

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		Fantasy		Science - Fiction	
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 – Jabberwocky Non-Chron</p> <p>E – Character Description</p> <p>E - Anger Poem (CC – PSHE)</p>	<p>P – Balanced Argument (CC - History)</p> <p>E – Diary Entry</p> <p>E – Suspense Narrative</p>	<p>I – Space Non-Chron/ Bio (CC - Science)</p> <p>E – Setting Description</p> <p>E – Play-script</p>	<p>P – Prefect Letter</p> <p>E – Forces Rap/ Song (CC – Science)</p> <p>E – Flashback Space Story</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>Jabberwocky</p> <p>The Nowhere Emporium</p> <p>House with Chicken Legs</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>	
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> <p>Word Classes</p>	

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	Punctuating Dialogue Paragraphs Use of a Dictionary & Thesaurus Different types of nouns		Cohesion between Paragraphs Colon to introduce list and punctuate bullet point (*) Relative clauses Active and Passive voice		Punctuating Dialogue Recap Year 5 Use of a dictionary & Thesaurus	
Maths	<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)		<u>White Rose Maths – Spring term</u> Number – Multiplication and Division (Week 1-3) Number – Fractions (Week 4 - 9) Number – Decimals and Percentages (Week 10-12)		<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)	
Science	Properties and Changes of Materials	Living Things and their Habitats	Light	Electricity	Animals, including Humans	Evolution & Inheritance
	<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? Can they use their knowledge of solids, 	<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 recognise that light appears to travel in straight lines? Can they use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye? Can they explain that we see things because light travels from light sources to our eyes or from light 	<ul style="list-style-type: none"> Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers) Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches? 	<ul style="list-style-type: none"> Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood? Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? Can they describe the ways in which nutrients and water and transported within 	<ul style="list-style-type: none"> Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago? Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?

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	<p>liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating?</p> <ul style="list-style-type: none"> • 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'? 		<p>sources to object s and then to our eyes?</p> <ul style="list-style-type: none"> • Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? 	<ul style="list-style-type: none"> • Can they use recognised symbols when representing a simple circuit in a diagram? 	<p>animals, including humans?</p>	<ul style="list-style-type: none"> • Can they give reasons why offspring are not identical to each other or to their parents? • Can they explain the process of evolution and describe the evidence for this? • Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?
<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? • Can they present a report of their findings through writing, display and presentation? 						

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	<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>Computing</p> <p>Continual reinforcement of e-safety</p>	<p>Searching and sorting information</p> <ul style="list-style-type: none"> • Spreadsheets ➤ 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>e-communication</p> <ul style="list-style-type: none"> • Internet Research & Webpage Design ➤ 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? ➤ Can they download a documents and save it to the computer? 	<p>Understanding Instructions and making things happen</p> <ul style="list-style-type: none"> • Kodu Programming ➤ Can they explain how an algorithm works? ➤ Can they detect errors in a program and correct them? ➤ Can they use an ICT program to control a number of events for an external device? ➤ Can they use ICT to measure sound, light or temperature using sensors to interpret the data? ➤ Can they explore 'what if' questions by planning different scenarios for controlled devices? 	<p>Sound in ICT</p> <ul style="list-style-type: none"> • Scratch: Animated Story <p>Can they create a sophisticated multimedia presentation?</p>	<p>Digital Photography</p> <ul style="list-style-type: none"> • Film Making ➤ Can they present a film for a specific audience and then adapt the same film for a different audience? 	<p>Text and Multimedia in ICT</p> <ul style="list-style-type: none"> • Newspaper ➤ Can they confidently choose the correct page set up option when creating a document? ➤ Can they confidently use text formatting tools, including heading and body text? ➤ Can they use the hanging indent tool to help format work where appropriate (e.g. a play-script?) ➤ Can they incorporate graphics where appropriate, using the most effective text wrapping formats? ➤ Can they explore the menu options and

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	<ul style="list-style-type: none"> ➤ 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"> ➤ Can they use input from sensors to trigger events? ➤ Can they check and refine a series of instructions? 			<ul style="list-style-type: none"> experiment with images (colour effects, options, snap to grid, grid settings etc...)? ➤ Can they add special effects to alter the appearance of a graphic? ➤ Can they make an information poster using their graphics skills to good effect?
History	Ancient Greece	The Shang Dynasty		Islamic Civilisation	
	<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 summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? <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>Trading & Economic Activity</u>		<u>Mountains including a study of different mountain locations</u>	

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	<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 give extended descriptions of the physical features of different places around the world? • Can they describe how some places are similar and others are different in relation to their human features? • Can they accurately use a 4-figure grid reference? • Can they create sketch maps when carrying out a field study? <p>Human Geography</p> <ul style="list-style-type: none"> • Can they give an extended description of the human features of different places around the world? • Can they map land use with their own criteria? • Can they describe how some places are similar and others are different in relation to their physical 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 recognise key symbols used on ordnance survey maps? • Can they name the largest desert in the world? • Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? • Can they explain how the time zones work? 				
Art	<p>Wildlife (1) <i>Brancusi (Sculptor)</i> <i>Richard Sweeney (Designer)</i></p>		<p>The Seaside (1) <i>Alfred Wallis (Artist)</i> <i>Hokusai (Artist)</i></p>		<p>Mixed Media (1) <i>Hannah Hoch (Photomontage)</i> <i>Henri Matisse (Collage)</i></p>
	<p>Plants and Flowers (2) <i>Henri Rousseau (Artist)</i> <i>Georgia O'Keefe (Artist)</i></p>		<p>North American Art (2) <i>John Singer Sargent (Artist)</i> <i>Ansel Adams (Photographer)</i> <i>Jean-Michel Basquiat (Artist)</i> <i>Mary Cassatt (Artist)</i></p>		<p>Contemporary Art (2) <i>Chris Ofili (Painting)</i></p>
	Drawing	Painting	3D Sculpture	Responding to art	

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	<ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Sketchbooks demonstrate the artistic style of the user. • Draw for a sustained period of time working on one piece. • Demonstrate a secure understanding of line, shape, pattern, colour, tone and space. • Use different techniques for different purposes within their own work. • Have opportunities to explore simple perspective using a single focal point and horizon. • Develop an awareness of composition, scale and proportion. 	<ul style="list-style-type: none"> • Plan and create different effects and textures with paint. • Test media and materials, and mix appropriate colours. • Control the types of marks made and the effects and textures produced. • Start to develop their own style using mixed media. • Experiment with a choice of paper and scale of work. • Demonstrate an understanding of colours including primary and secondary, warm and cold, complimentary and contrasting. • Develop a painting from an initial sketch. 	<ul style="list-style-type: none"> • Work with a wide range of tools in a safe and organised way. • Plan a sculpture through drawing and other preparatory work. • Use a range of materials with careful consideration for joining techniques. • Secure work to continue at a later date. • Demonstrate a secure understanding of shape and form. • Creatively use pattern and texture in their work. • Understand the different ways of finishing work such as glaze, paint and polish. • Use accurate language appropriate to skill and technique. 	<ul style="list-style-type: none"> • Describe what they think and feel about an existing piece of artwork and how this might influence their future designs. • Use appropriate language when comparing ideas, methods and approaches in their own and others' work. • Use their sketch books to evaluate and adapt their ideas. Make and develop annotations to show progression in their ideas. • Identify the strengths and weaknesses of their artwork, suggesting any areas for improvement. • Consider the effect different resources may have had. 	
<p style="text-align: center;">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? 	

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	Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
	<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? 	<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? Can they explain how to join things in a different way? Can they use a range of joining techniques? 	<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? 	<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? 	<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?
PE (coach taught lessons)	<ul style="list-style-type: none"> Gymnastics 	<ul style="list-style-type: none"> Invasion Games 	<ul style="list-style-type: none"> Basketball 	<ul style="list-style-type: none"> Tennis 	<ul style="list-style-type: none"> Athletics Dance Tennis
Ivrit	<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? 				

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	<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>Music (see Mr Marks' lesson plans)</p>	<p>Ukelele</p>	<p>Ukelele Chanukah concert</p>	<p>Music through the ages – focus World War Two music</p>	<p>Far East Musical Notation and Composition</p>	<p>Suspense Musical Notation and Composition</p>	<p>Blues Happy (Charanga) Performance & Composition</p>			
<table border="0" style="width: 100%;"> <tr> <td data-bbox="409 751 996 1367"> <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 data-bbox="996 751 1547 1367"> <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 data-bbox="1547 751 2132 1367"> <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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PSHE, RSE & SMSC	<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. <ul style="list-style-type: none"> • Black history month – October • World Mental Health Day 	<p>Keeping/ Staying Healthy</p> <ul style="list-style-type: none"> • Alcohol <ul style="list-style-type: none"> • Remembrance Sunday • Anti – bullying week • Children in Need Day 	<p>Being Responsible</p> <ul style="list-style-type: none"> • Stealing <p>Families and People Who Care for Me</p> <ul style="list-style-type: none"> • Marriage <ul style="list-style-type: none"> • Martin Luther King Day • Holocaust Memorial Day • Chinese New Year • Safer Internet Day 	<p>Computer Safety & the Working World</p> <p>Making Friends Online & In-App Purchases</p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Anger <ul style="list-style-type: none"> • Fair trade Fortnight • British Science Week • World Autism Awareness Day 	<p>Feelings & Emotions & A World Without Judgement</p> <ul style="list-style-type: none"> • Worry • British Values <p>Respectful Relationships</p> <ul style="list-style-type: none"> • Stereotypes <ul style="list-style-type: none"> • VE Day 	<p>Growing & Changing</p> <ul style="list-style-type: none"> • Conception
	<p>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.</p>					