



St Michael with St Thomas CE Primary School

Year 5 Long Term Plan 2021 -2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number: Place value Addition and Subtraction	Number: Multiplication and division	Fractions, decimals and percentages	Fractions, decimals and percentages	Measure Geometry Position and direction	Long Multiplication and division Statistics
English	The Jabberwocky <i>Lewis Carroll</i> Recount: a descriptive diary entry to show character Inform: Attenborough style report of the Jabberwock Entertain: Narrate the scenes – Jabberwock battle; effective openers; dialogue Report: NCR Jubjub Bird	Percy Jackson and the Lightning Thief <i>(Rick Riordan)</i> Entertain: dialogue/discussion between Percy and Grover Inform: Explanation of the facilities on offer at Camp Half-Blood (brochure) Narrate/Diary: Percy's diary re: arriving at Camp Entertain: write next chapter following on from the discovery he is Poseidon's son. (Tolerance)	Nevermoor: The Trials of Morrigan Crow <i>(Jessica Townsend)</i> Apologise: a formal letter of apology Recount: a diary entry as Morrigan & an internal monologue as Grandmother (Tolerance & Mutual Respect)	Nevermoor: The Trials of Morrigan Crow <i>(Jessica Townsend)</i> Persuade: an advertisement for the Hotel Deucalion Recount: narrative description of the Chase Trial Inform: explain the instructions, rules, course etc for their own trial Entertain: a magical adventure story- the next chapter (Tolerance & Mutual Respect)	Short stories: Space (Ray Bradbury) Recount: an internal monologue Entertain: write a scene in the style of the author Inform: a holiday brochure for Space Inform: a soliloquy Recount: diary entry as Margot Entertain: narrate the scene where the children experience sunlight	Shakespeare's Macbeth Drama and role play Entertain: Script Work/ Using dialogue to advance action Inform: character description of the witches Persuade: a letter from Macbeth
Subjects taught discretely throughout the year:						
SCIENCE	Living things and their habitats Materials	Materials	Materials	Earth and Space	Forces	Animals including humans
	To describe the differences in the life cycles of a mammal, an	To compare and group together everyday materials on the basis of their properties,	To know that some materials will dissolve in liquid to form a solution, and describe	To describe the movement of the Earth and other planets	To explain that unsupported objects fall towards the Earth because of the force of	To describe the changes as humans develop to old age



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	amphibian, an insect and a bird	including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	how to recover a substance from a solution	relative to the sun in the solar system To describe the movement of the moon relative to the Earth	gravity acting between the Earth and the falling object	
PSHE & RSE	Throughout the year, we will use our Jigsaw PSHE materials					
	Being Me in my World <i>(Individual Liberty)</i>	Celebrating Difference <i>(Tolerance)</i>	Dreams and Goals <i>(Individual Liberty)</i>	Healthy Me	Relationships <i>(Mutual Respect)</i>	Changing Me
PE	Games	Dance	Gymnastics	Athletics	Orienteering	Games
	Football	Dodgeball	Lacrosse	Basketball	Netball	Rounders & cricket
RE	We follow the Blackburn Syllabus to study the following topics throughout the year:					
	How and why do Christians read the Bible? <i>How important are holy books in other faiths? (Mutual Respect and Tolerance)</i> The aim of this unit it is to deepen children's understanding of the importance and impact of the contents of the Bible.	Christmas. The gospels of Matthew and Luke. The aim of this unit it is to: <ul style="list-style-type: none">• give children a Biblical perspective on the nativity story• challenge their ideas and deepen their understanding of the true meaning of Christmas.	Jesus the teacher. The aim of this unit is to: <ul style="list-style-type: none">• emphasis Jesus' skills as a great teacher• consider carefully the messages of the parables and how they impact on the lives of practising Christians	Why do Christians believe that Easter is a celebration of victory? The aim of this unit is to explore the Easter story from the perspective of it being the story of Christ's triumph and victory over death.	Pentecost, what happened next? The aim of this unit is to: <ul style="list-style-type: none">• provide children with an opportunity to gain greater understanding of the lives and resilience of the early Christians• to realise the significance of the life of St Paul and the concept of mission• to learn basic facts about how Christianity came to Britain	Exploring the lives of significant women in the Old Testament. <i>Jewish festival of Purim (Mutual Respect and Tolerance)</i> <ul style="list-style-type: none">• widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story• to reflect upon the actions of these women and consider what we can learn from their stories



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COMPUTING	Sharing information	Selection in physical computing	Vector drawing	Flat-file Databases	Selection in quizzes	Video editing
	Health, well-being and lifestyle Self-image and identity Online relationships Online reputation Managing online information Online bullying Privacy and Security	Health, well-being and lifestyle	Copyright and ownership	Privacy and Security	Health, well-being and lifestyle	Self-image and identity Copyright and ownership Online relationships Online reputation Managing online information Health, well-being and lifestyle Privacy and Security

Subjects taught through the History/Geography curriculum:

TOPICS	Ancient Greece	Benin	Biomes
HISTORY	We will be exploring the following: <ul style="list-style-type: none">• How did the Greek Empire change and grow?• What is democracy?• What are the similarities and differences between ancient and modern democracy?• How can historical sources and artefacts help us to infer information about life in Ancient Greece?• How were Sparta and Athens similar/different?• How are the Empires of Ancient Greece and Britain similar/different?• How are aspects of the past represented and interpreted in different ways?• How were the Ancient Games important to the modern Olympic Games? What is the same and what has changed?• What was the most important legacy of the Ancient Greeks? (Democracy)	We will be exploring the following: <ul style="list-style-type: none">• Chronologically ordering events in African history• Sorting those events into different level of significance and explaining decisions• some connections between Benin's beliefs and the beliefs of another civilisation.• how attitudes towards African art have changed since the Victorian times.• how to compare and discuss the ways in which British and African history has been recorded.• Africa's oral tradition of history telling.• the usefulness of different sources of evidence about Benin.• similarities and differences between Tudor and Stuart Britain and Benin. (Mutual Respect)	We will be exploring the following: (Democracy)



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GEOGRAPHY	To label key countries on a world map.	<ul style="list-style-type: none">• Mapping and locational knowledge- label important places in the history of the Benin kingdom on a map of Africa• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• I know the scale (land mass) of Benin compared to England.• I know where West Africa is in relation to the equator.• I know standard symbols and keys for reading and creating maps.• I know how to use atlases, globes and digital/computer mapping to locate countries and describe features studied.	<ul style="list-style-type: none">• use 4 and 6 figure grid references and coordinates to locate countries on a map• use 8-point compass directions and other geographical language (latitude/equator/tropics) to describe places on a map• the features of biomes, including vegetation, wildlife and climate and identify indigenous peoples of the biomes.• the threats faced by the various biomes of the world are serious and urgent• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• how organisms in a habitat depend on each other, and rely on light, water and nutrients• the delicate interdependent nature of ecosystems• global environmental problems and solutions• the role of plastic in today's society and how it impacts the world <p>(Mutual Respect)</p>			
ART	Creating 3D perspective	Painting	Sculpture			
	Learn to draw scenes in 3D perspective using horizon lines, vanishing points and lines of perspective.	Improve their mastery of art and design techniques, including painting with a range of materials (for example pencil, charcoal, paint and clay)	Improve their mastery of art and design techniques, including sculpture with a range of materials (for example pencil, charcoal, paint and clay)			
DT	Enterprise Week	Textiles	Cooking & Nutrition			
	Structure & Mechanism - Cam Toy/ Hydraulic Head: Christmas Character	To create a textiles project e.g. a tote bag, pencil case, toy bag, cushion/pillow etc.	Prepare and cook a healthy savoury dish.			
MUSIC	Cyclic Patterns: Music from India	Exploring Rounds	The Planets	Song writing	Time to play	Brief' compositions
	This unit develops the children's ability to perform rhythmic patterns confidently and with a strong sense of pulse.	This unit develops children's ability to sing rounds. They explore the effect of multiple pitched notes sounding together to create harmonies. They experiment with clusters of	This unit develops children's ability to extend their sound vocabulary and to compose a soundscape. The children explore a wide range of sound sources and how to	This unit develops children's ability to compose a song with an awareness of the relationship between lyrics and melody. They focus on how music can be used to convey and	In this unit children sing and play a two part song with instrumental accompaniments. They deepen their understanding of the musical process of practice and rehearsal	In this unit children music to a detailed brief or 'commission'. They develop a deeper understanding of the process of composing by creating and performing music in response to a



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		pitches to discover which combinations are 'comfortable' (consonant), and which 'clash' (dissonant).	manipulate to create different timbres and effects as well as make expressive use of their voices	enhance the meaning of the lyrics	to refine, improve and master their playing and singing to achieve a quality class performance	range of stimuli. They draw on their prior learning to layer and sequence their melodic, harmonic and rhythmic ideas into a finished group composition.
Special events	Autumn disco Reading is Magic Festival	WW2 week Enterprise Week/Christmas Fair Anti-bullying Week Arts Week	Fun chef Valentine's Disco National Storytelling Week	Internet Safety Day Local History Week World Book Day	Stephen Lawrence Day	Summer Fair Sports Day
Trips		Virtual History session (Black History Month)		Safety Central: TBC		Petty Pool overnight residential