



Date: 2020-21

Year Group Long Term Plan

Year: 5



Subject	Autumn- Back to the beginning – Early Islamic Civilisation	Spring – The Vicious Vikings	Summer – The Terrible Tudors
English	The Firework Maker’s Daughter by Philip Pullman Non-fiction texts related to solar system Remembrance day – Non-fiction link. Literacy Shed: Little Freak Alchemist’s Letter	There’s a boy in the girls’ bathroom by Louis Sachar Macbeth Meet the Vikings – Encounters with the past	Clockwork by Philip Pullman Cloud Busting by Malorie Blackman
Maths	Number and Place Value Number – Addition and Subtraction Statistics Number – Multiplication and Division Perimeter and Area	Number – Multiplication and Division Number – Fractions Number – Decimals and Percentages	Number – Decimals Geometry – Properties of Shapes Geometry – Position and Direction Measurement – Converting Units Measures – Volume
Art	<b>First Half Term: Science link:</b> <b>Kandinsky:</b> Use drawing to explore line, tone, texture, form and colour.  <b>Second Half Term: Islamic Tile Printing:</b> Develop a print from a drawing. Make relief-print tiles <i>e.g. using card, string, wool</i> . Design repeat print designs. Use repeated images to create a feeling of movement. Combine printing with other 2D techniques Build up layers & colours/ textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.	<b>Plants:</b> Explore the effects of charcoal/ graphite sticks and the light-use of an eraser. Select appropriate materials for a task ( <i>drawing media, paper etc</i> ).Talk about perspective and proportion in their own work. Use drawing to plan a composition <i>e.g. painting/collage</i> . Use their sketchbook to collect and record visual information from different sources independently. <b>Modroc Plants (focus on Frida Kahlo):</b> Plan a sculpture through drawing and other preparatory work. Confidently build sculptures using rolled or scrunched up newspaper and masking/parcel tape for a specific purpose. Use recycled, natural and man-made materials to create sculpture. Build sculptures using wire and papier mache. Describe the different qualities involved in modelling, sculpture and construction.	<b>First Half Term: History link:</b> Portraits of Tudors /Study of artist Holbein: Read a colour wheel. Identify and work with complimentary opposite colours/ colour harmonies. Select and work with a limited palette. Work with warm and cold colours recognise/mix and use appropriately. Confidently use watercolour paints on dampened textured paper. <b>Second Half Term: Geography (Brazil Flora):</b> Explore the translucent nature of tissue paper. Combine collage with other 2D techniques. Select materials by colour and texture to match intentions. Join fabrics in different ways, including stitching. <b>Experiment with using batik safely.</b>
DT	<b>Second Half Term</b> Structures – <b>How can we get water out of a well?</b> Link to History topic (Early Islamic) - research wells in Baghdad.  <b>Design:</b>	ICT link: <b>Electrical Systems;</b> More complex switches and circuits (including programming, monitoring and control)	<b>Food:</b> Celebrating culture (South America) & seasonality (including cooking & nutrition requirements for KS2).  <b>DESIGN</b>

Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

- Can they take a user's view into account when designing?
- Can they produce a detailed step-by-step plan for their design method?
- Can they suggest some alternative designs and compare the benefits and drawbacks to inform the design process and outcome?
- Can they use sketches to show other ways of doing things – and then make choices between designs?
- Can they make up a prototype first?

**TECHNICAL:**

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].

- Can they make more complex designs to include belts and pulleys, and a combination of other mechanisms?
- Can they incorporate hydraulics and pneumatics?
- Can they make up a prototype first?

**EVALUATE**

Evaluate ideas and products against their own design criteria and consider the views of others to improve their work.

- Can they continuously check that their design is effective and fit for purpose?
- Can they assess how well their product works in relation to the design criteria and the intended purpose and suggest improvements?
- Can they evaluate appearance and function against the original design criteria?
- Can they identify what is working well and

Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**COOKING AND NUTRITION**

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- Use proportions when cooking, by doubling and halving recipes.
- Can they modify a recipe and explain why they have changed it?
- Can they meet an identified need – e.g. a meal for an older person – by selecting suitable ingredients?
- Can they work in a safe and hygienic way?

	<p>what might be improved – and make choices from several alternatives?</p> <ul style="list-style-type: none"> <li>• Can they make improvements from design suggestions?</li> </ul>		
<b>French</b>	<p><b>Rigolo 2 Units 1 &amp; 2</b>  <b>Salut!</b> (greetings, give personal information, numbers 30-60, family members, describe a person's character) Grammar (3<sup>rd</sup> person avoir/être, negation)  <b>À l'école</b> (name school subjects, express opinions, tell the time to o'clock, half/quarter and minutes past, timings of a school day)  Non-fiction text: Le Système Solaire</p>	<p><b>Rigolo 2 Units 3 &amp; 4</b>  <b>La nourriture</b> (requesting food and drinks, following a recipe, express likes and dislikes about food) Grammar (imperative verbs, conditional verb tense: je voudrais)  <b>En ville</b> (name places in town, ask the way and give directions, say where you are going and at what time)   Fiction text: Le Petit Chaperon Rouge</p>	<p><b>Rigolo 2 Units 5 &amp; 6</b>  <b>En vacances</b> (ask and say where you are going on holiday, express opinions about holidays and activities)  <b>Chez moi</b> (name rooms in the house, describe activities at home) Grammar (il y a + definite article, noun + adjective agreement)</p>
<b>Geography (Autumn 2)</b>	<p><b>Second half term</b>  <b>Will we ever see the water we drink again?</b>  Understand the water cycle. The importance of raw materials such as water.  –Water around the world (map work).  – How does water form?  –Tropics (map work)  – How is water used to provide energy?</p>	<p><b>Why should the rainforest be important to us all?</b>  Climate: Greenhouse effect.  Locate the world's countries, using maps to focus on South America and concentrating on their key physical and human characteristics, countries and major cities.  – Locating rainforests (map work)  – Rainforests in the news and what we can do to help.  – Endangered animals  – Importance of Amazon to the South American rainforest.  – Surviving in a rainforest</p>	<p><b>Why is Brazil always in the news?</b>  Locate the world's countries, using maps to focus on South America and concentrating on their key physical and human characteristics, countries and major cities.  –Locating Brazil on a world map – continents.  –Fruits and other natural resources.  –Famous cities (map work)  – Neighbouring countries (map work)  – Street children of Brazil.</p>
<b>History (Autumn 1)</b>	<p><b>Early Islamic Civilisation</b>  Why was the Islamic Civilisation around AD900 known as the 'Golden Age'?</p>	<p><b>Vikings</b>  Were the Vikings always victorious and vicious?</p> <ul style="list-style-type: none"> <li>• Viking raids and invasion.</li> <li>• Alfred the Great.</li> <li>• Viking invasions and Danegeld.</li> <li>• Anglo Saxons law and justice.</li> <li>• Edward the Confessor.</li> </ul>	<p><b>Tudors</b>  What impact did the Tudors have on Great Britain?</p> <ul style="list-style-type: none"> <li>• Who were they?</li> <li>• What impact did they have?</li> </ul>
<b>ICT</b>	Multimedia presentations – PowerPoint Spreadsheets	Control E-safety / internet research	Graphic Modelling and controlling devices
<b>Music</b>	Composition and performance project Based on topic of the planets.		

	Analysing Holst The Planets Composing 'Earth'		
<b>PE Indoor</b>	Rising Stars:  First half term: Fitness: Gym sequences Second half term: Boot camp	Rising Stars:  First half term: Dynamic dance Second half term: Gymfit circuits	Rising Stars:  First half term: Tudor dance Second half term: Fitness Frenzy
<b>PE Outdoor</b>	Rising Stars:  First half term: Striking and fielding Second half term: Nimble nets	Rising Stars:  First half term: Invaders (Vikings link) Second half term: Health: Healthy body: Inside out.	Rising Stars:  First half term: Young Olympians! Second half term: Sports day practice. Health: Healthy mind, Healthy body.
<b>PSHE&amp;C and RRSa</b>	Jigsaw scheme: Being me in my world Celebrating difference Class Charter x 2 lessons <u>Most children to know UNCRC articles and understand the words dignity, democracy and equity.</u> Anti-bullying week in November Road safety in November NSPCC/Mental health Watch Newsround to discuss current topics(Article 17) Circle Time x2 (at least) each half term to address current topics and issues pertinent to class.	Healthy Me – Jigsaw scheme Healthy mind: Going for goals – unit 2 Champions <u>Most children to understand and explain the UNCRC articles and be able to explain the words dignity, democracy and equity.</u> Watch Newsround to discuss current topics(Article 17) Circle Time x2 (at least) each half term to address current topics and issues pertinent to class.	Healthy lifestyle: You are what you eat - unit 3 Champions (science link) RSE: Changing Me – Jigsaw scheme Global Goal 13: Plastic and paper wastage (carry on with campaign) Refugee Week in June <u>Most children to understand and explain the UNCRC articles and be able to explain the words dignity, democracy and equity.</u> Watch Newsround to discuss current topics(Article 17) Circle Time x2 (at least) each half term to address current topics and issues pertinent to class.
<b>RE</b>	Redbridge R.E Syllabus:  What do different people believe about God? What does it mean to be a Muslim?	Redbridge R.E Syllabus:  Why is prayer important for religious believers? What does it mean to be a Christian?	Redbridge R.E Syllabus:  Justice and poverty. Can religions help to build a fair world? Why are sources of wisdom important to people?
<b>Science</b>	<b>1<sup>st</sup> Half Term - Earth and space.</b>  The movement of the planets, including Earth around the Sun.  The movement of the Moon around the Earth.	<b>Properties and changes of materials</b>  Compare properties of materials such as hardness, solubility and conductivity.  Use knowledge of solids, liquids and gases to separate mixtures and solutions through	<b>1<sup>st</sup> Half Term –Life Cycles of Living things</b>  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  Describe the life processes of reproduction in some plants and animals.

	<p>How day and night occur and why the Sun appears to move across the sky.</p> <p><b>2<sup>nd</sup> Half Term – Forces</b></p> <p>Explain that gravity is a force which acts on objects pulling them towards the Earth.</p> <p>Identify the effects of air resistance, water resistance and friction.</p> <p>Recognise that some mechanisms, such as levels, pulleys and gears, can be used to increase the work of a force.</p> <p><b>(Through Scientific enquiry)</b></p>	<p>filtering or evaporation Know that dissolving, mixing and changes or state are reversible changes.</p> <p>Know that some changes cannot be reversed, such as burning, rusting or chemical reactions.</p> <p><b>(Through Scientific enquiry)</b></p>	<p><b>(Through Scientific enquiry)</b></p> <p><b>2<sup>nd</sup> Half Term – Animals including Humans</b></p> <p>Describe the changes as humans develop to old age, including puberty.</p>
<p><b>Visits/Events/ Experiences</b></p>	<p><b>R.E./History/Art: V&amp;A museum: Early Islamic Art</b> <b>First half term</b> <b>Science: Science Museum: Space</b> First half term <b>Science/English : Caterham : Materials and changes</b> <b>Second half term</b></p> <p><b>Experience: Visit a science laboratory</b> <b>Experience: Make an air powered rocket</b></p>	<p><b>PSHE: Road Safety Konflux theatre</b> <b>Poetry Performance</b> <b>History: Vikings: Immersive Day</b></p> <p><b>Experience: Put on a performance (Macbeth)</b> <b>Experience: Use an OS map (geocache work)</b></p>	<p><b>History/ Art: link: Eastbury Manor</b> <b>Geography/Science/Art: Salix Lakes, local area study</b> <b>D.T. Field to fork (Tesco's)</b></p> <p><b>Experience: Learn something new about your local area</b> <b>Experience: Plan and cook a meal</b> <b>Experience: Take part in a debate</b></p>