
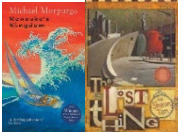

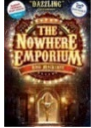




Emersons Green Primary School Long Term Plan – Year 5

Subject		Term 1	Term 2	Term 3	Term 4	Term 5	
	Reading	 <p>The Man Who Walked Between The Towers The Viewer</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	 <p>Kensuke's Kingdom The Lost Thing</p> <p>Ask questions to improve their understanding.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>	 <p>Shackleton's Journey</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p>	 <p>The Nowhere Emporium</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Increase their familiarity with a wide range of books, including modern fiction.</p>	 <p>Beowulf</p> <p>Make comparisons within and across books.</p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories.</p>	 <p>How To Train A Dragon</p> <p>Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>
	Writing	<p>Writing opportunities: Character description Setting description Narrative (flashback) Non-chronological report Newspaper report Poetry</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p>Writing opportunities: Diary (ship's log) Narrative (adventure) Setting description Recount Balanced argument (travel around the world)</p> <p>Use a wide range of devices to build cohesion within paragraphs.</p> <p>In narratives, describe settings, characters and atmosphere.</p>	<p>Writing opportunities: Biography (Shackleton) Non-chronological report (Endurance) Persuasive writing (job application) Newspaper report Diary Narrative non-fiction</p> <p>Use further organisational and presentational devices to text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form.</p>	<p>Writing opportunities: Setting description Diary Narrative Newspaper report Balanced argument (Daniel)</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can enhance meaning.</p> <p>In narratives, integrate dialogue to convey character.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p>	<p>Writing opportunities: Setting description Recount Instructions Newspaper report Persuasive letter (invitation) Narrative (conquering the monster)</p> <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning.</p>	<p>Writing opportunities: Character description Setting description Non-chronological report (dragons) Newspaper report Narrative Poetry</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>
	Grammar	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use relative clauses beginning with who, which, where, when, whose or that.</p>	<p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>'Paired conjunction' sentences (Alan Peat)</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Punctuate bullet points consistently.</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing.</p>	<p>Use the perfect form of verbs to mark relationships of time and cause.</p>	<p>'Outside (Inside)' sentences (Alan Peat)</p>
	Spelling	<p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Use further suffixes (-s, -es, -ies) and understand the guidance for adding them.</p> <p>Continue to distinguish between homophones.</p> <p>Use a thesaurus.</p>	<p>Use further suffixes (-er) and understand the guidance for adding them.</p> <p>Choose which shapes of a letter to use when given choices and deciding whether or not to join specific letters.</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p>	

Maths	Place Value Addition and Subtraction Multiplication and Division	Multiplication and Division (cont) Fractions A	Multiplication and Division Fractions B Decimals and Percentage	Decimals and Percentage (cont) Perimeter and area Statistics	Shape Position and Direction Decimals	Decimals (cont) Negative numbers Converting Units Measurement and Volume
Science	<p>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 usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>Key Scientists: Ruth Benerito (wrinkle-free cotton); Stephanie Kwolek (inventor of Kevlar)</p> <p>Ask scientific questions. Plan an enquiry. Make predictions. Observe closely and take measurements</p>	<p>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>Key Scientists: Claudius Ptolemy and Nicolaus Copernicus (heliocentric vs geocentric); Neil Armstrong , Helen Sharman and Tim Peake (space travel)</p> <p>Make predictions Interpret results Draw conclusions Evaluate an enquiry</p>	<p>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>Key Scientists: Galileo Galilei (gravity); Isaac Newton (gravity); Archimedes (levers)</p> <p>Ask scientific questions. Plan an enquiry.</p>	<p>Living things and their habitats</p> <p>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>Gather and record results Present results</p>	<p>Describe the changes as humans develop to old age</p> <p>Key Scientists: David Attenborough (naturalist)</p> <p>Interpret results Draw conclusions</p>	
History	<p>Benin Pupils should be taught about: A non-European society that provides contrasts with British history (Benin c. AD 900). Place Benin civilisation on a timeline, and position it in relation to other historical periods and civilisations that have been studied across KS1 & KS2.</p> <p>Understand what it was like to live in Benin society, comparing their homes, schools, clothes, food and warriors with other historical civilisations that have been studied across KS2.</p> <p>Describe what life was like for different people living at the same point in history (eg. men / women, rich / poor, military / priests / civilians etc). Investigate sources of information on life in Benin society, and consider the reasons why many questions about them are hard to answer.</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Find and analyse a wide range of evidence about the past.</p> <p>Begin to evaluate the usefulness of different sources.</p>			<p>Anglo Saxons Explore the decline of the Roman Empire, leading to Roman withdrawal from Britain in Ad 410 - what impact would this have had on everyday life?</p> <p>Study the invasions that took place in the wake of Roman departure - the Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons arrived from Germany and Denmark.</p> <p>Investigate life in Anglo-Saxon settlements (eg. return to tribal communities, decline of Roman cities, pagan religions).</p> <p>Discuss the battles between Anglo-Saxons and Britons and their long-term effects - the story of King Arthur and the birth of 'England'.</p> <p>Understand what it was like to grow-up in Anglo-Saxon England (clothes, art, food, jobs etc.) and begin to investigate the Christian conversion (St Augustine, monasteries and cathedrals at Canterbury, Iona and Lindisfarne). Plot all of the events on an annotated timeline</p> <p>Ask and answer clear and accurate questions about what happened.</p> <p>Ask 'why' questions to further historical understanding.</p> <p>Deepen their understanding that historical knowledge comes from a range of sources – including maps.</p>	<p>Vikings Investigate who the Vikings were, where they came from and why they invaded (recognising that lack of farmland pushed them towards raiding.)</p> <p>Explore Viking raids and the invasion of Britain. Examine Viking tactics and weapons, discovering why longships were so effective.</p> <p>Understand what it was like to live and grow-up in Viking settlements, looking at houses, clothes, families, food, Norse mythology etc.</p> <p>Study the resistance led by Alfred the Great (leading to the division between England and the Danelaw) and the evets leading to the establishment of a single kingdom. Annotate a timeline with historical terms and facts showing a sense of scale.</p> <p>Comment on trends over time.</p> <p>Describe what it was like for people living at the same time (rich, poor etc.)</p> <p>Construct informed responses/draw conclusions about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question.</p>	

Geography		<p>Coasts – visit Weston Identify geographical regions of the UK and key topographical features (hills, coastlines rivers etc.)</p> <p>Use the eight points of a compass to describe positions.</p> <p>Use four-figure grid references, symbols and keys to build their knowledge of the United Kingdom coastlines.</p> <p>Describe key features of the coast.</p> <p>Use fieldwork skills of observation, measurement and map skills to answer the question "How are humans trying to protect the coast?"</p>	<p>Arctic & Antarctic Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Locate the polar biomes and describe their key features</p> <p>Describe climate zones, using the language of equator, north and south pole, desert, tropical, polar regions.</p> <p>Understand the way that physical and human geography are related and change over time</p>	<p>Scandinavia Describe and understand key aspects of: physical geography including: climate zones, biomes.</p> <p>Correctly use a range of maps, atlases and globes to locate, investigate and describe cities and countries.</p> <p>Describe similarities and differences between Scandinavia and the UK</p>		
RE	NEW SCHEME – 2023/24					
PE	NEW SCHEME – 2023/24					
Art	<p>3D Clay Benin Figures Inspiration: Benin potters</p> <p>Sketchbooks: Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Explore and consolidate skills.</p> <p>Plan and design a sculpture through drawing and other preparatory work from observation or imagination.</p> <p>Confidently, manipulate clay in a variety of ways – pinch; coil; rolling</p> <p>Shape and mould clay for a purpose using scoring and slip to join parts.</p> <p>Produce intricate patterns and textures using tools to decorate.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Use and care for tools and materials safely and explain why this needs to be done.</p>	<p>Painting Landscapes Inspiration: John Constable; Thomas Gainsborough; Claude Monet; Paul Baum; Camille Carot</p> <p>Sketchbooks: Begin to review and revisit ideas in their sketchbooks; Begin to offer feedback using technical vocabulary;</p> <p>Develop a painting from preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Control the types of marks made.</p> <p>Use colour to show depth and suggest foregrounds and backgrounds.</p> <p>Mix and match colours to create atmosphere and light effects. Be able to identify and use primary, secondary, complementary and contrasting colours.</p> <p>Mix tints and shades using colours.</p>				<p>Textiles Bayeux Tapestry Inspiration:</p> <p>Sketchbooks: Begin to think critically about their art and design work;</p> <p>Accurately cut and shape fabric using scissors/snips.</p> <p>Confidently plan how to join fabrics and add decoration using a wide range of stitches and to modify and change threads and fabrics.</p> <p>Confidently choose a range of techniques to apply more than one colour e.g. printing, dying, tie dye</p> <p>Demonstrate experience in combining techniques to produce an end piece:</p> <p>Use language appropriate to skill and technique.</p>
DT			<p>In order to design and make a phone case:</p> <ul style="list-style-type: none"> Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas Select appropriate materials, tools and techniques 	<p>In order to design and make a bridge:</p> <ul style="list-style-type: none"> Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas Select appropriate materials, tools and techniques Measure and mark out accurately 	<p>In order to design and make bread and soup</p> <ul style="list-style-type: none"> Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas Select appropriate materials, tools and techniques 	

			<ul style="list-style-type: none"> • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Cut and join with accuracy to ensure a good-quality finish to the product • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others 	<ul style="list-style-type: none"> • Use skills in using different tools and equipment safely and accurately • Cut and join with accuracy to ensure a good-quality finish to the product • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others 	<ul style="list-style-type: none"> • Use skills in using different tools and equipment safely and accurately • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i> • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others 	
Computing	Sharing Information	Video Production	Selection in physical computing	Flat face databases	Vector drawing	Selection in quizzes
PSHE (Jigsaw)	<p>Planning the forthcoming year</p> <p>I can face new challenges positively and know how to set personal goals</p> <p>Being a citizen</p> <p>I understand my rights and responsibilities as a citizen of my country</p> <p>Right and responsibilities</p> <p>I understand my rights and responsibilities as a citizen of my country and as a member of my school</p> <p>Rewards and consequences</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>How behaviour affects groups</p>	<p>Cultural differences and how they can cause conflict</p> <p>I understand that cultural differences sometimes cause conflict</p> <p>Racism</p> <p>I understand what racism is</p> <p>Rumours and name-calling</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>Types of bullying</p> <p>I can explain the difference between direct and indirect types of bullying</p> <p>Material wealth and happiness</p> <p>I can compare my life with people in the developing world</p> <p>Enjoying and respecting other cultures</p>	<p>Future dreams</p> <p>I understand that I will need money to help me achieve some of my dreams</p> <p>Jobs and careers</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>Dream job and how to get there</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>Goals in different cultures</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>Supporting others (charity)</p> <p>I understand that communicating with someone in a different</p>	<p>Smoking, including vaping</p> <p>know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>Alcohol</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>Emergency aid</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>Body image</p> <p>I understand how the media, social media and celebrity culture promotes certain body types</p> <p>Relationships with food</p>	<p>Self-recognition and self-worth</p> <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>Building self-esteem</p> <p>I understand that belonging to an online community can have positive and negative consequences</p> <p>Safer online communities</p> <p>I understand there are rights and responsibilities in an online community or social network</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>I know there are rights and responsibilities when playing a game online</p> <p>Screen time</p>	<p>Self and body image</p> <p>I am aware of my own self-image and how my body image fits into that</p> <p>Puberty</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>Conception (including IVF)</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>Growing responsibility</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings</p>

	<p>I understand how an individual's behaviour can impact on a group</p> <p>Democracy, having a voice, participating</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>I can understand a different culture from my own</p>	<p>culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>Motivation</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>Healthy choices</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>I can recognise when I am spending too much time using devices (screen time)</p> <p>Staying safe online</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p>	<p>growing responsibilities (age of consent)</p> <p>Preparing for transition</p> <p>I can identify what I am looking forward to when I move to my next class.</p>
MFL (Spanish)	<p><u>Intermediate Language Unit:</u> My Home</p> <ul style="list-style-type: none"> • Know the names of rooms in the house in Spanish • Say whether they live in a house or an apartment and say where it is. • Tell somebody in Spanish what rooms they have or do not have in their home. • Ask somebody else in Spanish what rooms they have or do not have in their home. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age). 	<p><u>Intermediate Language Unit:</u> At The Café</p> <ul style="list-style-type: none"> • Know the nouns in Spanish for different food and drinks • 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><u>Core Vocab Unit:</u> Classroom Commands</p> <p><u>Intermediate Language Unit:</u> In The Classroom</p> <ul style="list-style-type: none"> • Know the nouns in Spanish for different classroom objects • 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 	<p><u>Intermediate Language Unit:</u> Clothes</p> <ul style="list-style-type: none"> • Know the nouns in Spanish for clothes • Repeat and recognise the vocabulary for a variety of clothes in Spanish. • Describe what they and other people are wearing. • Say what they would wear in different weather. • Use the appropriate genders and articles for these clothes. • Use the verb PONERSE in Spanish. 	<p><u>Intermediate Language Unit:</u> The Weather</p> <ul style="list-style-type: none"> • Name and remember vocabulary associated with the weather and seasons • Recognise the vocabulary for weather in Spanish. • Say the vocabulary for weather in Spanish. • Ask what the weather is like today. • Say what the weather is like today. • Describe the weather in different regions of Spain using a weather map with symbols • Create a Spanish weather map. 	<p><u>Intermediate Language Unit:</u> Goldilocks and the Three Bears</p> <ul style="list-style-type: none"> • Say words / parts of the story to retell the story • Recognise vocabulary linked to size • Use picture cards to sequence the story correctly • Repeat and recognise key word/phrases to represent events in the story • Create my own story board In Spanish.