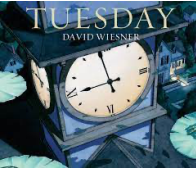
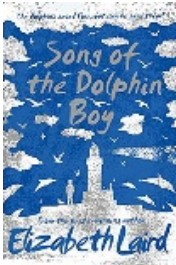
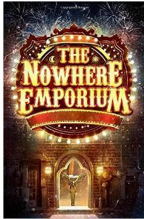


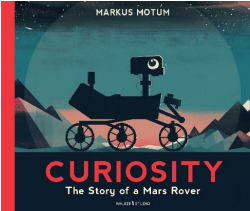
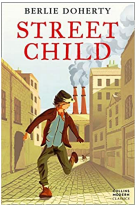










Year 5 2021-2022 Long Term Plan	Autumn 1	Autumn 2	Spring 1	Spring 2
<p>English</p> <p>(Outcomes will be added to/ adapted based on class progress over the year.)</p>	<p>Text: <i>Tuesday</i> by David Weisner.</p>  <p>Outcome/s: Police report.</p> <p>Text: <i>Song of the Dolphin Boy</i> by Elizabeth Laird.</p>  <p>Outcome/s: Non chronological report.</p>	<p>Text: <i>The Nowhere Emporium</i> by Ross MacKenzie</p>  <p>Outcome/s: Diary entry.</p> <p>Film: <i>Welcome to the House of Fun.</i></p>  <p>Outcome/s: Setting description</p>	<p>Text: <i>Cosmic</i> by Frank Cottrell Boyce.</p>  <p>Outcome/s: Magazine Article.</p> <p>Text: <i>Curiosity: Story of a Mars Rover</i></p>  <p>Outcome/s: A Narrative</p>	<p>Text: <i>Street Child</i> by Berlie Doherty.</p>  <p>Outcome/s: Persuasive/ complaint letter.</p> <p>Text: <i>Cogheart</i> by Peter Bunzl</p>  <p>Outcome/s: Character description.</p>
Resources Needed	Identified texts.	Identified texts.	Identified texts.	Identified texts.

Maths	Holy Cross Autumn Planning: Place Value, Addition and Subtraction, Statistics, Multiplication and division, Fractions, Geometry: Position and direction.		Holy Cross Spring Planning: Decimals, Measurement: Converting units, Geometry: Position of shapes, Place Value, Addition and subtraction, Multiplication and division, Area and perimeter.	
Resources Needed	Counters, place value grids, number lines, fraction and decimal games, magnetic fraction and decimal visuals, fraction and decimal wall, squared paper, mirrors.		Counters, place value grids, number lines, squared paper, variety of resources to measure, mirrors, rulers, metre sticks.	
Science	Properties and Changes of Materials <ul style="list-style-type: none">• 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.• Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.• Demonstrate that dissolving, mixing and changes of state are reversible changes.• 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.	Properties of Materials: Materials investigations <ul style="list-style-type: none">• Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.• Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.• Investigate Non-Newtonian Fluids, how to make slime and the science behind baking a cake.	Earth and Space <ul style="list-style-type: none">• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.• Describe the movement of the Moon relative to the Earth.• Describe the Sun, Earth and Moon as approximately spherical bodies.• Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.	Forces <ul style="list-style-type: none">• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.• Identify the effects of air resistance and friction, that act between moving surfaces.• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Resources Needed	Magnets. Materials. Electricity equipment. Sieves/ filters. Thermometers. Materials to dissolve, baking ingredients and equipment, corn flour, PVA glue, activator.		Diagram of solar system/ model	Forces resources. Levers & pullies
Religious Education	<p><u>CREATION</u></p>  <p>‘How should we live as one of the People of God?’</p> <p>Explores how we become creators, which involves the two creation stories in Genesis.</p> <p>What it means to be the People of God, as expressed by St Paul and as expressed in the Beatitudes.</p> <p>Looks at the importance of peace through the five pillars of Islam.</p> <p>Scripture:</p>	<p><u>PRAYERS SAINTS AND FEASTS</u></p>  <p>‘How do the Saints guide us in carrying out the work of Jesus today?’</p> <p>Examines how the work of Jesus is continued through us as illustrated in the prayer of St Teresa of Avila.</p> <p>Examines the concept of pilgrimage as a journey of prayer.</p>	<p><u>CHRISTMAS</u></p>  <p>‘How can the circumstances of Jesus’ birth inspire our actions today?’</p> <p>Explores the difficulties faced by Mary and Joseph as revealed in Matthew’s Gospel, including the role of King Herod.</p> <p>Examines the implications of the Christmas story for us today.</p>	<p><u>LENT</u></p>  <p>‘Why is change a key theme for Lent?’</p> <p>Looks at the concept of temptation.</p> <p>Looks at how preparation for Easter involves becoming more like Jesus through St. Paul’s teaching.</p>

	<p>Genesis 1:1 – 2:4 (Creation – first account)</p> <p>Genesis 2:5 – 23 (Creation – second account)</p> <p>Colossians 3:12-17 (People of God)</p> <p>Mt 5: 1 – 12 (Sermon on the Mount: Beatitudes)</p> <p>Additional Scripture</p> <p>Genesis 22 1-18 (Abraham tested)</p> <p>Psalms 104 (God the Creator)</p> <p>Leviticus 19:9-10 (Do not over reap)</p> <p>Luke 12:32-34 (Where your treasure is, there your heart will be also)</p> <p>Isaiah 1:17 Learn to do right; seek justice)</p> <p>Micah 6:8 (to do justly, and to love mercy, and to humble thyself, to walk with thy God.)</p> <p>HARVEST CELEBRATION</p>	<p>Looks at the importance of the pilgrimage to Mecca for Muslims.</p> <p>Scripture:</p> <p>Luke 18:35-43 - Healing of the blind man</p> <p>James 5:13-16</p> <p>Mark 10:46-52 – Healing of Bartimaeus</p> <p>ADVENT</p>  <p>Connects the coming of Jesus with the promise revealed in the Old Testament and looks at the titles that were given to the expected Messiah in the Old Testament.</p> <p>Scripture:</p> <p>Micah 5:2</p> <p>Jeremiah 23:5-6</p> <p>Ezekiel 34:23-24</p> <p>Lk 1:5-25 & 57- 80</p> <p>Mk 1:1-8</p> <p>Lk 3:1-18</p> <p>Additional Scripture</p> <p>Other scripture that tells us to repent, forgive and change:</p> <p>Matthew 18:21 (How many times should I forgive?)</p> <p>Luke 19:1 – 10 (Zacchaeus)</p> <p>Matthew 18:21 – 35 (The Unforgiving Servant)</p>	<p>Scripture:</p> <p>Matthew 1: 18 – 2: 23</p> <p>REVELATION</p>  <p>‘How does getting to know Jesus help us to know God better?’</p> <p>Study of certain parables looks at our understanding of the Kingdom of God and explores how the divine revelation is communicated, particularly in baptism.</p> <p>Explores stories told by Guru Nanak and other gurus.</p> <p>Scripture:</p> <p>Matthew 3:13-17</p> <p>Mark 1:9-11</p> <p>Luke 3:21-22</p> <p>John 1:29-34</p> <p>Matthew 3:1-12</p> <p>Mark 4:1-9, 13-20</p> <p>Luke 8:4-15 Parable of the Sower</p> <p>Matthew 7:24-27</p> <p>Luke 6:46-49 Parable of House Built on Sand</p> <p>Matthew 22:1-14</p> <p>Luke 14:15-24 - Parable of King’s Wedding Feast</p>	<p>Explores Jewish understanding of repentance.</p> <p>Scripture:</p> <p>Matthew 4: 1 – 11</p> <p>Mark 1: 12 – 13</p> <p>Luke 4: 1 – 13</p> <p>1 Corinthians 13: 4 – 13</p> <p>Colossians 3: 12 – 15</p> <p>Ephesians 4: 1 – 13</p> <p>HOLY WEEK</p>  <p>‘How does the story of Jesus driving the traders from the temple help us understand the tensions around Jesus?’</p> <p>Provides a focus on Jesus driving the traders from the temple.</p> <p>Scripture:</p> <p>Holy Week passages</p> <p>Luke 19: 28 – 40</p> <p>Matthew 21: 12 – 13</p> <p>John 12: 12 – 19</p> <p>John 13: 1 – 19</p> <p>Mark 14: 12 – 26</p> <p>Exodus chapters 12 and 13</p>
Resources Needed	Supplementary guidance, bibles.	Supplementary guidance, bibles.	Supplementary guidance, bibles.	Supplementary guidance, bibles.

Art and Design	<p>Artists: Gemma O’Brien Typography/ Illustrated Lettering/ Super Graphics</p> <ul style="list-style-type: none">To develop an increasing awareness of different kinds of art and designTo improve their mastery of art & design techniques, including drawing, painting & sculpture with a range of materialsTo know about great artists and how they have shaped our history & contributed to our cultureTo use sketch books to record observations		<p>Architect: Bhai Ram Singh The Durbar Room, Osborne House</p> <ul style="list-style-type: none">To develop an increasing awareness of different kinds of art and designTo improve their mastery of art & design techniques, including drawing, painting & sculpture with a range of materialsTo know about great architects and how they have shaped our history & contributed to our cultureTo use sketch books to record observationsTo use a range of materials creatively to design & make productsTo develop control and experiment with different kinds of art and design	
Resources Needed	Examples of illuminated letters, sketch books, felt pens, coloured pencils, net books.		Photographs of Durbar room, sketch books, graded pencils, clay/ plasticine, scola cast powder.	
Computing	<p>Scratch: Developing Games</p> <p>Creating a Maze Game Designing Characters and Backdrops Adding Effects Splat Game Changing Costumes Scoring Levels</p>	<p>Flowol</p> <p>What is a Flow Chart? Programming Outputs Multiple Outputs Inputs and Decisions Subroutines Combing Skills</p>	<p>Radio Station</p> <p>Audacity Jingles Planning a Podcast Recording a Podcast Advertising Playback and Performance</p>	<p>Online Safety</p> <p>Spam! Sites to Cite Powerful Passwords False Photography Online Safety Story Planning Online Safety Comics</p>
Resources Needed				
Design and Technology	<p>Construction: Marble Run</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 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 designSelect 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.Understand how key events and individuals in design and technology have helped shape the world		<p>Food: Curry</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 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 designSelect 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.Understand how key events and individuals in design and technology have helped shape the worldUnderstand and apply the principles of a healthy and varied diet	

	<ul style="list-style-type: none">Apply their understanding of how to strengthen, stiffen and reinforce more complex structuresUnderstand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		<ul style="list-style-type: none">Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniquesUnderstand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	
Resources Needed	Cereal boxes, cardboard, cardboard tubes, sticky tapes, paint.		Variety of vegetables, meat alternative, curry paste, spices, gram flour, cooking utensils.	
French	Getting to Know You Look What I Can Do! When I Grow Up... How Do You Spell That? How Are You Feeling? What Am I Going to Do? Je Me Presente	All About Ourselves The Body What Do I Look Like? What Are You Doing? Fashion How Are You Feeling Today? What’s the Matter?	That’s Tasty I’m Thirsty Open and Closed Breakfast Sandwiches I Like to Eat Pizzas	Family and Friends Meet the Family At the Farm I Live in a ... In My House Do You Like Animals? What Can I Say?
Geography	UK: Somewhere To Settle <ul style="list-style-type: none">locate the worlds countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical features.locate the worlds countries using maps focusing on human characteristics, countries and major citiesname and locate countries and cities of the UK including human, physical and topographical characteristics, land-use patterns, and understand how some of these aspects have changed over timeidentify the position and significance of latitude, longitude to the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle.identify the position and significance of latitude, longitude to the Prime/Greenwich Meridian & time zones (including day and night)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, and a region within North or South Americadescribe and understand key aspects of -physical geography, including climate zones, biomes & vegetation belts, rivers, mountains, volcanoes and earthquakes & water cycle.describe and understand key aspects of - types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals & wateruse maps, atlases, globes and digital mapping to locate countries & describe features studieduse the 8 points of a compass, 4 and 6 figure grid references, symbols and keys (incl. OS) to build knowledge of the countries studiedobserve, measure, record, and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies		Exploring Eastern Europe. <ul style="list-style-type: none">locate the worlds countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical featureslocate the worlds countries using maps focusing on human characteristics, countries and major citiesIdentify the position and significance of latitude, longitude to the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle.identify the position and significance of latitude, longitude to the Prime/Greenwich Meridian & time zones (including day and night)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, and a region within North or South Americadescribe and understand key aspects of -physical geography, including climate zones, biomes & vegetation belts, rivers, mountains, volcanoes and earthquakes & water cycle.describe and understand key aspects of - types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals & wateruse maps, atlases, globes and digital mapping to locate countries & describe features studieduse the 8 points of a compass, 4 and 6 figure grid references, symbols and keys (incl. OS) to build knowledge of the countries studied	
Resources Needed	Atlases, compasses, clip boards.		Atlases, netbooks, cardboard, materials for papier maché.	
History	Britain’s settlement by Anglo-Saxons and Scots. <ul style="list-style-type: none">develop a chronologically secure knowledge and understanding of local, British & World history,		Victorians in East Cowes/ Isle of Wight. (a study of an aspect of history or a site dating from a period beyond 1066 that is significant to the locality)	

	<ul style="list-style-type: none">Establish clear narratives within and across the periods they studyNote connections, contrasts and trends over time using appropriate historical terms (e.g. empire, civilisation, parliament, peasantry etc.)Address and devise historically valid questions about change, cause and consequence, similarity, difference and significance.Construct informed responses that involve thoughtful selection and organisation of relevant historical informationUnderstand how our knowledge of the past is constructed from a range of sources and how evidence is used including contrasting arguments, claims and interpretationsKnow and understand how people’s lives and world events have shaped BritainKnow and understand how Britain has influenced the wider world		<ul style="list-style-type: none">develop a chronologically secure knowledge and understanding of local, British & World history,Establish clear narratives within and across the periods they studyNote connections, contrasts and trends over time using appropriate historical terms (e.g. empire, civilisation, parliament, peasantry etc.)Address and devise historically valid questions about change, cause and consequence, similarity, difference and significance.Understand how our knowledge of the past is constructed from a range of sources and how evidence is used including contrasting arguments, claims and interpretationsKnow and understand how Britain has influenced the wider world	
Resources Needed				
Music	Performance Listening. Unit 1: Our Community Unit 2: Solar System.		Structure Beat Unit 3: Life Cycles Unit 4: Keeping Healthy	
	Music Express Units 1-2		Music Express Units 3-4	
Physical Education	Invasion: Football OAA: Orienteering	Invasion: Netball Health Related Exercise	Invasion: Hockey Gymnastics: Counterbalance and tension	Invasion: Tag Rugby Dance: The Circus
Resources Needed	See Complete PE planning		See Complete PE planning	
PSHE /RSHE	What Makes Up a Person’s Identity? Identities Local Government Together Everyone Achieves More How We Think and Feel About Our Bodies Stereotypes Developing Values	What Decisions Can People Make with Money?	How Can We Help in an Accident or Emergency?	How Can Friends Communicate Safely?
Curriculum Trips	Local field trip to River Medina.		Osborne House. Winchester Science Museum.	