

## Year 5 - Long term plan

	<b>Amazing Americas</b>		<b>Ground Shakers</b>		<b>It's all Greek to me!</b>	
Curriculum Enrichment Opportunities	<p><b><u>Sparkly Start</u></b> Scavenger hunt to “journey around” countries in North and South America</p>	<p><b><u>Fantastic Finale</u></b> Trip to Cadbury World with talk about the Ancient Maya Making Mayan hot chocolate</p> <p><b><u>Trips</u></b> See above</p>	<p><b><u>Sparkly Start</u></b> Climbing a mountain challenge – using steps at school (nursery/computer suite) to climb the equivalent of a mountain</p> <p><b><u>Trips</u></b> RE trip - Mosque Visit</p>	<p><b><u>Fantastic Finale</u></b> Art/DT day – making exploding volcanoes</p>	<p><b><u>Sparkly Start</u></b> Watching Disney Hercules film</p>	<p><b><u>Trips</u></b> Birmingham Think Tank (linked to science topic – space) Space camp at school</p> <p><b><u>Fantastic Finale</u></b> Greek pitta bread</p>
GPS	<p>Word classes (nouns, adjectives, verbs, adverbs, prepositions)</p> <p>Expanded noun phrases</p> <p>Fronted adverbials and use of commas</p> <p>Linking ideas across paragraphs using adverbials of time</p> <p>Scode scheme: focus of f/ ff/ ph/ gh</p>	<p>Simple, compound and complex sentences</p> <p>Subordinate clauses</p> <p>Relative clauses</p> <p>Using a colon and semi-colon</p> <p>Scode scheme: words ending ent/ ant/ as well as ence/ ance</p>	<p>Relative clauses</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Verb forms: Passive and perfect</p> <p>Scode scheme: words ending ency/ancy ent/ant/ence/ance</p> <p>Apostrophe academy-contractions v pronouns</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Apostrophes to mark plural possession</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Scode scheme: s/ ss</p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Devices to build cohesion within a paragraph</p> <p>Use of inverted commas and other punctuation to indicate direct speech as a tool to further the action in narrative</p> <p>Scode scheme: s continued; coded: c, -se, -ce, sc</p>	<p>Indicating degrees of possibility using adverbs and modal verbs</p> <p>Stage directions in speech (speech + verb + action)</p> <p>Converting nouns or adjectives into verbs using suffixes and prefixes</p> <p>Scode scheme: n coded: n, nn, kn, gn</p>

<p>Class texts</p>	<p>English: The Miraculous Journey of Edward Tulane by Kate DiCamillo</p> <p>Guided Reading: The Wolves of Currumpaw by William Grill</p> <p>Non-fiction links throughout</p>	<p>English: To the Stars by Canoe by Clayton Haswell The Chocolate Tree by Linda Lowry and Richard Keep Rain Player by David Wisniewski</p> <p>Guided Reading: The Miraculous Journey of Edward Tulane by Kate DiCamillo</p> <p>Non-fiction links throughout</p>	<p>English: The Listeners by Walter de la Mare</p> <p>Guided Reading: King of the Cloud Forests by Michael Morpurgo</p>	<p>English: Escape from Pompeii by Christina Balit</p> <p>Guided Reading: Extract based</p>	<p>English: The Jabberwocky by Lewis Carroll Greek Myths by Marcia Williams</p> <p>Guided Reading: Percy Jackson and the Lightning Thief by Rick Riordan</p>	<p>English: Greek Myths by Marcia Williams</p> <p>Guided Reading: Extract based</p>
<p>English</p>	<p><b>Book Talk/Discussion text</b> – based on character development of Edward Tulane in class text</p> <p><b>Fictional recount – diary entry</b> as Edward Tulane after being lost overboard</p> <p><b>Narrative (adventure)</b> – writing the next chapter of the story based on the end of Chapter 11</p>	<p><b>Poetry</b> – study of “To the Stars by Canoe” a Mayan fable written as a poem. Children to then retell another Mayan folk tale as a poem</p> <p><b>Non-Fiction – Instructions</b> – how to play the Mayan game “Pok-a-Tok”</p> <p><b>Non-Fiction – Information text</b> – how chocolate is made and where it comes from</p>	<p><b>Poetry – diary entry</b> based on the Listeners poem</p> <p><b>Non-Fiction - Persuasive argument</b> – Why should climbing Mount Everest be banned?</p> <p><b>Character description</b> – based on yetis in guided reading text</p>	<p><b>Fictional recount – diary entry</b> – told from the point of view of Livia or Tranio in Escape from Pompeii</p> <p><b>Setting description</b> – contrasting setting descriptions of Pompeii before the eruption of Mt Vesuvius and afterwards</p> <p><b>Narrative (suspense)</b> – including a volcanic eruption</p>	<p><b>Book Talk/Discussion text</b> – comparison of myths studied</p> <p><b>Narrative (myth)</b> - children to writing an original Greek Myth inspired by myths studied so far</p> <p><b>Playscript</b> – convert myth into a play</p>	<p><b>Non-Fiction - Newspaper article</b> – linked to theme (Olympics) or science (Space)</p> <p><b>Non-Fiction - Non-chronological report</b> – What did the Ancient Greeks do for us?</p> <p><b>Poetry</b> – study of The Jabberwocky poem</p>

Maths (White Rose Scheme)	Place Value  Addition and Subtraction	Multiplication and division A  Fractions A	Multiplication and Division B  Fractions B	Decimals and percentages  Perimeter and area  Statistics	Shape  Position and direction  Decimals	Decimals  Negative numbers  Conversion  Volume
Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> </ul> <p>Link to biomes across North and South America and the animals that live in these habitats</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>	<p>Forces</p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul> <p>Link to tectonic plates and the cause of mountains, volcanoes and earthquakes</p>	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> </ul>	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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</li> </ul>	<p>Earth and Space</p> <ul style="list-style-type: none"> <li>describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>describe the movement of the moon relative to the Earth</li> <li>describe the sun, Earth and moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p>Link to Ancient Greek astronomers and the constellations</p>
History		<p>The Maya</p> <ul style="list-style-type: none"> <li>- Location of Mayan Empire and where it would be today.</li> <li>- Design of Mayan cities and how Mayan life was</li> </ul>		<p>Pompeii and the eruption of Mount Vesuvius</p> <ul style="list-style-type: none"> <li>- Study of the Roman settlement of Pompeii and</li> </ul>	<p>Ancient Greece</p> <ul style="list-style-type: none"> <li>- Locate Ancient Greece and the countries that made up the Empire.</li> <li>- Use artefacts to infer about the past.</li> </ul>	

		<p>governed by religious beliefs and worship.</p> <ul style="list-style-type: none"> <li>- Compare to life in Britain at this time.</li> <li>- Achievements of ancient Maya (number system, calendar, writings and glyphs, Chichen Itza)</li> <li>- Mayan recreation, food, drink and chocolate</li> <li>- Abandonment of Mayan cities and the collapse of empire 900AD</li> </ul> <p><i>Local History Link - Cadbury Brothers</i></p>		<p>the eruption of Mount Vesuvius</p>	<ul style="list-style-type: none"> <li>- Compare the modern Olympics to the ancient Olympics in Greece.</li> <li>- Know about the differences between the cities of Athens and Sparta and to understand the term 'democracy'</li> <li>- Understand the role Ancient Greece has played in the birth of Democracy</li> <li>- Give reasons why some events, people or developments are seen as more significant than others</li> </ul>	
Geography	<p><b>North and South America</b></p> <ul style="list-style-type: none"> <li>- Locate countries and major cities.</li> <li>- Locate main environmental regions and climate zones and compare and contrast key physical and human characteristics of these regions.</li> <li>- Use geographical terminology to describe the location of a range of places across the Americas including time zones.</li> </ul>		<p><b>Mountains</b></p> <ul style="list-style-type: none"> <li>- Use geographical terminology to describe the location of mountain ranges (latitude, longitude, Equator, Northern &amp; Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic &amp; Antarctic Circle)</li> <li>- Use eight points of a compass and six figure grid reference.</li> <li>- Describe the formation of mountains.</li> <li>- Differences between mountains and volcanoes and types of mountains</li> </ul>	<p><b>Volcanoes and Earthquakes</b></p> <ul style="list-style-type: none"> <li>- Use geographical terminology to describe the location of volcanoes (latitude, longitude, Equator, Northern &amp; Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic &amp; Antarctic Circle.)</li> <li>- Use eight points of a compass and six figure grid reference.</li> <li>- Describe the formation of volcanoes and zones of earthquakes.</li> <li>- Differences between types of volcanoes</li> <li>- Recent Earthquake and volcanic eruptions (Japan) and the technology used for early warning</li> </ul>	<p><b>A comparison of modern Greece and the Ancient Greek empire</b></p> <ul style="list-style-type: none"> <li>- Identify modern day Greece and identify geographical features.</li> <li>- Identify Greece as a tourist destination looking at food, buildings and culture.</li> <li>- Locate Ancient Greece and the countries that made up the Empire.</li> <li>- Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.</li> </ul>	

<p>Art</p>	<p><b>Sketching/Painting/Collage/IT</b></p> <p>Linked to theme – children to study the Mexican artist Frida Kahlo and create portraits in a similar style. Children to also look at Mexican symbols, in particular, calaveras, and their significance to “Dia de los Muertos” and Mayan symbols – apply many materials.</p>		<p><b>Painting/Collage</b></p> <p>Linked to theme – children to create volcanic landscapes in a variety of different materials inspired by the work of various artists (Van Gogh, Margaret Godfrey, Jackson Pollack, Nick Rowland) before applying their learning to an original piece.</p>		<p><b>Sketching/Printing/Sculpture</b></p> <p>Linked to theme and PE – children to study proportion by sketching Olympic athletes and creating prints inspired by Eadweard Muybridge. Children to create sculptures of Ancient Greek theatre masks.</p>	
<p>DT</p>	<p><b>Structures - Frame Structures</b></p> <p>Link to theme – children to design and make bridges after looking at some of the famous bridges (human features) of North and South America.</p>		<p><b>Electrical systems</b></p> <p>More complex switches and circuits(including programming, monitoring and control). Light to warn about natural disaster.</p>		<p><b>Food – celebrating culture and seasonality</b></p> <p>Link to theme – children to research and make a traditional Greek pitta bread.</p>	
<p>RE (Understanding Christianity Scheme)</p>	<p><b>God</b></p> <ul style="list-style-type: none"> <li>- Identify some different types of biblical texts, using technical terms.</li> <li>- Explain connections between biblical texts and Christian ideas of God</li> <li>- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today.</li> </ul>	<p><b>People of God</b></p> <ul style="list-style-type: none"> <li>- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</li> <li>- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</li> <li>- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</li> </ul>	<p><b>What does it mean to be a Muslim in Britain today?</b></p> <ul style="list-style-type: none"> <li>- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</li> <li>- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</li> <li>- Make connections between the key functions of the mosque and the beliefs of Muslims.</li> </ul>	<p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>- Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it.</li> <li>- Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms.</li> <li>- Suggest meanings for narratives of Jesus’ death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</li> <li>- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</li> </ul>	<p><b>Gospel</b></p> <ul style="list-style-type: none"> <li>- Identify features of Gospel texts (for example, teachings, parable, narrative).</li> <li>- Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li> <li>- Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives.</li> </ul>	<p><b>What matters most to Christians and Humanists?</b></p> <ul style="list-style-type: none"> <li>- Describe some Christian and Humanist values simply.</li> <li>- Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</li> <li>- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</li> </ul>
<p>Music (Charanga scheme)</p>	<p><b>Getting started with music</b></p> <p>This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>		<p><b>Exploring key and time signatures</b></p> <p>This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>		<p><b>Words, meaning and expression</b></p> <p>This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	

Spanish	<b>About Me</b> <ul style="list-style-type: none"> <li>- Saying who is in your family (including pets)</li> <li>- describing yourself – personality (recap physical description)</li> <li>- parts of the body</li> <li>- learning heads, shoulders, knees and toes song</li> </ul>	<b>Numbers</b> <ul style="list-style-type: none"> <li>- Writing the date</li> <li>- Multiples of 10</li> <li>- 1 - 50</li> <li>- 51 – 100</li> <li>- The Nativity – vocabulary/story</li> </ul>	<b>The Home</b> <ul style="list-style-type: none"> <li>- furniture around the house</li> <li>- describing a member of your family – appearance, jobs and personality</li> </ul>	<b>Animals</b> <ul style="list-style-type: none"> <li>- pets recap</li> <li>- farm animals recap</li> <li>- zoo animals</li> <li>- animal clue cards</li> <li>- Easter vocabulary based around Easter celebrations in Spain</li> </ul>	<b>The World</b> <ul style="list-style-type: none"> <li>- places around town</li> <li>- Olympic sports</li> <li>- school – around the classroom (recap pencil case vocab)</li> <li>- Spanish fairy tales</li> </ul>	<b>Miscellaneous</b> <ul style="list-style-type: none"> <li>- out of this world – description of an alien (link to Space theme)</li> <li>- healthy diet</li> <li>- transport</li> <li>- capital cities in Europe (recap countries and weather)</li> </ul>
PSHE (Jigsaw Scheme)	Being me in my world	<b>Celebrating difference</b>  <i>Protective Behaviours</i>	Dreams and Goals	Healthy Me	Relationships	<b>Changing Me</b>  <i>CHIPS</i>
PE (Complete PE)	<b>Swimming</b>  Counter balance and counter tension	<b>Game Sense invasion</b>  Health related exercise	<b>Football</b>  Basket Ball	<b>Communication and tactics</b>  Badminton	<b>Rounders</b>  Athletics	<b>Cricket</b>  Greeks
Computing (Purple Mash Scheme)	<b>Online Safety</b>  <b>Concept Maps</b>  Linked to theme – children to create concept maps showing learning on North and South America	<b>Coding</b>  Linked to theme – children to code a game linked to the Mayan civilisation	<b>Spreadsheets</b>  Linked to theme – children to create a spreadsheet about mountain ranges around the world – continent, country, height, first person to climb etc.	<b>3D Modelling</b>  Linked to theme – children to create an earthquake shelter	<b>Game creator</b>  Linked to theme/English – children to create a game based on Ancient Greek myths	<b>Databases</b>  Linked to science – children to create a database about planets in the solar system