

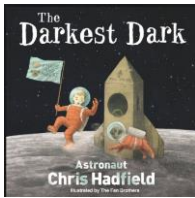
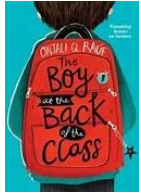
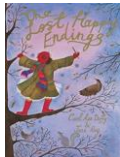


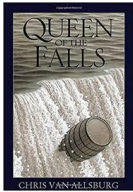
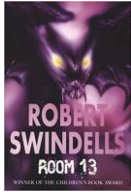
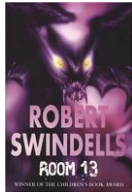
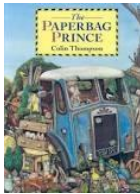
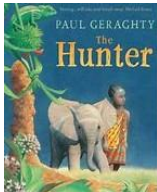

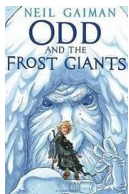
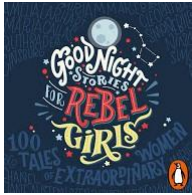
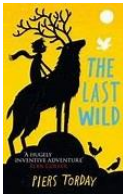
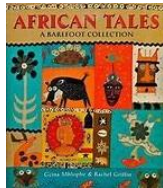




Year 5 Long Term Plan 2022 - 2023

| | Autumn 1 6 weeks | Autumn 2 7 weeks 3 days | Spring 1 5 weeks 2 days | Spring 2 6 weeks | Summer 1 6 weeks | Summer 2 6 weeks |
|---------------|---|---|--|---|--|--|
| Maths | Place Value (3) Addition and Subtraction (3) | Multiplication and Division (5) Area and Perimeter (2) | Prime Numbers (0.5) Square Numbers (0.5) Fractions (4) | Fractions (1) Decimals (3) Percentages (2) | Geometry - 2D and 3D (3) Angles (2) Position and Direction (1) | Statistics (1) Volume (1) Time (2) Imperial Units and Conversion of Units (2) |
| Poetry | | Theme: The Moon Is the Moon tired? by Christina Rossetti She Walks in Beauty by Lord Byron Silver by Walter De la Mare The Moon at Knowle Hill by Jackie Kay (1 week) Outcome: Free verse with refrains and verses | Viking Kennings and Spells Sigdrifa's Prayer (1 week) Outcome: Songs and word play - good luck spells | Finding Magic by Eric Finney (1 week)  Outcome: Free verse poem | The Sun in Me by Moira Andrew (1 week) Outcome: Free verse song | Animals of Africa (1 week)  Outcome: A poem using puns and word play |

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| <p>English</p> | <p>The Darkest Dark Chris Hadfield (2weeks)</p>  <p>The Boy at the Back of the class -read from September (4 weeks)</p>  | <p>The Lost Happy Endings by Carol AnnDuffy (4 weeks)</p>  <p>The Tear Thief by Carol Anne Duffy (2 weeks)</p>  | <p>Arthur and the GoldenRope by Joe Todd Stanton (4 weeks)</p>  | <p>Queen of the Falls by Chris Van Allsburg (3weeks)</p>  <p>Room 13 by Robert Swindells (2 weeks)</p>  | <p>Room 13 by Robert Swindells (2weeks)</p>  <p>The Paperbag Prince by Colin Thompson (3weeks)</p>  | <p>The Hunter by Paul Geraghty (5 weeks)</p>  |
| <p>Pathways to Read</p> | <p>P2R text: Exploring Space by The Literacy Company, Planet Unknown by Shawn Wang (film)</p> | <p>P2R text: Hansel and Gretel Neil Gaiman</p>  | <p>P2R text: Odd and the Frost Giants Neil Gaiman</p>  | <p>Goodnight stories for rebel girls Elena Favilli P2R</p>  | <p>P2R text: The Last Wild Piers Torday</p>  | <p>P2R text: African Tales: A Collection by Gcina Mhlophe and Rachel Griffin</p>  |
| <p>Writing Outcome</p> | <p>Writing outcome: 1) To recount in the form of a formal biography about Chris Hadfield (Audience - information book for adults) 2) Recount in the form a diary (choose child</p> | <p>Writing outcome: 1) To entertain in the form of a traditional tale focusing on describing settings, characters and an alternative ending 2) Explanation in the form of a double-</p> | <p>Writing outcome: 1) Entertain in the form of a myth <u>Additional Writing:</u> Character description Setting description Dialogue activity - retell the scene</p> | <p>Writing outcome: 1) To recount in the form of a series of diaries about significant events in Annie Edson Taylor's life (Audience - Annie) 2 To entertain in the</p> | <p>Writing outcome: 1) To report in the form of a double-page spread about Whitby/Llandudno (linked to Room 13 and geography - tourist board) 2) To persuade in the form of a leaflet</p> | <p>Writing outcome: 1) Entertain in the form of an adventure story (inspired by 'The Hunter' (children in year 4) 2) To research different animals that are mistreated and create a leaflet of emotive</p> |

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| | <p>Audience)</p> <p><u>Additional Writing:</u> Report about refugees Write the next section of the story Letter to persuade Recount Setting description Character description</p> | <p>spread 'Carol Ann Duffy's style' (report)</p> <p><u>Additional Writing:</u> Exploring characters (pre-read) Dialogue activities Character description Setting description Letter to inform</p> | <p>Recount 1st person</p> | <p>form of writing Chapter 13 (Audience - style of Robert Swindells)</p> <p><u>Additional Writing:</u> To persuade in the form of a letter Postcard - describe and inform (postcard app link to Llandudno) Report - interview Entertain in the form of a nightmare Recount</p> | <p>to give information and persuade about waste management (Formal audience)</p> <p><u>Additional Writing:</u> No other additional writing due to School Residential Letter Diary Setting description</p> | <p>writing from their perspective (persuasive - global audience)</p> <p><u>Additional Writing:</u> Explanation from a characters' POV Recount with dialogue Recount Setting description Character description</p> |
| Class author Study | Michael Morpurgo | Carole Anne Duffy | David Weisner | Robert Swindells | Colin Thompson | Louis Sachar |
| Science (CUSP) | <p>Physics - Forces</p> <p>Physics - Earth, Sun and Moon</p> | | <p>Biology - Living things and their Habitats</p> <p>Biology - Animals Including Humans</p> | | <p>Chemistry - Properties and changes of materials</p> | |
| History (CUSP) | <p>REVISIT - Vikings and Anglo Saxons (quiz) Ancient Mayans (9 lessons)</p> | | | <p>REVISIT-Ancient Egypt (quiz) Ancient Greece (9 lessons)</p> | | |
| Geography (CUSP) | <p>REVISIT - Rivers (3 weeks)</p> <p>World countries Biomes and environmental regions (6 weeks)</p> | | <p>4 and 6 figure grid references</p> | | <p>OS Maps and Fieldwork</p> | |

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| Art and Design (CUSP) | Drawing and Painting Print Making | | Textiles and Collage School based project - PAN | | 3D Sculpture | |
| Design Technology | Mechanical Systems - Pulleys and gears | | Structures - Frame Structures | | Food and Nutrition | |
| Music | Livin' On A Prayer Style: Rock | Make You Feel My Love Style: Pop Ballads | Classroom Jazz 1 Style: Jazz | The Fresh Prince Of Bel Air Style: Hip Hop | Dancing in the Street Style: Motown | Reflect, rewind and replay |
| Listening Whole School | <i>Classical</i> Gustav Holst 'The Planets' | <i>Music for Film</i> Collection of Works by John Williams | <i>Music Through the Ages</i> Live and Recorded Music from 1950s - 1980s. | <i>Classical</i> Collection of Works by Mozart, Beethoven and Bach | <i>Music Through the Ages</i> Live and Recorded Music from 1990s - Present Day. | <i>Music from Other Cultures</i> Listening to traditional music of tribes and cultures across the globe. |
| Computing | Computer Networks | Creativity | Productivity | Creativity | Programming | Communication |
| Purple Mash Unit | Unit 5.2 Online Safety | | Unit 5.3 Spreadsheets | Unit 5.6 3D Modelling | Unit 5.1 Coding | Unit 5.7 Concept Maps |
| Digital Literacy (eAWARE) | Passwords What makes a good password? | Privacy Positives vs Negatives | Time Online Positives vs Negatives | Fake News Truth or lie | Self-Image Body Image | Cyberbullying What to do |

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| Physical Education and Sports | Swimming | REAL PE - Unit 2 (Social) FUNS: 2 - Static Balance - Seated 3 - Static Balance - Floor work | REAL PE - Unit 3 (Cognitive) FUNS: 5 - Dynamic Balance 7 - Counter Balance in Pairs | REAL PE - Unit 4 (Creative) FUNS: 1 - Static Balance - One Leg Standing 6 - Dynamic Balance Agility | REAL PE - Unit 5 (Applying Physical Skills) FUNS: 4 - Static balance - small base 10 - Co-ordination - Floor Movement Patterns | REAL PE - Unit 6 (Health & Fitness) FUNS: 8 - Co-ordination with Equipment 11 - Agility - Ball chasing |
| | INVASION GAMES Basketball <i>Focus: Tactics & strategy</i> | Swimming | Net + Wall games Tennis <i>Focus: Precision and control</i> | ATHLETICS with Sports Day Practice (3weeks) OAA (3 weeks) - orienteering linked to map work can be done as a Geography lesson. | STRIKING/ FIELDING GAMES Rounders (6 weeks) <i>Focus: Tactics & strategy</i> | GYMNASTICS - Real Gym |
| MFL | My school, your school | Where I live/where you live My local area, your local area Christmas | New Year celebrations Healthy eating Going to market | Carnival Colours Clothes and descriptions | Weather and countries Summer time | Going to the beach |
| Religious Education | Hinduism | Christianity God | Christianity - Jesus | Christianity - Church | Islam | Sikhism |
| | <i>Being Me in My World</i> | <i>Celebrating Difference</i> | <i>Relationships</i> | <i>Changing Me</i> | <i>Healthy Me</i> | <i>Dreams and Goals</i> |

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| <p>PHSCE</p> | <p><i>Behaviour; respectful behaviours. Right to privacy. Rights and responsibilities. Reporting concerns. Inappropriate behaviours.</i></p> | <p><i>Careers; skills and attributes needed. Range of jobs suited to different people. Challenging job stereotypes.</i></p> | <p><i>Family; roles, expectations and responsibilities. Choices and how they affect others. Expressing appreciation for others. Family conflict. Families and their differences.</i></p> | <p><i>Growing and changing; puberty. How to help in an emergency.</i></p> | <p><i>Drugs, alcohol and tobacco. Laws linked to drugs. Healthy habits. Asking for help; trusted adults and drugs.</i></p> | <p><i>Money; decisions on spending and saving. Risks associated with money. The future - what influences our decisions?</i></p> |
| <p>Character Education</p> | <p>Tim Peake Blast Off</p> | | <p>Ralph Fiennes Transglobal Adventure</p> | | <p>Kira Salak Gorillas in the Mist (challenge up)</p> | |