



Year 5 – Long Term Plan

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Poetry: <i>Rhythm and Poetry</i> - Karl Nova (1 week)</p> <p>Character & Setting: Painting A Picture with Words (3 weeks)</p> <p>Writing To Inform & Discuss: Comparative writing <i>What's The Difference</i> – Emma Strack (2 weeks)</p>	<p>Creating a New Chapter: <i>The Invention of Hugo Cabret</i> – Brian Selznick (3 weeks)</p> <p>Explanations: <i>The Way Things Work</i> – David Macaulay (2 weeks)</p>	<p>Creating Recounts: <i>Shackleton's Journey</i> – William Grill (3 weeks)</p> <p>Creating Pace and Tension in Narrative: <i>Varjak Paw</i> – S F Said (3 weeks)</p>	<p>Writing to Entertain: <i>Cloud Busting</i> – Malorie Blackman Poetry Link (3 weeks)</p> <p>Writing Biographies: <i>Survivors</i> – David Long (2 weeks)</p>	<p>Writing Narrative: <i>The Water Tower</i> – Gary Crew (2 weeks)</p> <p>Discussion: <i>Real Life Mysteries</i> – Susan Martineau (2 weeks)</p> <p>Writing To Inform: <i>Real Life Mysteries</i> – Susan Martineau (2 weeks)</p>	<p>Narrative & Poetry: Playing With Words <i>Varmints</i> – Helen Ward; <i>The Rabbits</i> – John Marsden Poetry Link -<i>The Lost Words</i> - Robert Macfarlane (3 weeks)</p> <p>Persuasion: Global Warming (2 weeks)</p>
Guided Reading	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	-Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension
Spelling	<p>Words with endings that sound like /shuhs/ spelt with -cious</p> <p>Words with endings that sound like /shuhs/ spelt with -tious or -ious</p> <p>Words with the short vowel sound /i/ spelt with y</p> <p>Words with the long vowel sound /i/ spelt with y</p> <p>Homophones & near homophones</p>	<p>Words with 'silent' letters</p> <p>Modal verbs</p> <p>Words ending in 'ment'</p> <p>Adverbs of possibility and frequency</p> <p>Statutory Spelling Challenge Words</p>	<p>Creating nouns using -ity suffix</p> <p>Creating nouns using -ness suffix</p> <p>Creating nouns using -ship suffix</p> <p>Homophones & Near Homophones</p>	<p>Words with an /or/ sound spelt 'or'</p> <p>Words with /or/sound spelt 'au'</p> <p>Convert nouns or adjectives into verbs using the suffix -ate</p> <p>Convert nouns or adjectives into verbs using the suffix -ise</p> <p>Convert nouns or adjectives into verbs using the suffix -ify</p> <p>Convert nouns or adjectives into verbs using the suffix -en</p>	<p>Words containing the letter string 'ough'</p> <p>Adverbials of time</p> <p>Adverbials of place</p> <p>Words with an /ear/ sound spelt 'ere'</p> <p>Statutory Spelling Challenge Words</p>	<p>Unstressed vowels in polysyllabic words</p> <p>Adding verb prefixes de- and re-</p> <p>Adding verb prefix over-</p> <p>Convert nouns or verbs into adjectives using suffix -ful</p> <p>Convert nouns or verbs into adjectives using suffix -ive</p> <p>Convert nouns or verbs into adjectives using suffix -al</p>



<p>Punctuation and Grammar</p>	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Using fronted adverbials</p> <p>Using commas after fronted adverbials</p> <p>The grammatical difference between plural and possessive – s</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p>	<p>Relative Clauses Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Modal Verbs Using modal verbs to indicate degrees of possibility Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</p> <p>Adverbs Using adverbs to indicate degrees of possibility</p> <p>Indicating degrees of possibility using adverbs</p>	<p>Parenthesis Using brackets, dashes or commas to indicate parenthesis</p> <p>Expanded Noun Phrases</p>	<p>Tenses Using the perfect form of verbs to mark relationships of time and cause</p>	<p>Commas Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Cohesion Devices to build cohesion within a paragraph</p> <p>Link ideas across paragraphs using adverbials of time, place and number or tense choices</p>	<p>Prefixes Verb prefixes</p> <p>Suffixes Converting nouns or adjectives into verbs using suffixes</p>
<p>Maths</p>	<p>Place Value</p> <p>Addition and Subtraction</p> <p>Multiplication and Division</p>	<p>Multiplication and Division</p> <p>Fractions A</p>	<p>Multiplication and Division</p> <p>Fractions B</p>	<p>Decimals and Percentages</p> <p>Measurement- Perimeter and Area</p> <p>Statistics</p>	<p>Geometry- Properties of Shapes</p> <p>Geometry- Position and Direction</p>	<p>Decimals</p> <p>Negative numbers</p> <p>Converting units</p> <p>Volume</p>
<p>Science</p>	<p>Chemistry- Separating mixtures</p>	<p>Physics- Energy</p>	<p>Biology- Life Cycles</p>	<p>Biology- Human Development</p>	<p>Physics- Forces</p>	<p>Physics-Earth and Space</p>
<p>History</p>		<p>European history: Ancient Rome The development of the Roman Empire, how it changed over</p>		<p>European history: Roman Empire in Britain The Roman conquest of Britain, and how the</p>		<p>Global history: Quest for knowledge An exploration of a range of civilisations across the world and</p>



		time, and how these changes affected people differently		Romans maintained power in Britannia		across time, and how they developed and shared knowledge
Geography	Investigating world trade: Understanding the distribution of the world's natural resources and these are traded between places across the world		Investigating water: Understanding the water cycle and the distribution of the world's water; considering land use along rivers Danube, Mississippi, and Severn		Climate across the world: Understanding time zones, climate zones, biomes, and vegetation belts, and the effects of global warming	
Music Charanga - EMMC	How does music bring us together?	How does music connect us with our past?	How does music improve our world?	How does music teach us about our community?	How does music shape our way of life?	How does music connect us with the environment?
Spanish	Phonetics 1to3 Core Vocabulary Unit	Vegetables Early Language Unit	Presenting myself Intermediate Language Unit	Family Intermediate Language Unit	Romans Intermediate Language Unit	Clothes Intermediate Language Unit
Art and Design	Illustration Developing a visual response to a text, looking at comic strips, children's book illustrations and graphic novels. Marjane Satrapi Mel Tregonning [Links to English]		Journeys Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes. William Grill Mona Hatoum [Links to English]		Sculpture Using origami to create bird sculptures out of printed designs exploring pattern and the natural world. Mark Heald Jackie Morris	
Design and Technology		Structures: Musical Instruments		Mechanisms: Moving toys using cams, wheels and axels		Cooking & Nutrition
Computing	Unit 5.2 Online Safety Number of lessons- 4 Programs – Various	Unit 5.1 Coding Number of lessons- 3 out of 5	Unit 5.5 Game Creator Number of lessons- 5 Programs – Various	Unit 5.6- 3D Modelling Number of lessons- 3 out of 4	Unit 5.8 Word Processing Number of lessons- 6	Unit 5.7- Concept Maps Number of lessons- 3



	<p>Unit 5.1 Coding</p> <p>Number of lessons- 2 out of 5</p> <p>Programs – Various</p>	<p>Programs – Various</p> <p>Unit 5.3 Spreadsheets</p> <p>Number of lessons- 3</p> <p>Programs - 2Calculate</p>	<p>Unit 5.6- 3D Modelling</p> <p>Number of lessons- 1 out of 4</p> <p>Programs – 2D&M</p>	<p>Programs – 2D&M</p> <p>Unit 5.4 Databases</p> <p>Number of lessons- 3</p> <p>Programs – 2Investigate Avatar Builder</p>	<p>Programs – 2Connect Word</p>	<p>Programs – 2Connect</p> <p>Unit 5.8 Word Processing (Google Docs)</p> <p>Number of lessons- 4</p> <p>Programs – 2Connect Google Docs</p>
Religious Education	<p>SOCIAL SCIENCES</p> <p>Hindu Dharma</p> <p>How are Hindu beliefs expressed in artifacts and worship?</p> <p>One supreme being, Brahman Trimurti, avatars. Diverse worship as form of expression.</p>	<p>THEOLOGY</p> <p>Hindu Dharma</p> <p>How does scripture help Hindus understand Dharma?</p> <p>Diverse interpretations of the Ramayana</p>	<p>THEOLOGY & PHILOSOPHY</p> <p>Buddhism</p> <p>How do Buddhists explain suffering in the world?</p> <p>Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8 fold path.</p>	<p>THEOLOGY</p> <p>Christianity</p> <p>How have events in history shaped Christian diversity?</p> <p>(Link history & Geography)</p> <p>Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present.</p>	<p>SOCIAL SCIENCES</p> <p>Christianity</p> <p>How has belief in Jesus as the Messiah impacted art & music?</p> <p>prophecy (Isaiah), fulfillment, New Testament, Ultimate Sacrifice. Global art. Handel's Messiah.</p>	<p>PHILOSOPHY</p> <p>Is belief in God rational?</p> <p>Evidence suggested by religious worldviews, assessment of rational argument.</p>
PSHCE	<p>Being me in my world</p> <p>I can face new challenges positively and know how to set personal goals I understand my rights and responsibilities as a British citizen can make choices about my own behaviour because I understand how rewards and consequences feel.</p>	<p>Celebrating Difference</p> <p>I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>Dreams and Goals</p> <p>I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own</p>	<p>Healthy Me</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 I respect and value my body</p>	<p>Relationships</p> <p>I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>	<p>1 Decision SRE</p>



<p>Thrive (Emotional Health and Wellbeing)</p>	<p>Hope and dreams (Power and identity)</p> <p>Me, myself and my feelings (Power and identity)</p> <p>Meditation (Power and Identity)</p>	<p>Imagine a world (Power and Identity)</p> <p>Bullying: what does it mean to you? (Power and Identity)</p> <p>A life without rules (Power and Identity)</p>	<p>Who am I? (Skills and Structure)</p> <p>Mood Walk (Skills and Structure)</p> <p>What if? (Skills and Structure)</p>	<p>Proud to be me (Skills and Structure)</p> <p>Heroes and Heroines (Skills and Structure)</p> <p>Heroes and Heroines 2 (Skills and Structure)</p>	<p>Feelings Map (Skills and Structure)</p> <p>Feather Football (Skills and Structure)</p> <p>My Big idea (Skills and Structure)</p>	<p>What does 'flipping the lid' mean? (Skills and Structure)</p> <p>The day I flipped my lid (Skills and Structure)</p> <p>Year 6 aspirations (Skills and Structure)</p>
<p>Physical Education</p>	<p>Gym Sequences</p>	<p>Invaders</p>	<p>Mighty Movers (Boxercise)</p>	<p>Cool Core (Pilates)</p>	<p>Striking and Fielding</p>	<p>Young Olympians</p>