

## Long term Planning

### Yearly overview of skills

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic/Theme</b>	Vikings	Space	Materials/ Robots		Exploring and Survival	
<b>Resources needed</b>	Vikings topic box (DLR) Longship materials	Space topic box	Selection of different materials – wood, plastics, metals, glass etc.		Mayan mask materials	Butterfly garden Caterpillars Fish tank Frog spawn/ tadpoles
<b>Visit/Visitor</b>	Durham Uni in-house workshop	Mr Dubbeldam - Planetarium	Visit linked with materials (Nissan/ Glass Centre/ Discovery Museum/ Shipley Art Gallery tbc) Angel of the North	Captain Chemistry	Ushaw College (Oases) Sarah McAllister	Butterfly World, Preston Park
<b>English Literature – text(s)</b>	Viking Boy (DLR) The Tiny Crusader	Cosmic (DLR) The Planets Pandora	Tin (DLR) Treasure Home Sweet Home		The Explorer (DLR) Ultimate Explorers (Wordsmith) Exploring the Maya Empire (DLR) Survivors The Chocolate Tree The Ridge	
<b>Speaking and Listening</b>	Show a clear understanding of the main points of a conversation / discussion. Be able to articulate and develop the speaker's ideas in different ways. Make reference to others' comments when articulating own ideas Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group Spontaneously ask questions which develop the conversation and take ideas or knowledge further Use vocabulary appropriately and for effect Use appropriate terminology linked to other curriculum subjects Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions		Can talk about feelings, thoughts and ideas with some detail to make meaning explicit Can present information clearly and in an appropriate form to the listener Can plan and present information verbally selecting the appropriate format and style to match the purpose Can sustain a longer conversation about a given topic Can summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard Offer ideas and support these with reasoning. Be prepared to change these as new information comes to light and make reference back to original		Can present information in a variety of ways to a range of audiences Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused Perform to wider audiences combining words, gestures and movement Participate in debates, following appropriate etiquette, and conventions Be aware of the listener and adapt talk to maintain the listener's interest Express and explain relevant ideas with some elaboration to make meaning explicit Maintain control and effective organisation of a talk to guide the listener	

	<p>Can sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation</p> <p>Can present ideas / opinions coherently, supported with reasons</p>	<p>thoughts providing either further evidence to support ideas or reasons for the change of focus</p> <p>Can articulate thoughts clearly when presenting to a range of audiences</p> <p>Can adopt a formal / informal tone as appropriate to the situation</p>	<p>Adapt vocabulary, grammar and non- verbal features to maintain listener's interest</p> <p>Make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions</p> <p>Explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk</p>
<b>Reading</b>	<p>Reads at a reasonable speaking pace</p> <p>Read most words effortlessly</p> <p>Pronounces unfamiliar words with automaticity</p> <p>Read longer books with sustained interest</p> <p>Group books according to theme or convention</p> <p>Recognise when unsure of word meaning / pronunciation and request help</p> <p>Begin to show empathy/understanding with characters' motives and behaviours</p> <p>Infer meaning of unfamiliar words from context</p> <p>Infers characters' thoughts feelings and motives</p> <p>Summarise and presents stories in own words</p>	<p>Develop confidence when reading aloud</p> <p>Recognise an increasingly wide range of books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures</p> <p>Talk about favourite authors and types of books, giving reasons for preferences</p> <p>Ask questions to enhance understanding of the text</p> <p>Retrieve information from a text, using efficient and effective methods</p> <p>Recognise author's viewpoint</p> <p>Use inference and predictions to support reading</p> <p>Begin to identify descriptive and figurative language that has been used for effect</p> <p>Summarise main idea from more than one paragraph</p>	<p>Read aloud with appropriate volume and expression to make meaning clear to the audience</p> <p>Read an increasingly wide range of books</p> <p>Select books based on reading experiences and knowledge of books</p> <p>Distinguish between fact and opinion in non-fiction reading</p> <p>Explain the effect and impact of author viewpoint</p> <p>Discuss author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.)</p> <p>Begin to make comparisons across and between books</p> <p>Begin to show the influence of reading in writing</p> <p>Build up a repertoire of poems that are known by heart</p> <p>Prepare poems and plays to read aloud</p>
<b>Writing</b>	<p>To write for a range of purposes</p> <p>Selects words for effect to support purpose and engage readers' interest</p> <p>Begins to build paragraphs around a topic sentence</p> <p>Demonstrates growing awareness of audience and purpose</p> <p>Begins to develop characters and settings through selection of effective vocabulary</p>	<p>To write for a range of purposes</p> <p>Proof reads own work for spelling and punctuation errors</p> <p>Selects appropriate formats and forms to suit audience and purpose</p> <p>Uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere</p> <p>Edits own work and offers suggestions to others to improve the impact and effect of writing</p>	<p>To write for a range of purposes</p> <p>Identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own</p> <p>Shows a growing awareness of how authors develop character and setting, including through the use of dialogue</p> <p>Begins to précis longer passages</p> <p>Makes effective changes when editing own and others' work</p>

<b>Vocabulary, Grammar and Punctuation</b>	<p>Uses relative clauses with/without a relative pronoun          Considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing          Uses a thesaurus          Possessive apostrophes with irregular plurals</p>	<p>Uses modal verbs to indicate degrees of possibility          Uses more punctuation to demarcate relative clauses          Links ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p>	<p>Uses modal verbs and adverbs to indicate degrees of possibility          Uses commas to clarify meaning or avoid ambiguity          Chooses vocabulary to complement purpose          Uses punctuation to demarcate parenthesis          Uses devices to build cohesion within and across paragraphs</p>
<b>Spelling</b>	<p>Spelling Rules: Words ending in '-ious,' '-cious,' '-cial' and '-tial,' '-ant,' '-ance,' '-ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. Words ending in '-able' and '-ible.' Words ending in '-ably' and '-ibly.'</p>	<p>Adverbs of time (temporal adverbs). Adding suffixes beginning with vowel letters to words ending in -fer. Words with 'silent' letters at the start. Words spelled with 'ie' after c. Words with the 'ee' sound spelled ei after c. Words containing the letter string 'ough'. Adverbs of possibility.</p>	<p>Homophones or near homophones. Challenge Words. Revision: Year 5 words</p>
<b>Mathematics</b>	<p>Place Value          Addition and Subtraction          Graphs and Tables          Multiplication and Division (1)          Measure – Area and Perimeter</p>	<p>Multiplication and Division          Fractions          Decimals and Percentages</p>	<p>Decimals          Geometry (Properties of Shapes)          Geometry (Position and Direction)          Measure (Converting Units)          Measure (Volume and Capacity)</p>
<b>Science</b>	<p><b>Working scientifically</b>          Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary          Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate          Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs          Using test results to make predictions to set up further comparative and fair tests          Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations          Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>		
<p><b>Earth and space</b>          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</p>		<p><b>Forces (Captain Chemistry)</b>          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, water resistance and friction, that act between moving surfaces</p>	<p><b>Living things and their habitats</b>          explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird          describe the life process of reproduction in some plants and animals.           Animals, including humans          describe the changes as humans develop to old age.</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>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><b>Properties and changes of materials</b>          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          Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic          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.</p>	
<p>RE</p>	<p><b>Ourselves:</b>          A deepening understanding of 'Who I am'          Ourselves as made in the image and likeness of God  <b>Life Choices:</b>          Showing care and commitment          The call to life and love within the community; marriage  <b>Judaism:</b>          The story of Exodus          The celebration of Passover/ Pesach          Belief in God: the Shema, God cares for his people.</p>	<p><b>Mission:</b>          The mission of inspirational leaders.          How the diocese continues the work and mission of Jesus.  <b>Memorial Sacrifice:</b>          How memories are kept alive.          How the Eucharist keeps the memory of Jesus' sacrifice alive.  <b>Sacrifice:</b>          Appreciating the cost of giving.          Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus.</p>	<p><b>Transformation:</b>          Pentecost, the celebration of the spirit's transforming power.  <b>Freedom and Responsibility:</b>          God's rules for living freely and responsibly – the Commandments.  <b>Stewardship:</b>          The church is called to stewardship of creation.  <b>Islam:</b>          Special times and Ramadan          Eid-ul-Fitr          Pilgrimage to Makkah</p>

	<p><b>Hope:</b> Waiting hopefully Advent is the church's season of waiting in joyful hope for the coming of Jesus, the promised One, at Christmas and at the end of time</p>				
<b>History</b>	<p><b>How vicious were the Vikings?</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>		<p><b>Local History Study</b> Linked with Art/ Sculpture lessons, explore the work of local sculptor, Ray Lonsdale, and research the local history behind a selection of his sculptures.</p>	<p><b>Who was making history in faraway places?</b> A non-European society that provides contrast with British history – a study of early Mayan civilization c. AD900.</p>	
<b>Geography</b>	<p><b>Locational Knowledge</b> Locate Scandinavia on a map, concentrating on the key physical characteristics Name regions of the UK and understand how these have changed over time <b>Human and Physical Geography</b> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b>Locational Knowledge</b> 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) Locate China and the Gobi Desert on a map (link with text) <b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-</p>	<p><b>Local Geography Study</b> Using maps Follow a short route on an OS map Describe the features shown on an OS map Use 8 figure compasses, begin to use 6 figure grid references.</p>	<p><b>Place knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region within South America</p>	<p><b>Human and Physical Geography</b> Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

		figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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			
<b>Computing</b>	Know the risks posed to them by using social media Know that it is irresponsible to share images of friends online without their permission Create Nameplate in Publisher Adapt written code in Scratch Use Lego WeDo sensors to control Scratch Sprites. Recap Microbit use		Know that a balance of online and offline activities is important to maintain good health Know how to report concerns online Create Rock Paper Scissors or Magic 8 Ball with MicroBit/Excel/Scratch Use Excel to create Kahoot Quiz related to Curriculum		Effectively use a search engine Know how to compare information from different websites and know that some sites might show bias Use Kodu with game including Danger Zones/Safe Zones/Collection of objects Work with Collective Group Document
<b>Art</b>	Observational drawings of historical Viking artefacts  Art and design linked to DT project (Viking longships)	Watercolour Christmas Cards  Calendars	Still Life	Sculpture (Ray Lonsdale)	Mayan masks using acrylic paint  Use oil pastels to create a Toucan images
<b>Design and Technology</b>	Design and make a Viking longship		Design and create pet products – cross curricular with art/ science investigations.		Mayan food Business and Enterprise Day
<b>Music</b>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 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 Use and understand musical notation					
<b>PE</b>	SS Invasion games Unit 3 task 1: Fives and threes, Calling the Shots  Multi-skills festival	Gymnastics: Unit 6 tasks 1 and 2  Athletics: Unit 3 Distance Challenge	Cycling  SS Net and Wall games Unit 2: Long and Thin or Short and Fat  Dance: Gala Dance Festival	Gymnastics: Group Dynamics  Athletics: Unit 2 Faster, higher, Further	SS Striking and Fielding games Unit 2 tasks 2: Zone Rounders, Run the loop  OAA: Unit 3 tasks 1&2 Orienteering	Athletics: Three Jump Challenge
<b>PSHE</b>	Rights Respecting School	Anti-Bullying	E-safety	Drugs Education	Eco schools Environment	Sex Education
<b>MFL</b>	FRENCH Basic conversation. Simple sentence structure. Games to develop vocabulary.					