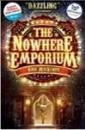


EMERSONS GREEN PRIMARY SCHOOL Long Term Plan - Yr 5

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Phonics/SPAG	<p>Punctuation: Inverted commas and other speech punctuation</p> <p>Grammar: using the perfect form of verbs to mark relationships of time and cause</p> <p>Variety of sentence openers – to include subordinate openers</p> <p>Spelling: Words containing the letter-string ough Words ending in –able and –ible Words with ‘silent’ letters</p>	<p>Punctuation: Commas to mark clauses and to clarify meaning</p> <p>Grammar: using expanded noun phrases to convey complicated information concisely</p> <p>Range of cohesive devices within and between paragraphs (conjunctions, adverbials, prepositions, pronouns)</p> <p>Spelling: Use of the hyphen Revise plural suffixes –s, -es, -ies Homophones</p>	<p>Punctuation: Brackets, dashes and commas to mark parenthesis</p> <p>Grammar: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Embedded clauses</p> <p>Spelling: Adding suffixes beginning with vowel letters to words ending in –fer Words ending in –ably and –ibly</p>	<p>Punctuation: Embed all</p> <p>Grammar: using modal verbs or adverbs to indicate degrees of possibility</p> <p>Different sentence types (Alan Peat progression)</p> <p>Spelling: Words with the /i:/ sound spelt ei after c Using word etymology</p>	<p>Punctuation: Embed all</p> <p>Grammar: Embed all</p> <p>Spelling: Noun/verb homophones Revise endings which sound like /fən/, spelt -sion, –cian, –tion, -ssion Using word etymology</p>	<p>Punctuation: Embed all</p> <p>Grammar: Embed all</p> <p>Spelling: Opportunity to revise all Y5 spellings as needed</p>
	Reading		 <p>Range of non-fiction texts about WW2</p>	 <p>Range of non-fiction about Space.</p>			
		<p>Range</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems and plays to read and aloud and to perform, showing understanding through intonation, tone and volume</p> <p>Discuss their understanding of both texts they have read independently and those read to them</p> <p>White Hat</p> <p>Retrieve, record and present information from non-fiction</p> <p>Use skimming and scanning to locate information effectively across a range of sources</p> <p>Explain their thinking through making reference to key details</p>					

Red Hat/Blue Hat

Ask questions to improve their understanding

Draw inferences (such as inferring characters' feelings, thoughts and motives) and justify these with a variety of references from across the text

Explain and develop their own views and build effectively on those of others

Purple Hat

Identify the structural conventions of non-fiction in relation to the text type

Identify how the structure and presentation of text contributes to the meaning

Read books that are structured in different ways and read for a range of purposes

Yellow Hat

Evaluate how authors use language to impact the reader

Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Green Hat

Predict what might happen based on their understanding of the content of the text – details that are both stated and implied

Summarise ideas, events and information from the text as a whole, identifying key details and using some quotations for illustration

Identify themes and conventions in and across a wide range of writing

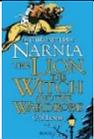
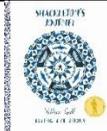
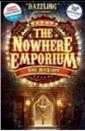
Make comparisons across books

Black Hat

Explore the meanings of new words in a given context within fiction and non-fiction

Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words

EMERSONS GREEN PRIMARY SCHOOL Long Term Plan - Yr 5

	<p>Writing</p>	 <p>Character description Setting description Narrative – flashback story, personified narrative</p> <p>Non chronological report</p> <p>Travel brochure – Narnia</p>	 <p>Diary Entry Setting description Recount Poem Character description Narrative – retelling Newspaper</p> <p>For and against travelling around the world Newspaper</p>	 <p>Diary Narrative – narrative non – fiction story</p> <p>Biography Non – chronological report Speech</p>	 <p>Setting description Diary Narrative</p> <p>Newspaper</p> <p>Letter</p> <p>Newspaper For and against – should Daniel go home or stay?</p>	 <p>Setting description Recount Narrative – conquering the monster tale</p> <p>Instructions Invitation Job advert Newspaper</p>	 <p>Character description Setting description Narrative – dragon story</p> <p>Non – chronological report Newspaper</p>
<p>Maths</p>	<p>Number and Place Value Addition and Subtraction</p>	<p>Statistics Multiplication and Division Measurement – perimeter and area</p>	<p>Multiplication and Division Fractions</p>	<p>Decimals and Percentages</p>	<p>Decimals Geometry – properties of shape Geometry – position and direction</p>	<p>Measurement – converting units Measurement - volume</p>	
<p>Science</p>	<p>Properties and changes of materials 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>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not</p>	<p>Earth and space describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>Forces explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>Living things and their habitats describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p> <p>Key Scientists: David Attenborough (naturalist); Eva Crane (life cycle of bees)</p>	<p>Animals, including humans describe the changes as humans develop to old age</p> <p>Key Scientists: David Attenborough (naturalist)</p>		

EMERSONS GREEN PRIMARY SCHOOL Long Term Plan - Yr 5

	usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda Key Scientists: Ruth Benerito (wrinkle-free cotton); Stephanie Kwolek (inventor of Kevlar)	Key Scientists: Claudius Ptolemy and Nicolaus Copernicus (heliocentric vs geocentric); Neil Armstrong, Helen Sharman and Tim Peake (space travel)	Key Scientists: Galileo Galilei (gravity); Isaac Newton (gravity); Archimedes (levers)			
PE	<p>Netball Football</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Tag Rugby Hockey</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Gymnastics (twisting and turning)</p> <p>Dance (Space dance)</p> <p>Gymnastics develop flexibility, strength, technique, control and balance</p> <p>Dance</p> <p>perform dances using a range of movement patterns</p>	<p>Gymnastics</p> <p>Dance (Rivers)</p> <p>Camp</p> <p>Gymnastics develop flexibility, strength, technique, control and balance</p> <p>Dance perform dances using a range of movement patterns</p> <p>Camp take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>CC/PD: OAA (residential)</p>	<p>Athletics</p> <p>Move and Learn</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>CC/PD: Watch live sport</p>	<p>Rounders</p> <p>Cricket</p> <p>(Swimming)</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Swimming swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke)</p>
PSHE	<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Right and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMART internet safety rules</p>	<p>Self and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>

EMERSONS GREEN PRIMARY SCHOOL Long Term Plan - Yr 5

<p>Computing</p>	<p><u>Online Safety Unit:</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><u>SWGfL – Digital Literacy Unit</u></p> <p>Be Internet Legends ThinkUKnow Cyber Cafe</p>	<p><u>Media Unit: Tales from Other Cultures</u></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Camera – visual and audio Animation PowerPoint Word</p>	<p><u>Data Unit: Handling Information</u></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Textease Database Excel Spreadsheet</p>	<p><u>Impact of Technology Unit:</u></p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web</p> <p>Internet Search Engines</p> <p>Multimedia Unit: PowerPoint</p> <p>CC/PD: Make a presentation to teach a skill</p>	<p><u>Programming Unit: Scratch</u></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Scratch</p>	<p><u>Programming Unit: Flowol</u></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Flowol</p>
<p>Art</p>	<p>Canopic Jars <i>Focus media - clay</i> <i>Focus skill - sculpture</i></p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>			<p>Landscapes <i>John Constable</i> <i>Focus media – pencil, charcoal</i> <i>Focus skill - drawing</i></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To find out about great artists, architects and designers in history.</p> <p>CC/PD: Visit an art gallery</p>	<p>Bayeux Tapestry <i>Focus media - textiles</i> <i>Focus skill -</i></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting, textiles and sculpture with a range of materials</p>	

<p style="text-align: center;">Dt</p>	<p style="text-align: center;">Biscuits</p> <ul style="list-style-type: none"> • 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; <ul style="list-style-type: none"> • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p style="text-align: center;">Mittens</p> <ul style="list-style-type: none"> • use research and develop design 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 their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 			<p style="text-align: center;">Moving Toys:</p> <ul style="list-style-type: none"> • use research and develop design 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 their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <ul style="list-style-type: none"> • 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] <ul style="list-style-type: none"> • apply their understanding of computing to program, monitor and control their products • evaluate their ideas and products against 	
---------------------------------------	---	--	--	--	--	--

EMERSONS GREEN PRIMARY SCHOOL Long Term Plan - Yr 5

					<p>their own design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> • understand how key events and individuals in design and technology have helped shape the world 	
<p>Music</p>	<p>Charanga <u>Live on a Prayer – Rock</u> Unit theme: Rock anthems</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Rock)</p> <p>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations</p>	<p>Charanga <u>Classroom Jazz Stage 1 – Bossa Nova and Swing</u> Unit theme: Jazz and improvisation</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Jazz)</p> <p>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations</p>	<p>Charanga <u>Make You Feel My Love – Pop Ballads</u> Unit theme: Pop ballads</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Pop Ballad)</p> <p>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations</p>	<p>Charanga <u>Fresh Prince of Bel Air – Old-school Hip Hop</u> Unit theme: Old-school Hip Hop</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Hip Hop)</p> <p>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations</p> <p>CC/PD: Watch a live orchestra</p>	<p>Charanga <u>Dancin in the Street – Motown</u> Unit theme: Motown</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Motown)</p> <p>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations</p>	<p><u>UKS2 Production</u></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>CC/PD: Perform for the community</p>

EMERSONS GREEN PRIMARY SCHOOL Long Term Plan - Yr 5

<p>Geography</p>	<p>Location Knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>					
		<p>TOPIC: Marvellous Maps understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</p>	<p>TOPIC: Arctic and Antarctic Describe and understand key aspects of: Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p>	<p>TOPIC: Rivers and Coasts Describe and understand key aspects of: Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p>		
<p>History</p>	<p>Ancient Egyptians Pupils should be taught about: <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: (Ancient Egypt) </p>				<p>Anglo Saxons Pupils should be taught about: <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots </p>	<p>Anglo Saxons/ Vikings Pupils should be taught about: <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor </p>
<p>RE</p>	<p>U2.1 Why do some people believe God exists?</p>	<p>U2.2 What would Jesus do?</p>	<p>U2.4 If God is everywhere, why go to a place of worship?</p>		<p>U2.6 What does it mean to be a Muslim in Britain today? CC/PD: Visit from an Imam</p>	
<p>MfL</p>	<p>Intermediate Language Unit: My Home</p> <ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Know the names of rooms in the house in Spanish Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they have or do not have in their home. 	<p>Intermediate Language Unit: At The Café</p> <ul style="list-style-type: none"> Order from a selection of foods from a Spanish menu. Order from a selection of drinks from a Spanish menu. Order a Spanish breakfast. Order typical Spanish snacks. Ask for the bill. Remember how to say hello, goodbye, please and thank you. 	<p>Core Vocab Unit: Classroom Commands</p> <p>Intermediate Language Unit: In The Classroom</p> <ul style="list-style-type: none"> Recognise and repeat from memory simple classroom objects and use the correct gender. Say what they have and do not have in their pencil case. Recognise and respond to simple classroom commands and praise Know the nouns in Spanish for different classroom objects 	<p>Core Vocab Unit: Colours</p> <p>Intermediate Language Unit: Clothes</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for a variety of clothes in Spanish. Use the appropriate genders and articles for these clothes. Describe what they and other people are wearing. Use the verb PONERSE in Spanish. 	<p>Intermediate Language Unit: The Weather</p> <ul style="list-style-type: none"> Say the vocabulary for weather in Spanish. Recognise the vocabulary for weather in Spanish. Ask what the weather is like today. Say what the weather is like today. Create a Spanish weather map. Describe the weather in different regions of Spain using a weather map with symbols. 	

EMERSONS GREEN PRIMARY SCHOOL Long Term Plan - Yr 5

	<ul style="list-style-type: none">• Ask somebody else in Spanish what rooms they have or do not have in their home.• Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).	<ul style="list-style-type: none">• Know the nouns in Spanish for different food and drinks•		<ul style="list-style-type: none">• Say what they would wear in different weather.• Know the nouns in Spanish for clothes	<ul style="list-style-type: none">• Name and remember vocabulary associated with the weather and seasons	
--	---	---	--	--	--	--