
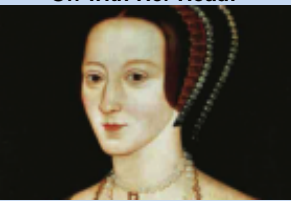




 Year 5 Long Term Plan	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Science)	Spring 2 (Creative)	Summer 1 (Environmental study)	Summer 2 (Science)
Cornerstones	Allotments 	Off with Her Head! 	Stargazers 	Scream Machine 	Time Traveller 	Hola Mexico! 
Memorable Experience	Visit to Garden Centre	Medieval Banquet	Space Workshop	Theme Park World-Blackpool Pleasure Beach	Leeds Museum	Mayan hot chocolate
Innovate/Challenge	Grow vegetables	Research and plan the best medieval feast	Design a rocket	Design a roller-coaster	Time travel experience	Build a pyramid
English	Charlotte's Web	Macbeth	Cosmic	Wonder Park	The Viewer	Mayan Tales
Maths Maths Hub	Place Value Addition and Subtraction	Statistics Multiplication and Division Perimeter and Area	Multiplication and Division Fraction	Decimals and Percentages Consolidation	Consolidation Decimals Properties and Shape Position and Direction	Converting Units Volume
Science	Year 5 Living things and their habitats part 1 <ul style="list-style-type: none"> I can describe the life cycle of different living things, e.g. mammal, amphibian, insect, bird. I can describe the differences between different life cycles. I can describe the process of reproduction in plants. I can describe the process of reproduction in animals. Know about the male and female reproductive organs 	Year 5-Properties and changes of materials <ul style="list-style-type: none"> I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets). I can recognise how some material will dissolve in liquid to form a solution. I can describe how to recover a substance from a solution. I can describe how some materials can be separated. I can recognise how some material will dissolve in liquid to form a solution. 	Year 5-Earth and Space <ul style="list-style-type: none"> I can describe and explain the movement of the Earth and other planets relative to the Sun. I can describe and explain the movement of the Moon relative to the Earth. I can explain and demonstrate how night and day are created. I can describe the Sun, Earth and Moon (using the term spherical). 	Year 5- forces <ul style="list-style-type: none"> I can explain what gravity is and its impact on our lives. I can identify and explain the effect of air resistance. I can identify and explain the effect of water resistance. I can identify and explain the effect of friction. I can explain how levers, pulleys and gears allow a smaller force to have a greater effect. 	Working Scientifically – gap plugging. Year 5 animals including humans. <ul style="list-style-type: none"> I can describe the changes as humans develop to old age. I can create a timeline to indicate stages of growth in humans. 	Year 5 animals including humans. <ul style="list-style-type: none"> I can describe the changes as humans develop to old age. I can create a timeline to indicate stages of growth in humans.

		<ul style="list-style-type: none"> I can describe how to recover a substance from a solution. <p>I can describe how some materials can be separated.</p>				
Art & Design			<p>3D models of planets (Develop with DT long term objectives)</p> <ul style="list-style-type: none"> I can use a variety of techniques when I use clay, including slabs, coils and slips. <p>Painting Galaxies – Space Artists (Ludek Pesek)</p> <ul style="list-style-type: none"> I can mix colours to express mood, divide foreground from background or demonstrate tones. 	<p>Roller coaster architects. Compare different roller coasters across the world.</p> <ul style="list-style-type: none"> I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. <p>Design your own theme park logo – Swiss art style. (Example artists Paul Raul and Carolyn Davidson).</p> <p>I can mix colours to express mood, divide foreground from background or demonstrate tones.</p>	<p>Use a digital camera to take a close-up photograph of a partner's face.</p> <p>Use a variety of art techniques to represent themselves in a portrait.</p> <ul style="list-style-type: none"> I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. 	<p>Mayan Art</p> <p>Paint in the style of</p> <p>I can mix colours to express mood, divide foreground from background or demonstrate tones.</p>
Computing Rising Stars	<p>We are game developers</p> <p>Developing an interactive game</p>	<p>We are cryptographers</p> <p>Cracking codes</p>	<p>We are artists</p> <p>Fusing geometry and art</p>	<p>We are web developers</p> <p>Creating a website about cyber safety</p>	<p>We are bloggers</p> <p>Sharing experiences and opinions</p>	<p>We are architects</p> <p>Creating a virtual space</p>
Design & Technology	<p>3D modelling: Making an allotment.</p> <p>I can use my research into existing products and my market research to inform the design of my own innovative product</p>	<p>3D modelling: Tudor Houses.</p> <ul style="list-style-type: none"> I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger or more stable. <p>Tudor Cooking:</p> <ul style="list-style-type: none"> I can understand the main food groups and the different nutrients that are important for health. <p>I can prepare and cook a variety predominantly savoury dishes using a range of cooking techniques.</p>	<p>Selecting materials: design research: structures: evaluation for creating their planets in art.</p> <p>I can make detailed evaluations about existing products and my own considering the views of others to improve my work</p>	<p>Ride design, working models.</p> <p>Design and create a fairground feature including a computer controlled aspect.</p> <ul style="list-style-type: none"> I can use my research into existing products and my market research to inform the design of my own innovative product I can make detailed evaluations about existing products and my own considering the views of others to improve my work. <p>I can apply my understanding of computing to programme, monitor and control my products</p>	<p>Salvador Dali's use of clock imagery in his artwork</p> <p>Design and make clocks.</p> <p>I can understand how to use more complex mechanical and electrical systems</p>	<p>Mask making.</p> <p>Create a tribal mask that can be worn.</p> <ul style="list-style-type: none"> I can use my research into existing products and my market research to inform the design of my own innovative product <p>I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger or more stable</p>

<p>Geography</p>	<p>Land use: food origin: Geographical skills and field work.</p>	<p>Historic maps – understand and locate where the Spanish armada came from. Study maps of Britain and discuss the difficulties of travel.</p> <ul style="list-style-type: none"> I can 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 I can 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. (where our food comes from). 	<p>Locating physical features</p> <p>Study our planet and locate large physical features.</p> <ul style="list-style-type: none"> I understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<p>Environmental study</p> <p>Investigate a range of environments to study and compare.</p> <ul style="list-style-type: none"> I understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. I understand how humans affect the environment over time. I can explain about key natural resources e.g. water in the locality. 	<p>local changes they have seen over the years</p>	<p>Fair trade- where does our food come from</p> <p>Look at different foods and where they originate from.</p> <ul style="list-style-type: none"> I can 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>History</p>		<p>The Tudors</p> <ul style="list-style-type: none"> I can use dates to order and place events on a timeline. I can compare sources of information available for the study of different times in the past. I can make comparisons between aspects of periods of history and the present day. I can provide an account of a historical event based on more than one source. <p>I can give some reasons for some important historical events.</p>	<p>Significant individuals – Galileo Galilei, Isaac newton:1960's space race</p> <p>I can understand that the type of information available depends on the period of time studied.</p>		<p>Changes over the last century.</p> <p>I can understand that the type of information available depends on the period of time studied.</p>	<p>Mayan civilization</p> <ul style="list-style-type: none"> I can evaluate the usefulness of a variety of sources. I can present findings and communicate knowledge and understanding in different ways.

Music Collins Scheme	Our Community	Life Cycles	Solar System	Keeping Healthy	At the movies	Celebration
PE Spiral	<p>Team games I can play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending) I can use throwing and catching in isolation and in combination</p>	<p>Team Games I can play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending) I can use throwing and catching in isolation and in combination</p>	<p>I can develop flexibility, strength, technique, control and balance I can perform dances using a range of movement patterns</p>	<p>I can take part in outdoor and adventurous activity challenges both individually and within a team I can play competitive games, modified where appropriate (eg badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending)</p>	<p>I can use running and jumping in isolation and in combination I can take part in outdoor and adventurous activity challenges both individually and within a team – Burnley I can play competitive games, modified where appropriate (eg badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending) -</p>	<p>Athletics I can compare my performance with previous ones and demonstrate improvement to achieve my personal best</p>
PSHCE Jigsaw	<p>Being me in my world I can face new challenges positively and know how to set personal goals</p> <p>I understand my rights and responsibilities as a British Citizen and as a member of my school</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>Celebrating difference I understand that cultural differences sometimes cause conflict</p> <p>I understand what racism is</p> <p>I understand how rumour – spreading and name-calling can be bullying behaviours</p> <p>I can explain the differences between direct and indirect bullying</p> <p>I can compare my life with people in the developing world</p> <p>I can enjoy the experience of a culture other than my own</p>	<p>Dreams and Goals I understand that I will need money to help me achieve some dreams</p> <p>I know a range of jobs and what people earn in different jobs</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I appreciate the similarities and differences between myself and young people in different cultures</p> <p>I understand why I am motivated to make a positive contribution to supporting others</p>	<p>Healthy me I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</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>I know I can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I understand how the media and celebrity culture promotes certain body types</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>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>Relationships I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>I understand how to stay safe when using technology to communicate with my friends.</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p>	<p>Changing me I am aware of my own self-image and how my body image fits into that</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' change during puberty</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>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I can identify what I am looking forward to when I am in Y6</p>

<p>RE</p>		<p>Why are some places and journeys special?</p> <ul style="list-style-type: none"> Describe how special places and journeys make people feel more 'religious'. <p>Discuss how the journeys inspire believers and how they offer reflection on their own lives.</p>		<p>What do Muslims believe about a good life</p> <ul style="list-style-type: none"> Identify key themes from the stories from the Qur'an <p>Recall the key events in religious stories and apply the lessons/morals to their own lives</p>		<p>Should we forgive others?</p> <ul style="list-style-type: none"> Use the vocabulary learned in RE, such as reconciliation or forgiveness to show their understanding of conflict and its resolution. Apply ideas from the stories and teachings of Jesus to some contemporary questions about forgiveness and reconciliation Show understanding of some reasons people might feel sorry. Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. Respond clearly with their own ideas about importance of confession to Christians. Describe how some modern individuals have faced the challenge of forgiveness. Understand links between the examples of forgiveness and reconciliation studied to the teaching and example of Jesus. <p>Make links between Jesus' ideas and Christian teaching and situations faced by 9-10 year olds today.</p>
<p>MFL Primary Languages Network SOL</p>	<p>My school your school Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion</p>	<p>Where I live / where you live <i>Buildings and places of interest</i> <i>Where is (+ shops)</i> <i>Here is (+shops)</i> <i>Simple directions Asking the way</i> <i>There is / there are...</i> Christmas (shopping)</p>	<p>New Year Celebrations Healthy Eating Shopping at the market Fruit Vegetables Transactional language at the shops Numbers 0-50/ Euros Instructions to make a healthy dish</p>	<p>Carnival Colours /Clothes descriptions What are you wearing I am wearing What's it like ?It's + colour and size It has..... Shopping for clothes – simple dialogue</p>	<p>Weather and countries <i>Asking / answering simple weather phrases</i> <i>Weather questions and statements</i> <i>Weather forecasts</i></p>	<p>Going to the beach You can Play + sports Eat + foods Buying snacks and drinks Telling a story</p>

	Places around the school	<i>What would you like?/I would like</i> <i>How much does it cost? / It costs.....</i> <i>Numbers 0-50</i>		I have / You have, He /she has My mum, dad, sister, brother, friend has		
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