

## Year 5 Long Term Plans 2020-21

Autumn	Spring	Summer
<b>English</b> <b>The tempest</b>		
<p style="text-align: center;"><b>Autumn 1</b></p> <p style="text-align: center;">The Nowhere Emporium Ross Mackenzie</p> <ul style="list-style-type: none"> <li>• Diary entry</li> </ul> <p style="text-align: center;"><b>Non-Fiction:</b></p> <p>Screen use (links to computing) Balanced argument</p> <p style="text-align: center;"><b>Autumn 2</b></p> <p style="text-align: center;">Cosmic (links to science) Narrative</p> <p style="text-align: center;"><b>Non-fiction:</b></p> <p>Mars transmission – Film unit Journal writing</p>	<p style="text-align: center;"><b>Spring 1</b></p> <p style="text-align: center;">The Highway-Man Alfred Noyes Narrative poem</p> <p style="text-align: center;"><b>Non-fiction</b></p> <p style="text-align: center;">Beowulf - 'Michael Murpurgo Character descriptions</p> <p style="text-align: center;"><b>Spring 2</b></p> <p style="text-align: center;"><b>Non-fiction</b></p> <p style="text-align: center;">Plastic pollution Speech</p> <p style="text-align: center;"><b>Fiction</b></p> <p style="text-align: center;">Anglo saxon boy Persuasive text</p>	<p style="text-align: center;"><b>Summer 1:</b></p> <p style="text-align: center;">Cloud tea monkey's Narrative</p> <p style="text-align: center;"><b>Poetry</b></p> <p style="text-align: center;">The lost words</p> <p style="text-align: center;"><b>Summer 2:</b></p> <p style="text-align: center;">Azzie in between Sarah Garland Newspaper article</p> <p style="text-align: center;">The tempest Shakespear unit</p>

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Maths		
<p><b>Place Value (3 weeks)</b></p> <ul style="list-style-type: none"> <li>Read, write, order &amp; compare numbers to at least 1,000,000 &amp; determine the value of each digit</li> <li>Count forwards or backwards in steps of powers of 10 for any number up to 1,000,000</li> <li>Interpret negative numbers in context, count forwards &amp; backwards with positive &amp; negative whole numbers including through zero</li> <li>Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000, &amp; 100,000</li> <li>Solve number problems &amp; practical problems that involve all of the above</li> <li>Read Roman numerals up to 1,000 (M) &amp; recognise years written in Roman numerals</li> </ul> <p><b>Addition &amp; subtraction (2 weeks)</b></p> <ul style="list-style-type: none"> <li>Add &amp; subtract numbers mentally with increasingly large numbers</li> <li>Add &amp; subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition &amp; subtraction). Use rounding to check answers to calculations &amp; determine, in the context of a problem, levels of accuracy</li> <li>Solve addition &amp; subtraction multi-step problems in contexts, deciding which operations &amp; methods to use &amp; why</li> </ul> <p><b>Statistics (2 weeks)</b></p> <ul style="list-style-type: none"> <li>Solve comparison, sum &amp; difference problems using information presented in a line graph</li> <li>Complete, read &amp; interpret information in tables including timetables</li> </ul> <p><b>Multiplication &amp; division (2 weeks)</b></p> <ul style="list-style-type: none"> <li>Multiply &amp; divide numbers mentally drawing upon known facts</li> <li>Multiply &amp; divide whole numbers by 10, 100 &amp; 1,000</li> <li>Identify multiples &amp; factors, including finding all factor pairs of a number, &amp; common factors of two numbers</li> </ul>	<p><b>Multiplication &amp; division (3 weeks)</b></p> <ul style="list-style-type: none"> <li>Multiply &amp; divide numbers mentally drawing upon known facts</li> <li>Multiply numbers up to 4 digits by a one or two-digit number using a written formal method, including long multiplication for 2-digit numbers</li> <li>Divide numbers up to 4 digits by a 1 digit number using the formal written method of short division &amp; interpret remainders appropriately for the context</li> <li>Solve problems involving addition &amp; subtraction, multiplication &amp; division &amp; a combination of these, including understanding the use of the equals sign</li> </ul> <p><b>Fractions (6 weeks)</b></p> <ul style="list-style-type: none"> <li>Compare &amp; order fractions whose denominators are multiples of the same number</li> <li>Identify, name &amp; write equivalent fractions of a given fraction, represented visually including tenths &amp; hundredths</li> <li>Recognise mixed numbers &amp; improper fractions &amp; convert from one form to the other &amp; write mathematical statements <math>&gt;1</math> as a mixed number</li> </ul> <p style="margin-left: 20px;">eg <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math></p> <ul style="list-style-type: none"> <li>Add &amp; subtract fractions with the same denominator &amp; denominators that are multiples of the same number</li> </ul> <p><b>Decimals &amp; percentages (2 weeks)</b></p> <ul style="list-style-type: none"> <li>Read, write, order &amp; compare numbers with up to three decimal places</li> <li>Recognise &amp; use thousandths &amp; relate them to tenths, hundredths &amp; decimal equivalents</li> <li>Round decimals with two decimal places to the nearest whole number &amp; to one decimal place</li> <li>Solve problems involving numbers up to three decimal places</li> <li>Recognise the percent symbol (%) &amp; understand that per cent relates to 'number of parts per hundred' &amp; write percentages as a fraction with denominator 100, &amp; as a decimal</li> </ul>	<p><b>Decimals (4 weeks)</b></p> <ul style="list-style-type: none"> <li>Recognise &amp; write decimal equivalents of any number of tenths or hundredths</li> <li>Find the effect of dividing a one or two-digit number by 10 or 100 identifying the value of the digits in the answer as ones, tenths &amp; hundredths</li> <li>Solve simple measures &amp; money problems involving fractions &amp; decimals to two decimal places</li> <li>Convert between different units of measure eg kilometre to metre</li> </ul> <p><b>Geometry: Properties of shape (3 weeks)</b></p> <ul style="list-style-type: none"> <li>Identify 3-D shapes, including cubes &amp; other cuboids, from 2-D representations</li> <li>Use the properties of rectangles to deduce related facts &amp; find missing lengths &amp; angles</li> <li>Distinguish between regular &amp; irregular polygons based on reasoning about equal sides &amp; angles</li> <li>Know angles are measured in degrees, estimate &amp; compare acute, obtuse &amp; reflex angles</li> <li>Draw given angles, &amp; measure them in degrees</li> <li>Identify: angles at a point &amp; one whole turn (total 360°), angles at a point on a straight line &amp; <math>\frac{1}{2}</math> a turn (total 180°) other multiples of 90°</li> </ul> <p><b>Geometry: Position &amp; direction (1 week)</b></p> <ul style="list-style-type: none"> <li>Identify, describe &amp; represent the position of a shape following a reflection or translation, using the appropriate language, &amp; know that the shape cannot be changed</li> </ul> <p><b>Measurement: Converting units (2 weeks)</b></p> <ul style="list-style-type: none"> <li>Convert between different units of metric measure eg km &amp; m, m &amp; cm, cm &amp; mm, g &amp; kg, l &amp; ml</li> <li>Understand &amp; use approximate equivalences between metric units &amp; common imperial units eg inches, pounds &amp; pints</li> </ul>

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- Recognise & use square numbers & cube numbers & the notation for squared (  $^2$  ) & cubed (  $^3$  )
- Solve problems involving multiplication & division including using knowledge of factors & multiples, squares & cubes
- Know & use the vocabulary of prime numbers, prime factors & composite (non-prime) numbers
- Establish whether a number up to 100 is prime & recall prime numbers up to 19

### Measurement: Perimeter & area (2 weeks)

- Measure & calculate the perimeter of composite rectilinear shapes in cm & m

Calculate & compare the area of rectangles (including squares), & including using standard units,  $\text{cm}^2$ ,  $\text{m}^2$  estimate the area of irregular shapes

- Solve problems which require knowing percentage & decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{3}{5}$  & those fractions with a denominator of a multiple of 10 or 25

- Solve problems involving converting between units of time

### Measurement: Volume (1 week)

- Estimate volume eg  $1\text{cm}^3$  blocks to build cuboids (including cubes) & capacity eg using water

Use all four operations to solve problems involving measure

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Science				
<p>Forces: Block 4 Developing Experts.</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>be taught that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>They will explore the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>They will learn that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p>When investigating and working scientifically, children will:</p> <ul style="list-style-type: none"> <li>explore falling objects and raise questions about the effects of air resistance</li> <li>They will explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall.</li> <li>Children will have opportunities to experience forces</li> </ul>	<p>Earth and Space: Block 1 Developing Experts.</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>learn and explore all about Earth and the Solar System</li> <li>They will learn about the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>They will learn how the movement of the Moon is relative to the Earth.</li> <li>They will understand the Sun, Earth and Moon as approximately spherical bodies and use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> <li>Children will learn about the differences between day and night and how this occurs.</li> <li>Children will be taught that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).</li> <li>Children will also learn about the moon and understand that the</li> </ul>	<p>Properties and materials and changes of materials: Blocks 2 and 3 Developing Experts.</p> <p>Children will</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>They will develop the knowledge to know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>They will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>They will explore how to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>They will learn that dissolving, mixing and changes of state are reversible changes.</li> <li>Through investigating and experimenting, children will learn 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> <li>Children will build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4.</li> <li>They will explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.</li> <li>Children will also explore that changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda.</li> <li>They will explore how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</li> </ul> <p>When working scientifically:</p>	<p>Living things and their habitats: Block 6 Developing Experts.</p> <p>Children will</p> <ul style="list-style-type: none"> <li>be taught all about the life cycle of a mammal.</li> <li>They will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird as well as describing the life process of reproduction in some plants and animals.</li> <li>When investigating plants and their habitats, children will raise questions about their local environment and will focus on this throughout different point of the year.</li> <li>They will observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</li> <li>Children will also find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</li> <li>Children will find out about different types of reproduction,</li> </ul>	<p>Animals including humans: Block 5 Developing Experts.</p> <p>Children will</p> <ul style="list-style-type: none"> <li>learn about the changes as humans develop to old age. To show this, children will draw a timeline to indicate stages in the growth and development of humans and they will learn about the changes experienced in puberty.</li> </ul> <p>When working scientifically:</p> <ul style="list-style-type: none"> <li>children will research the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</li> </ul>

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<p>that make things begin to move, get faster or slow down.</p> <ul style="list-style-type: none"> <li>Children will investigate the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel.</li> <li>They will also explore the effects of levers, pulleys and simple machines on movement.</li> <li>Children will find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</li> </ul>	<p>moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</p> <ul style="list-style-type: none"> <li>Children will learn about keeping themselves safe and explore the reasons why they shouldn't look directly at the sun.</li> </ul> <p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>when comparing the time of day at different places on the Earth through internet links and direct communication;</li> <li>creating simple models of the solar system;</li> <li>constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day;</li> <li>finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</li> </ul>	<ul style="list-style-type: none"> <li>children will carry out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?'</li> <li>Children will compare materials in order to make a switch in a circuit and observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes.</li> <li>Children will also research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.</li> </ul>	<p>including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>When working scientifically:</p> <ul style="list-style-type: none"> <li>children will observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences.</li> <li>Children will set up activities to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.</li> <li>Children will observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</li> </ul>	
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## Computing

<p>E-safety privacy and security:</p> <ul style="list-style-type: none"> <li>to create and use strong passwords,</li> <li>to know that people online might pretend to be you and why that might be</li> <li>explain how software and apps can share my private information.</li> </ul>	<p>E-safety health and well- being:</p> <ul style="list-style-type: none"> <li>to describe ways that tech can affect healthy sleep.</li> <li>To describe strategies to promote healthy sleep.</li> </ul>	<p>E-safety online reputation and online bullying:</p> <ul style="list-style-type: none"> <li>to explain how information can be copied and shared by others and made judgements on.</li> <li>To recognise when someone is upset or hurt online and helpline services who can support.</li> </ul>
<p>Programming:</p> <ul style="list-style-type: none"> <li>using block coding 'Python'</li> <li>progressing to part block with text using swift playgrounds.</li> </ul>	<p>Data and digital literacy:</p> <ul style="list-style-type: none"> <li>numbers and data loggers</li> </ul> <p>Multimedia</p> <ul style="list-style-type: none"> <li>keynote and clips</li> </ul>	<p>Multimedia:</p> <ul style="list-style-type: none"> <li>stop, go animator, garage band and camera</li> </ul>
<p><i>Key Vocabulary: password, security, online, age-appropriate, harm, gaming, CEOP, reporting, screenshot, respect, rules, reliable, coding, outcome, repeat, variable, commands, possibilities, detect, debug, creativity, errors</i></p>	<p><i>Key Vocabulary: drag &amp; drop, screen shot, screen grab, editing, refine, online/offline, logical, sensors, code, program, sequence, complex,</i></p>	<p><i>Key Vocabulary: Unacceptable/acceptable, reliable, webpage, behaviour, cyberbullying, Wifi, 4G, 5G, animation,</i></p>

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<b>History</b>		
<p>I am learning about how Britain changed with the withdrawal of the Roman Empire and how subsequent invasions impacted on my life today, i.e. the Scots and Anglo-Saxon invasions, and places names and Christianity considering Canterbury, Iona and Lindisfarne. This will also allow me the opportunity to retrieve my knowledge about the Roman invasion.</p> <p>I am learning how these significant groups of people influenced the UK, and wider world. I can use a wider range of sources of evidence and research questions or test a hypothesis.</p> <p>I will look at place names, village life, Anglo-Saxon art and culture.</p> <p><i>CONCEPT: Conflict, Belief, Faith,</i></p>	<p>I am learning to describe aspects of the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. This will allow me to describe how significant individual have influenced the UK, where they fit on a timeline. I will be able to explain why accounts from the past may not always be accurate and why there may be different versions of events.</p> <p>I will cover British history up until 1066. This period of time includes Anglo-Saxons, Vikings and Normans. I will research Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice and Edward the Confessor and his death in 1066.</p> <p><i>CONCEPT: Fear, Strength,</i></p>	<p>I am learning about Liverpool's role in the slave trade so that I can use a range of local history resources to describe how an event affected Liverpool and link events from that period to contemporary society ( discrimination now and then). I will be able to give more than one reason for why these events have consequences on Liverpool, using primary and secondary resources and comparing different versions of events and offering reasons. I will communicate orally and in writing about changes I the past and offer my own points of view.</p> <p>I will look at Modern world changes beginning to look at Slave Trade: how it started, where it started, who started it. I will explore the life of the slaves, the jobs they had to do and the conditions/treatment they had to face. I will know the main countries involved and the Slave Trade triangle. I will focus my research the main shipping port of Liverpool, with a potential trip to the slavery museum. I will research how it ended and look at the abolitionists as a movement group.</p> <p>I will look at history over time and explore the idea of discrimination /racism in later History. I will consider the role of significant individuals (Martin Luther King Jr and Rosa Parks).</p> <p style="text-align: right;"><i>CONCEPT: Equality, Rights, Protest</i></p>
<p><i>KEY VOCABULARY: Empire, invasions, significant, research, evidence, source, Anglo-Saxon, village, hypothesis, Christianity, withdrawal, culture</i></p>	<p><i>KEY VOCABULARY: Vikings, Anglo-Saxon, invasion, resistance, struggle, battle, laws, raids, invasions, research, account, Alfred the Great, Athelstan, Danegeld justice, Edward the Confessor, 1066,</i></p>	<p><i>KEY VOCABULARY: Liverpool, resources, local history, contemporary, society, versions, communicate, primary resources, secondary resources, modern, slave trade, slavery, conditions, treatment, shipping, port, research, abolitionists, explore, discrimination, racism</i></p>

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<b>Geography</b>		
<p>I am learning about tourist 'hotspots' of North America and why they are popular – world tourism. I will be able to locate North America on a world map, using google earth, digi-maps, globes and atlases. I will consider the physical and human geography of these areas and the impact on the land, economic activity, land use and distribution of natural resources including energy, food, minerals and water. I will be able to compare the Grand Canyon to the Cheddar Gorge considering the similarities and differences.</p> <p><i>CONCEPTS: Sustainability, Consequences,</i></p>	<p>I am learning about the 6 main areas of America and will be able to locate it on a world map. I can identify its position and significance in relation to latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle I understand about different world time zones, including the Prime/Greenwich Meridian and time zones (including day and night). I will know where North America is situated within these 'zones'. I will be looking at the Caribbean and comparing Haiti to Barbados, looking at tourism and the physical feature of the islands. I will be able to make links to the slave trade and movement of people across the Atlantic to the port of Liverpool.</p> <p><i>CONCEPTS: Diversity, Fairness,</i></p>	<p>I am learning about Liverpool, where it is situated in the North West of England and its location in relation to St Helens. I can name and locate counties and major cities of the United Kingdom. I will be considering the links with Liverpool and the slave trade from America. I will be able to locate and discuss local landmarks and Liverpool's trade with the world. I will learn about the impact (physical and human) on the city and how Liverpool has changed over time. I will be able to describe the features of the river Mersey, the land around it, and its geographical importance to the city of Liverpool. I will be able to use 8-figure grid references to identify and locate places.</p> <p><i>CONCEPTS: Equality, Rights</i></p>
<p><i>KEY VOCABULARY: tourism, North America, Central America, South America, continent, oceans, Pacific, Atlantic, land-use, distribution, energy, minerals, economy, impact, natural resources, canyon, gorge, climate, similarities, differences, longitude, latitude, National Park, trade links, human geography, physical geography</i></p>	<p><i>KEY VOCABULARY: northern hemisphere, southern hemisphere, equator, tropic of cancer, tropic of Capricorn, Arctic circle, Antarctic circle, prime &amp; Greenwich Meridian, time zones, Caribbean, Haiti, Barbados, tourism, effects, trade winds, trade route, gulf stream, port, Liverpool, slave trade</i></p>	<p><i>KEY VOCABULARY: landmarks, location, impact, change, features, 8-figure grid referencing, Mersey, estuary, source, port, trade, import, export, cargo, shipping,</i></p>

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<b>PSHE</b>					
<p><b>Being me in my world</b> Learners will reflect on their rights as a British Citizen and how they can empathise with others within our country whose lives may be different to our own.</p> <p>Learners will reflect on the consequences of behaviour and how this can impact a group of people. They will reflect on how they contribute to our school community and how they can make it a better place</p>	<p><b>Celebrating difference</b> Learners will reflect on their discuss how cultural differences, can at times, cause conflict, and at times racism. Learners will understand what racism is and reflect on their own attitudes towards people from different races.</p> <p>Learners will discuss how spreading rumours and name-calling is a bullying behaviour and what they can do. Learners will understand the differences between indirect and direct bullying, and how they can make better choices.</p> <p>Learners will then reflect on differences between their lives and that of those in a developing country and how we can celebrate and respect others.</p> <p>They will reflect on material wealth and happiness. Enjoying and respecting other cultures.</p>	<p><b>Dreams and goals</b> Learners will reflect on the need for money when achieving dreams. They will reflect on different occupations and the contributions that people make within the roles.</p> <p>Learners will identify a job they would like to have, what motivates them to achieve it, and what they will need to do to achieve a chosen job. Learners will reflect on how communicating with people from other cultures helps us to learn, and they will reflect on how aspirations and dreams of others within different cultures may differ from their own. How they can support people others through charity. They will reflect on motivation and what motivates them.</p>	<p><b>Healthy Me</b> Learners will understand some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart They will learn about smoking, including vaping and the impact this has on the body and making healthy choices. Learners will put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. Learners will understand how the media and celebrity culture promotes certain body types. They will reflect on what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p>	<p><b>Relationships</b> Learners will articulate who they are as person, their personal characteristics, and qualities. Learners will discuss how they can negotiate and compromise within friendships. Learners will reflect on how it feels to be attracted to someone and not feel pressured into having a boyfriend or girlfriend. Learners how to stay safe when using technology to communicate with friends. Learners will recognise and resist pressures to use technology in ways that may be risky or may cause harm to themselves or others. Learners will reflect on online gaming and gambling and the dangers of online grooming. They will learn about SMARRT internet safety rules. They will reflect on way in which they can positively reduce their screen time.</p>	<p><b>Changing Me</b> In this theme, learners will reflect on how they can build their own self-esteem. They will understand the changes that happen within puberty and the importance of taking care of themselves both emotionally and physically. They will learn about conception, understanding that sexual intercourse can lead to conception and that is how babies are usually made. They will understand that sometimes people need IVF to help them have a baby. They will identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities and how to cope with change. They will prepare for transition to Year 6.</p>
<b>Religious Education</b>					
<b>Christianity (God)</b>	<b>Islam</b>	<b>Hindu dharma</b>	<b>Christianity (Jesus)</b>	<b>Christianity (Church)</b>	<b>Judaism</b>
Why is it sometimes difficult to do the right thing?	Why is the Qur'an so important to Muslims?	What might Hindus learn from stories about Krishna?	What do we mean by a miracle?	How do people decide what to believe?	Do people need laws to guide them?

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P.E.					
<b>Invasion game</b> Netball	<b>Indoor Athletics</b> Running, jumping and throwing	<b>Swimming</b>		<b>Invasion game</b> Handball	<b>Invasion game</b> Tag rugby
<b>Dance</b> (Topic based)	<b>Gym</b> Sequencing	<b>N/W game</b> Badminton	<b>Fitness</b> Circuit training	<b>Athletics</b> (Field)	<b>Dance</b> (Topic based)
Music					
<b>Livin' on a Prayer</b>	<b>Classroom Jazz 1/ Nativity Songs</b>	<b>Make You Feel My Love</b>	<b>The Fresh Prince of Bel Air</b>	<b>Dancing in the Street</b>	<b>Production/Beginner Keyboard</b>
<ul style="list-style-type: none"> <li><i>P+S: I can improvise within a group using melodic and rhythmic phrases.</i></li> <li><i>A: I can begin to recognize different eras in music: Baroque, Classical, Romantic, 20th Century.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>R: I can perform pieces which use off beat rhythms.</i></li> <li><i>P+S: I can sing and use my understanding of meaning to add expression.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>P: I can accurately perform pieces on a tuned instrument using at least 3 contrasting tempos.</i></li> <li><i>C+I: I can compose music to specific criteria using some musical devices eg. rhythm, chords, melody, tempo.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>M: I can perform from and compose using between 5 and 8 notes.</i></li> <li><i>P+S: I can breathe in the correct place when singing.</i></li> <li><i>A: I can describe and compare music using musical vocabulary.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>C+I: I can use standard musical notation (stave) to record my ideas.</i></li> <li><i>C+I: I can choose the most appropriate tempo for a piece of music.</i></li> <li><i>A: I can explain why I think my music is successful or unsuccessful.</i></li> </ul>	<i>Consolidate the taught skills from Year 5.</i>
Rock	Jazz	Pop	Hip Hop	Rhythm and Blues, Soul	Keyboard
	<b>Christmas Production</b>				

## Year 5 Long Term Plans 2020-21

<b>Art</b>		
<p><b>Artist - Van Gough</b></p> <ul style="list-style-type: none"> <li>Develop and discuss the effect of light on objects, people and from different directions.</li> <li>Interpret and use different textures and surfaces.</li> <li>Experiment with hue, tint, tone shade and mood using a variety of colours.</li> </ul> <p>Discuss and evaluate their own work and that of others.</p>	<p><b>Artist - Miro</b></p> <ul style="list-style-type: none"> <li>Create own abstract patterns to reflect personal experiences.</li> <li>Create patterned work for a specific purpose.</li> <li>Designing different prints and combining these using various materials.</li> </ul> <p>Discuss and evaluate own work and that of others.</p>	<p><b>Artist - Roy Lichtenstien</b></p> <ul style="list-style-type: none"> <li>Produce increasingly accurate drawings of people.</li> <li>Explore the use of texture in colour.</li> <li>Explore the use of colour for different purposes.</li> </ul> <p style="color: red;">Use stories, music and poems as stimuli for a range of textural pieces. – DISCRETE.</p>
<b>Design Technology</b>		
<p><b>DT Strand: Cooking &amp; Nutrition/Form</b></p> <ul style="list-style-type: none"> <li>Create a predominantly savoury dish understanding the concept of seasonality and using a range of cooking skills.</li> </ul> <p>Discuss and evaluate the work of other sculptors (using various media including ICT)</p>	<p><b>DT Stand: Form</b></p> <p>Plan, develop ideas using shape, form model and joins to create final pieces. Incorporate SWITCHES and BULBS into the final product for purpose.</p>	<p><b>DT Strand: Texture</b></p> <ul style="list-style-type: none"> <li>Select and use appropriate materials to embellish a range of work.</li> <li>Use stories, music and poems as stimuli for a range of textural pieces.</li> </ul> <p>Create products using different textiles and fabrics.</p>
<b>MFL - French</b>		
<p><b>Feelings</b> – expressing how I FEEL</p> <p><b>Numbers 21-30</b></p> <p><b>Personal Information-</b> giving information about myself of someone else</p> <p><b>School Subjects-</b> subject names, opinions on subjects</p> <p><b>French Cities-</b> places in a French city, understanding/giving simple information about a city, buying tickets to visit places in a city.</p> <p>Christmas presents, buying a present</p>	<p><b>Fruit and Vegetables-</b> naming, using in simple dialogues, understanding in written contexts</p> <p><b>Stories-</b> The Hungry Caterpillar, Jack and the beanstalk,</p> <p><b>Recipes-</b> reading simple instructions</p> <p><b>Clothes-</b> fancy dress outfits, items of clothing, writing descriptive sentences</p>	<p><b>ID Card-</b> personal information- name, age, date of birth, eye colour etc. Asking and answering questions about myself and others.</p> <p><b>Planets-</b> naming, reading and understanding simple information, writing simple sentences</p> <p><b>Seaside-</b> Understanding written information, reading aloud sentences, things you can do on the beach, things you can take to the beach</p>

## **Year 5 Long Term Plans 2020-21**