

BWJPS
Year 5 Long Term Plan 2021 - 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Real-life Fiction/ Diversity		Science Fiction		Fantasy	
Writing Expectation to: Plan, draft, edit, redraft & publish	<p>P - Persuasive piece on why should you holiday in Greece? (CC – History/Geo)</p> <p>E – Descriptive Dialogue</p> <p>E – Myth/ Legend (CC – History)</p>	<p>I – Newspaper Report – murderous KKB</p> <p>E – List poem (CC - History)</p> <p>E – Narrative</p>	<p>I – Space Non-Chron/ Bio (CC - Science)</p> <p>E – Setting Description</p> <p>E – Play-script</p>	<p>P – Balanced Argument (CC - History)</p> <p>E – Forces Rap/ Song (CC – Science)</p> <p>E – Flashback Space Story</p>	<p>I – Jabberwocky Non-Chron</p> <p>E - Diary entry (CC – History)</p> <p>E - Anger Poem (CC – PSHE)</p>	<p>P – Prefect Letter</p> <p>E – Suspense Narrative</p> <p>E – Character Description</p>
Reading	<p>Traditional Tale: Firebird</p> <p>Holes</p> <p>The Boy at the Back of the Class</p> <p>Bug Club</p> <p>Guided Reading VIPERS</p>		<p>Tim Peake</p> <p>Cosmic/ Orion Lost</p> <p>Bug Club</p> <p>Guided reading – VIPERS</p> <p>World book day – Thursday 5th March</p>		<p>Jabberwocky</p> <p>The Nowhere Emporium</p> <p>House with Chicken Legs</p> <p>Bug Club</p> <p>Guided Reading - VIPERS</p>	
Spelling, punctuation & grammar (SPAG)	<p>Year 5 & 6 word list and associated spellings</p> <p>Fronted Adverbials</p> <p>Expanded Noun Phrases</p> <p>Modal Verbs (*)</p> <p>Prefixes & Suffixes</p> <p>Embedded Clauses (*)</p> <p>Apostrophes</p> <p>Word Classes</p> <p>Sentence types</p>		<p>Year 5 & 6 word list and associated spellings</p> <p>Commas to Clarify Meaning</p> <p>Grammatical Difference – Possessive & Plural Pronouns (*)</p> <p>Brackets for Parenthesis</p> <p>Modal verbs and adverbs</p> <p>Figurative language (similes, metaphors & personification)</p> <p>Create adjectives from nouns using suffixes</p> <p>Hyphens</p>		<p>Year 5 & 6 word list and associated spellings</p> <p>Commas to Clarify Meaning</p> <p>Accent & dialect</p> <p>Relative clauses</p> <p>Subject – verb agreement</p> <p>Turn nouns and adjectives into verbs</p> <p>Homophones</p> <p>Colons and semi-colons for lists</p>	

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	<p>Punctuating Dialogue Paragraphs Use of a Dictionary & Thesaurus Different types of nouns</p>		<p>Cohesion between Paragraphs Colon to introduce list and punctuate bullet point (*) Relative clauses Active and Passive voice</p>		<p>Word Classes Punctuating Dialogue Recap Year 5 Use of a dictionary & Thesaurus</p>	
<p>Maths</p>	<p><u>White Rose Maths – Autumn term</u> Number – Place Value (Week 1-3) Number – Addition and Subtraction (Week 4-6) Statistics (Week 7-9) Number – Multiplication and Division (Week 10-13) Measurement – Perimeter and Area (Week 14-15)</p>		<p><u>White Rose Maths – Spring term</u> Number – Multiplication and Division (Week 1-3) Number – Fractions (Week 4 - 9) Number – Decimals and Percentages (Week 10-11)</p>		<p><u>White Rose Maths – Summer term</u> Number – Decimals (Week 1-4) Geometry – Properties of Shapes (Week 5-8) Geometry – Position and Direction (Week 9-10) Measurement – Converting Units (Week 11-13) Measurement - Volume (Week 14)</p>	
<p>Science</p>	<p>Properties and Changes of Materials</p>	<p>Living Things and their Habitats</p>	<p>Earth and Space</p>	<p>Forces</p>	<p>Animals, including Humans</p>	<p>Scientists and Inventors</p>
	<ul style="list-style-type: none"> Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? Can they explain how some materials dissolve in liquid to form a solution? Can they describe how to recover a substance from a solution? 	<ul style="list-style-type: none"> Do they recognise that environments can change, and this can sometimes pose a danger to living things? Can they describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird? Can they describe the life cycles of common plants? 	<ul style="list-style-type: none"> Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system? Can they explain how seasons and the associated weather is created? Can they describe and explain the movement of the Moon relative to the Earth? 	<ul style="list-style-type: none"> Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object? Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces? 	<ul style="list-style-type: none"> Can they describe the changes as humans develop to old age? 	<ul style="list-style-type: none"> Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall)

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	<ul style="list-style-type: none"> • Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating? • Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic? • Can they describe changes using scientific words? (evaporation, condensation) • Can they demonstrate that dissolving, mixing and changes of state are reversible changes? • Can they 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? • Can they use the terms 'reversible' and 'irreversible'? 		<ul style="list-style-type: none"> • Can they describe the sun, earth and moon as approximately spherical bodies? • Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky? 	<ul style="list-style-type: none"> • Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect? 		
<p>Planning</p> <ul style="list-style-type: none"> • Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary? • Can they make a prediction with reasons? • Can they use test results to make predictions to set up comparative and fair tests? 						

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	<ul style="list-style-type: none"> Can they present a report of their findings through writing, display and presentation? <p>Obtaining and Presenting Evidence</p> <ul style="list-style-type: none"> Can they take measurements using a range of scientific equipment with increasing accuracy and precision? Can they take repeat readings when appropriate? Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs? <p>Considering Evidence and Evaluating</p> <ul style="list-style-type: none"> Can they report and present findings from enquiries through written explanations and conclusions? Can they use a graph to answer scientific questions? 					
<p style="text-align: center;">Computing</p> <p style="text-align: center;">Continual reinforcement of e-safety</p>	<p style="text-align: center;">Searching and sorting information</p> <ul style="list-style-type: none"> Spreadsheets <ul style="list-style-type: none"> Can they create a formula in a spreadsheet and then check for accuracy and plausibility? Can they search databases for information using symbols such as =, > or <? Can they create databases planning the fields, rows and columns? Can they create graphs and tables to be copied and pasted into other documents? (*) 	<p style="text-align: center;">e-communication</p> <ul style="list-style-type: none"> Internet Research & Webpage Design <ul style="list-style-type: none"> Can they use a search engine using keyword searches? Can they compare the results of different searches? Can they decide which sections are appropriate to copy and paste from at least two web pages? Can they save stored information following simple lines of enquiry? 	<p style="text-align: center;">Text and Multimedia in ICT</p> <ul style="list-style-type: none"> Word processing and presentation skills <ul style="list-style-type: none"> Can they open a document (PDF) and view it? Can they use a range of presentation applications? Can they capture sounds, images and video? Can they use the word count tool to check the length of a document? Can they use bullets and numbering tools? Can they make a multimedia presentation that 	<p style="text-align: center;">Understanding Instructions and making things happen</p> <ul style="list-style-type: none"> Scratch: Developing Games Game Creator <ul style="list-style-type: none"> Can they combine sequences of instructions and procedures to turn devices on or off? Do they understand input and output? Can they use an ICT program to control an external device that is 	<p style="text-align: center;">Digital Photography</p> <ul style="list-style-type: none"> Video Communicating <ul style="list-style-type: none"> Can they use a range of presentation applications? Do they consider audience when editing a simple film? Do they know how to prepare and then present a simple film? Can they use ICT to record sounds and capture both still and video images? Can they work on simple film editing? Can they use instant messaging to 	<p style="text-align: center;">Sound in ICT</p> <ul style="list-style-type: none"> Radio Station <ul style="list-style-type: none"> Can they listen to streaming audio such as online radio? Can they download and listen to podcasts? Can they produce and upload a podcast? Can they manipulate sounds using Audacity? Can they select music from open sources and incorporate it into multimedia presentations? (*)

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		<ul style="list-style-type: none"> ➤ Can they download a documents and save it to the computer? ➤ Can they make a home page for a website that contains links to other pages? ➤ Can they capture sounds, images and video? 	<ul style="list-style-type: none"> ➤ <u>contains: sound; animation; video and buttons to navigate?</u> <u>Can they make an information poster using graphics skills to good effect?</u> 	<ul style="list-style-type: none"> ➤ electrical and/or mechanical? ➤ Can they use ICT to measure sound or light or temperature using sensors? ➤ Can they explore 'What if' questions by playing adventure or quest games? ➤ Can they write programs that have sequences and repetitions? 	<ul style="list-style-type: none"> ➤ communicate with class members? ➤ Can they conduct a video chat with someone elsewhere in the school or in another school? 	
History	Ancient Greece		Ancient Sumer	Leisure & Entertainment	Crime and Punishment	
	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work out exact time scales and differences as need be? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they explain the role that Britain has had in spreading Christian values across the world? • Can they begin to appreciate that how we make decisions has been through a Parliament for some time? • Do they appreciate that significant events in history have helped shape the country we have today? • Do they have a good understanding as to how crime and punishment has changed over the years? 					

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	<p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? 			
Geography	<u>Exploring Eastern Europe</u>	<u>Amazing Americas</u>	<u>Raging Rivers</u>	<u>Enough for Everyone</u>
	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Can they find the same place on a globe and on an atlas? • Can they collect information about a place and use it in a report? • Can they map land use? • Can they find possible answers to their own geographical questions? • Can they make detailed sketches and plans; improving their accuracy later? • Can they plan a journey to a place in another part of the world, taking account of distance and time? <p>Physical Geography</p> <ul style="list-style-type: none"> • Can they explain why many cities of the world are situated by rivers? • Can they explain how a location fits into its wider geographical location; with reference to physical features? • Can they explain how the water cycle works? • Can they explain why water is such a valuable commodity? <p>Human Geography</p> <ul style="list-style-type: none"> • Can they explain why people are attracted to live by rivers? • Can they explain how a location fits into its wider geographical location; with reference to human and economical features? • Can they explain what a place might be like in the future, taking account of issues impacting on human features? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> • Can they name the areas of origin of the main ethnic groups in the UK & in their school? • Can they name and locate many of the world's major rivers on maps? • Can they name and locate many of the world's most famous mountain regions on maps? • Can they locate the USA and Canada on a world map and atlas? • Can they locate and name the main countries in South America on a world map and atlas? 			
Art	<p>Plants and Flowers</p> <p><i>Henri Rousseau</i></p>	<p>Sketching – texture/ emotion/ reflection</p> <p>North American Art</p>	<p>Painting – emotions/ Printing Pop Art</p> <p><i>Andy Warhol</i></p>	

John Singer Sargent, Ansel Adams, Jean-Michel Basquiat and Mary Cassatt

	<p>Drawing</p> <ul style="list-style-type: none"> • Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement? (*) • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? (*) <p>3D/ Textiles</p> <ul style="list-style-type: none"> • Do they experiment with and combine materials and processes to design and make 3D form? (*) • Can they sculpt clay and other mouldable materials? (*) • Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross 	<p>Painting</p> <ul style="list-style-type: none"> • Can they create a range of moods in their paintings? (*) • Can they express their emotions accurately through their painting and sketches? <p>Collage</p> <ul style="list-style-type: none"> • Can they use ceramic mosaic to produce a piece of art? (*) • Can they combine visual and tactile qualities to express mood and emotion? 	<p>Printing</p> <ul style="list-style-type: none"> • Can they print using a number of colours? • Can they create an accurate print design that meets a given criteria? • Can they print onto different materials? <p>Use of IT</p> <ul style="list-style-type: none"> • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos, and use software to alter them, adapt <p>Sketch books</p> <ul style="list-style-type: none"> • Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Can they produce a montage all about themselves? • Do they use their sketch books to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in their sketch books? • Do they keep notes in their sketch books as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others? <p>Knowledge</p> <ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?
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	<p>stitch, backstitch, appliqué and/or embroidery.</p>		<p>them and create work with meaning?</p> <ul style="list-style-type: none"> • Can they create digital images with animation, video and sound to communicate their ideas? • Can they present a collection of their work on a slide show? 	
<p>Design technology</p>	<p>Plants and Flowers <i>Alexander Calder and David Oliveira</i></p>		<p>Global Food</p>	<p>Felt Phone Cases</p>
	<p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> • Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they produce a detailed step- by-step plan? • Can they suggest some alternative plans and say what the good points and drawbacks are about each? 	<p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> • Can they explain why their finished product is going to be of good quality? • Can they explain how their product will appeal to the audience? • Can they use a range of tools and equipment expertly? • Do they persevere through different stages of the making process? • Can they show a good level of expertise when using a range of tools and equipment? • Do they work at their product even though their original idea might not have worked? 		<p>Evaluating processes and products</p> <ul style="list-style-type: none"> • Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? • Can they evaluate appearance and function against the original criteria?
<p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Can they describe what they do to be both hygienic and safe? • How have they presented their product well? 	<p>Textiles</p> <ul style="list-style-type: none"> • Do they think what the user would want when choosing textiles? • How have they made their product attractive and strong? • Can they make up a prototype first? • Can they devise a template? 	<p>Electrical and mechanical components</p> <ul style="list-style-type: none"> • Can they incorporate a switch into their product? • Can they refine their product after testing it? • Can they incorporate hydraulics and pneumatics? 	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • Are their measurements accurate enough to ensure that everything is precise? • How have they ensured that their product is strong and fit for purpose? 	<p>Mouldable materials</p> <ul style="list-style-type: none"> • Can they use a range of advanced techniques to shape and mould? • Do they use finishing techniques, showing an awareness of audience? • Are they motivated enough to refine and further improve their product using mouldable materials?

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	<ul style="list-style-type: none"> • Can they explain how to join things in a different way? • Can they use a range of joining techniques? 								
<p>PE (coach taught lessons)</p>	<ul style="list-style-type: none"> • FUNDAMENTAL MOVEMENTS • A,B,C'S - SAQ • FITNESS 	<ul style="list-style-type: none"> • A,B,C,'S - SAQ • INVASION GAMES • FITNESS 	<ul style="list-style-type: none"> • A,B,C,'S - SAQ • NET AND WALL GAMES • FITNESS 	<ul style="list-style-type: none"> • A,B,C,'S - SAQ • INVASION GAMES • FITNESS 	<ul style="list-style-type: none"> • A,B,C,'S - SAQ • STRIKING AND FIELDING GAMES • FITNESS 	<ul style="list-style-type: none"> • A,B,C,'S - SAQ • ATHLETICS • FITNESS 			
<p>Music (see Mr Marks' lesson plans)</p>	Ukelele	Ukelele Chanukah concert	Ukelele Music Evening	Ukelele	Ukelele	Ukelele			
<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Performing</p> <ul style="list-style-type: none"> • Do they breathe in the correct place when singing? • Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? </td> <td style="width: 33%; vertical-align: top;"> <p>Composing (incl notation)</p> <ul style="list-style-type: none"> • Can they change sounds or organise them differently to change the effect? • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? </td> <td style="width: 33%; vertical-align: top;"> <p>Appraising</p> <ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they contrast the work of famous composers and show preferences? </td> </tr> </table>							<p>Performing</p> <ul style="list-style-type: none"> • Do they breathe in the correct place when singing? • Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? 	<p>Composing (incl notation)</p> <ul style="list-style-type: none"> • Can they change sounds or organise them differently to change the effect? • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? 	<p>Appraising</p> <ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they contrast the work of famous composers and show preferences?
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<p>Ivrit</p>	<p>Listening & Responding</p> <ul style="list-style-type: none"> Do they understand longer passages made up of familiar language in simple sentences? Can they identify the main points and some details? <i>Spoken at near normal speed with no interference. May need some items to be repeated.</i> <p>Speaking</p> <ul style="list-style-type: none"> Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases? <i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i> <p>Reading and responding</p> <ul style="list-style-type: none"> Can they understand a short story or factual text and note some of the main points? Can they use context to work out unfamiliar words? <p>Writing</p> <ul style="list-style-type: none"> Can they write a paragraph of about 3-4 simple sentences? Can they adapt and substitute individual words and set phrases? Can they use a dictionary or glossary to check words they have learnt? <i>They will draw largely on memorised language.</i> 					
<p>PSHE, RSE & SMSC</p>	<p>Keeping/ Staying Safe</p> <ul style="list-style-type: none"> Peer Pressure Concept of privacy and its implications Sometimes it's not ok to keep secrets if it links to being safe. <p>Caring Friendships:</p> <ul style="list-style-type: none"> Trust Healthy friendships Managing conflict <p>Keeping/ Staying Healthy</p> <ul style="list-style-type: none"> Smoking 	<p>A World Without Judgement</p> <ul style="list-style-type: none"> Inclusion & Acceptance Remembrance Sunday Anti – bullying week Children in Need Day 	<p>Computer Safety</p> <ul style="list-style-type: none"> Image Sharing Martin Luther King Day Holocaust Memorial Day Chinese New Year Safer Internet Day 	<p>Being Responsible</p> <ul style="list-style-type: none"> Looking Out for Others Fair trade Fortnight British Science Week World Autism Awareness Day 	<p>Growing and Changing:</p> <ul style="list-style-type: none"> Menstrual cycle and menstrual well-being Puberty <p>Feelings and Emotions</p> <ul style="list-style-type: none"> Anger VE Day 	<p>The Working World</p> <ul style="list-style-type: none"> Enterprise

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	<ul style="list-style-type: none">• Black history month – October• World Mental Health Day					
Study of worldwide and local events will also take place, in the most part these will be child led and relevant to the season – these will vary depending on pupil interests and current affairs.						