

## Year 5 Long Term Plan 2023 -2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	<p><b>Reasoning with larger numbers</b></p> <p><b>Integer addition and subtraction</b></p> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers up to one million</li> <li>• Round numbers within one million to the nearest multiple of powers of ten</li> <li>• Read Roman numerals up to M</li> <li>• Use rounding to estimate</li> <li>• Use a range of mental calculation strategies to add and subtract integers</li> <li>• Illustrate and explain the written method of column addition and subtraction</li> <li>• Select efficient calculation strategies</li> <li>• Identify multiples and factors</li> <li>• Investigate prime numbers</li> <li>• Multiply and divide by 10, 100 and 1000 (Integers)</li> <li>• Derived facts</li> <li>• Illustrate and explain formal multiplication and division strategies</li> </ul>	<p><b>Multiplication and division</b></p> <p><b>Perimeter and area</b></p> <p><b>Lines and graphs</b></p> <ul style="list-style-type: none"> <li>• Identify multiples and factors</li> <li>• Investigate prime numbers</li> <li>• Multiply and divide by 10, 100 and 1000 (Integers)</li> <li>• Derived facts</li> <li>• Illustrate and explain formal multiplication and division strategies such as short and long</li> <li>• Use a range of mental calculation strategies</li> <li>• Investigate area and perimeter of rectilinear shapes</li> <li>• Estimate area of non-rectilinear shapes</li> <li>• Complete, read and interpret data presented in the graphs</li> <li>• Read and interpret timetables including calculating intervals</li> </ul>	<p><b>Fractions, decimals and percentages</b></p> <ul style="list-style-type: none"> <li>• Read, write, order and compare decimals</li> <li>• Round decimals to the nearest whole number</li> <li>• Represent, identify, name, write, order and compare fractions (including improper and mixed numbers)</li> <li>• Calculate fractions of amounts</li> <li>• Add, subtract fractions with denominators that are multiples of the same number</li> <li>• Multiply fractions (and mixed numbers) by a whole number</li> <li>• Explore percentages, decimals, fractions equivalence</li> </ul>	<p><b>Angles</b></p> <p><b>Transformations</b></p> <ul style="list-style-type: none"> <li>• Classify, compare and order angles</li> <li>• Measure and draw angles with a protractor</li> <li>• Understand and use angles facts to calculate missing angles</li> <li>• Coordinates in all four quadrants</li> <li>• Translation and reflection</li> <li>• Calculate intervals across zero as a context for negative numbers</li> </ul>	<p><b>Calculating with whole numbers and decimals</b></p> <p><b>Converting units of measure</b></p> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Mental strategies to add and subtract involving decimals</li> <li>• Formal written strategies to add, subtract and multiply involving decimals</li> <li>• Multiply and divide by 10, 100 and 1000</li> <li>• Derive multiplication facts involving decimals</li> <li>• Convert between metric units of length, mass and capacity and units of time</li> <li>• Know and use approximate conversion between imperial and metric</li> <li>• Negative numbers and calculating intervals across zero</li> <li>• Calculating the mean</li> <li>• Interpret remainders</li> <li>• Investigate numbers; consecutive, palindromic, multiples</li> </ul>	<p><b>Problem solving</b></p> <p><b>2-D and 3-D shape</b></p> <p><b>Volume</b></p> <ul style="list-style-type: none"> <li>• Negative numbers and calculating intervals across zero</li> <li>• Calculating the mean</li> <li>• Interpret remainders</li> <li>• Investigate numbers; consecutive, palindromic, multiples</li> <li>• Classify 2-D shapes and reason about regular and irregular polygons</li> <li>• Properties of diagonals of quadrilaterals</li> <li>• Classify 3-D Shapes</li> <li>• 3-D representations of 3-D shapes</li> <li>• Use cube numbers and notation</li> <li>• Estimate volume</li> <li>• Convert units of volume</li> </ul>

	<p>such as short and long</p> <ul style="list-style-type: none"> <li>Use a range of mental calculation strategies</li> </ul>					
<b>English</b>	<p><b>The Jabberwocky</b> <b>Lewis Carroll</b></p> <p>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</p>	<p><b>The Lost Thing (Shaun Tan)</b></p> <p>Recount: a diary entry to show changes of feelings, Inform: a non-chronological report, formal letters and adverts Entertain: own version of a fantasy narrative</p>	<p><b>The Lion Above the Door (Onjali. Q. Rauf)</b></p> <p>Recount: an internal monologue Entertain: write a scene in the style of the author Inform: a report about an 'unforgotten hero' Recount: diary entry Newspaper report- report the events of the museum</p>	<p><b>Percy Jackson and the Lightning Thief</b> <b>(Rick Riordan)</b></p> <p>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.</p> <p>(Tolerance)</p>	<p><b>Shakespeare's Macbeth</b></p> <p>Drama and role play Entertain: Script Work/ Using dialogue to advance action Inform: character description of the witches Persuade: a letter from Macbeth</p>	<p><b>The Odyssey (Gillian Cross)</b></p> <p>Recount: Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue. Inform: postcard, advertisement. Entertain: missing scene, adventure story</p>

**Subjects taught discretely throughout the year:**

<b>SCIENCE</b>	<b>Earth and Space</b>	<b>Forces</b>	<b>Materials</b>	<b>Animals including humans</b>	<b>Living things and their habitats</b>
	<p>To describe the movement of the Earth and other planets relative to the sun in the solar system To describe the movement of the moon relative to the Earth</p>	<p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>	<p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To 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</p>	<p>To describe the changes as humans develop to old age</p>	<p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>

**PSHE & RSE**

**Throughout the year, we will use our Jigsaw PSHE materials**

	Being Me in my World (Individual Liberty)	Celebrating Difference (Tolerance)	Dreams and Goals (Individual Liberty)	Healthy Me	Relationships (Mutual Respect)	Changing Me
PE	Games	Dance	Gymnastics	Athletics	Orienteering	Games
	Football	Dodgeball	Lacrosse	Basketball	Netball	Rounders & cricket
RE	<b>We follow the Blackburn Syllabus to study the following topics throughout the year:</b>					
	<p>How and why do Christians read the Bible?</p> <p><i>How important are holy books in other faiths?</i> (Mutual Respect and Tolerance)</p> <p>The aim of this unit it is to deepen children's understanding of the importance and impact of the contents of the Bible.</p>	<p>Christmas. The gospels of Matthew and Luke.</p> <p>The aim of this unit it is to:</p> <ul style="list-style-type: none"> <li>• give children a Biblical perspective on the nativity story</li> <li>• challenge their ideas and deepen their understanding of the true meaning of Christmas.</li> </ul>	<p>Jesus the teacher.</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> <li>• emphasis Jesus' skills as a great teacher</li> <li>• consider carefully the parables and how they impact on the lives of practising Christians</li> </ul>	<p>Why do Christians believe that Easter is a celebration of victory?</p> <p>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.</p>	<p>Pentecost, what happened next?</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> <li>• provide children with an opportunity to gain greater understanding of the lives and resilience of the early Christians</li> <li>• to realise the significance of the life of St Paul and the concept of mission</li> <li>• to learn basic facts about how Christianity came to Britain</li> </ul>	<p>Exploring the lives of significant women in the Old Testament.</p> <p><i>Jewish festival of Purim</i> (Mutual Respect and Tolerance)</p> <ul style="list-style-type: none"> <li>• widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story</li> <li>• to reflect upon the actions of these women and consider what we can learn from their stories</li> </ul>
COMPUTING	Sharing information	Selection in physical computing	Vector drawing	Flat-file Databases	Selection in quizzes	Video editing
	<p>Health, well-being and lifestyle</p> <p>Self-image and identity</p> <p>Online relationships</p> <p>Online reputation</p> <p>Managing online information</p> <p>Online bullying</p>	<p>Health, well-being and lifestyle</p>	<p>Copyright and ownership</p>	<p>Privacy and Security</p>	<p>Health, well-being and lifestyle</p>	<p>Self-image and identity</p> <p>Copyright and ownership</p> <p>Online relationships Online reputation Managing online information</p> <p>Health, well-being and lifestyle</p> <p>Privacy and Security</p>

**Subjects taught through the History/Geography curriculum:**

TOPICS	Romans	Biomes	Ancient Greece
<b>HISTORY</b>	<p>We will be exploring the following:</p> <ul style="list-style-type: none"> <li>• How did the Romans change Britain?</li> <li>• How diverse were the Romans and did the</li> <li>• Did the line of the Emperors change for the better?</li> <li>• Can you force change?</li> </ul> <p>(Tolerance)</p>		<p>We will be exploring the following:</p> <ul style="list-style-type: none"> <li>• How did the Greek Empire change and grow?</li> <li>• What is democracy?</li> <li>• What are the similarities and differences between ancient and modern democracy?</li> <li>• How can historical sources and artefacts help us to infer information about life in Ancient Greece?</li> <li>• How were Sparta and Athens similar/different?</li> <li>• How are the Empires of Ancient Greece and Britain similar/different?</li> <li>• How are aspects of the past represented and interpreted in different ways?</li> <li>• How were the Ancient Games important to the modern Olympic Games? What is the same and what has changed?</li> <li>• What was the most important legacy of the Ancient Greeks?</li> </ul> <p>(Democracy)</p>
<b>GEOGRAPHY</b>		<p>We will be exploring the following:</p> <ul style="list-style-type: none"> <li>• Use 4 and 6 figure grid references and coordinates to locate countries on a map</li> <li>• Use 8-point compass directions and other geographical language (latitude/equator/tropics) to describe places on a map</li> <li>• The features of biomes, including vegetation, wildlife and climate and identify indigenous peoples of the biomes.</li> <li>• The threats faced by the various biomes of the world are serious and urgent</li> <li>• Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>• How organisms in a habitat depend on each other, and rely on light, water and nutrients</li> <li>• The delicate interdependent nature of ecosystems</li> <li>• Global environmental problems and solutions</li> </ul>	

			The role of plastic in today's society and how it impacts the world (Mutual Respect)			
<b>ART</b>	<b>Creating 3D perspective</b>		<b>Painting</b>		<b>Sculpture</b>	
	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)	
<b>DT</b>	<b>Enterprise Week</b>		<b>Textiles</b>		<b>Cooking &amp; Nutrition</b>	
	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.	
<b>MUSIC</b>	<b>Cyclic Patterns: Music from India</b>	<b>Exploring Rounds</b>	<b>The Planets</b>	<b>Song writing</b>	<b>Time to play</b>	<b>Brief' compositions</b>
	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 pitches to discover which combinations are 'comfortable' (consonant), and which 'clash' (dissonant).	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 manipulate to create different timbres and effects as well as make expressive use of their voices	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 enhance the meaning of the lyrics	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 to refine, improve and master their playing and singing to achieve a quality class performance	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 range of stimuli. They draw on their prior learning to layer and sequence their melodic, harmonic and rhythmic ideas into a finished group composition.
<b>Special events/Trips</b>	Roman experience	Liverpool Slave Museum  Enterprise Week			Petty Pool	Summer Fair  Sports Day