth’s rotation</li> </ul>	<b>Do all plants and animals start life as an egg?</b> In this unit the children study living things. It covers: <ul style="list-style-type: none"> <li>Life cycles of plants and animals</li> <li>Birth, growth, development and reproduction</li> </ul>	<b>How different will you be when you are as old as your grandparents?</b> 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"> <li>Exercise</li> <li>Diet</li> <li>Smoking</li> <li>Alcohol &amp; drugs</li> </ul>

		<ul style="list-style-type: none"> <li>How can I keep my growing and changing body clean?</li> </ul>		<ul style="list-style-type: none"> <li>Day and night</li> </ul>		
<b>PSHE (PSHE Association)</b>	Healthy Lifestyles	Feelings and Emotions	Rights and Responsibilities	Growing and Changing	Healthy Relationships	Taking Care of the Environment
<b>Art and Design (FCE long term plan)</b>	Outcome Media Artist					
<b>Computing (Switched On)</b>	<b>We are game developers</b> Develop an interactive game	<b>We are cryptographers</b> Cracking codes	<b>We are artists</b> Fusing geometry and art	<b>We are web developers</b> Creating a website about cyber security	<b>We are bloggers</b> Sharing experiences and opinions	<b>We are architects</b> Creating a virtual space
<b>Design Technology (Projects on a Page)</b>	<b>Textiles</b> Combining different fabric shapes Material case		<b>Mechanical Systems</b> Pulleys or Gears Moveable Viking longboat		<b>Cooking and Nutrition</b> Celebrating culture and seasonality Sustainable snacks	
<b>French (Primary Languages Network)</b>	Unit					
<b>Wow Starter</b>						
<b>Geography (FCE long term plan)</b>	<p>A geography based unit focusing on the continents of North and South America, and the countries that form them.</p> <ul style="list-style-type: none"> <li>How do different regions of the Americas compare to each other in terms of landscape, climate and location?</li> <li>What are the similarities and differences between the geographical features of our local area and a region of the Americas?</li> <li>What are coordinates and why are they</li> </ul>					

	useful? <ul style="list-style-type: none"> <li>• What are the ancient and new wonders of the world? Which are in the Americas?</li> <li>• What are the natural wonders of the Americas?</li> </ul>					
<b>Wow Starter</b>						
<b>History (FCE long term plan)</b>			A history based unit focusing on the raids and invasions by Vikings in Anglo-Saxon Britain. <ul style="list-style-type: none"> <li>• Who were the Vikings?</li> <li>• When and where did the Vikings raid and settle?</li> <li>• What were their houses like? What clothes did they wear and what food did they eat?</li> <li>• What significant events happened during the time of the Vikings?</li> <li>• Who ruled during the 'Viking Age' and what influence and significance did they have on British history?</li> <li>• What was the justice system like and how do crimes, punishments and laws compare with modern day equivalents?</li> </ul>		A history based unit focusing on the Mayan civilization from around 900AD. <ul style="list-style-type: none"> <li>• Who were the ancient Maya people?</li> <li>• When and where did they live?</li> <li>• What/who did the Maya people believe in?</li> <li>• What do we know of the rituals carried out by the Mayan civilization?</li> <li>• How did the Maya writing and number system work?</li> <li>• Which explorers were significant in discovering the Maya Civilisation?</li> <li>• What did the Maya people eat?</li> <li>• What caused the Mayan Civilization to disappear?</li> </ul>	
<b>Music</b>	First Access strings tuition					
<b>PE (FCE long term plan)</b>	<b>Dance</b>  Invasion Games Quicksticks Hockey	<b>Gym</b>  Sportshall Athletics	<b>Dance</b>  Invasion Games Netball	<b>Gym</b>  Net and Wall Games Tennis	<b>Invasion Games</b> Football  <b>Outdoor Adventurous Activities</b>	<b>Athletics</b>  <b>Striking and Fielding</b> Cricket
<b>Educational visits Celebrations Memorable Experiences Outdoor</b>						

<b>opportunities</b> <b>Trips</b>			
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