

[Type here]

Percy Main Primary School

Long Term Plan 2021-22

Year 5



| Duration      | 7 weeks   | 7 weeks  | 6wk 4 days   | 6 weeks  | 4 weeks 4 days  | 6 weeks and 4 days.  |
|---------------|---|--|--|--|---|--|
| Term          | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
| Core text     | A long walk to water<br><br>Journey tale<br><br>Persuasive Letter | George's secret key to the universe.<br><br>Portal/Fantasy tale<br><br>Biography | The London Eye Mystery.<br><br>Suspense tale<br><br>Travel guide/discussion/<br><br>Debate | Odd and the Frost Giants.<br><br>Defeating the monster tale<br><br>Viking sagas<br><br>Fact file, information text | Floodland<br><br>Finding tale.<br>Persuasive writing<br>Explanation texts<br>poetry | Harry Miller's Run<br><br>Newspaper report<br>Journey tale.<br>Flashback |
| Toolkit       | Characterisation  | Dialogue   | Description  | Openings   | Endings   | Dilemma  |
| Question      | What did the Anglo-Saxons have for dinner?                        | What would we learn on a trip to Mars?   | Where would you like to live?  | What did the Vikings leave behind?   | How can we look after our planet?   | Why do we need to cross the river?                                       |
| Driver /Theme | Anglo saxon survival<br>self sufficiency<br>survival              | Earth and Space  | Compare London and NY (North American city)  | Viking Invasion  | Rivers/Conservation/coastal erosion.  | Bridges  |

[Type here]



| Outcome | Appeal for charity.   | News report from space.  | social justice/Debate  | Storytelling, Community/ younger  | Exhibition/assembly   | Local hero/stem  |
|---------|---|--|--|---|---|--|
| Science | <p><b>ANIMALS INCLUDING HUMANS</b><br/>Describe changes as humans develop to old age Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood<br/>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.</p> | <p><b>EARTH AND SPACE</b><br/>Pupils should be taught to:<br/>describe the movement of the Earth, and other planets, relative to the Sun in the solar system<br/>describe the movement of the Moon relative to the Earth<br/>describe the Sun, Earth and Moon as approximately spherical bodies<br/>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><b>PROPERTIES AND CHANGES OF MATERIALS</b><br/>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<br/>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution<br/>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating<br/>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic<br/><br/>Demonstrate that dissolving, mixing and changes of state are reversible changes<br/>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><b>FORCES</b><br/>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object<br/>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces<br/>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> | <p><b>LIVING THINGS AND THEIR HABITATS</b><br/>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird<br/>Describe the life process of reproduction in some plants and animals.</p>   |
| RE      | <p><b>Judaism</b><br/>Why is Moses important to Jewish people?<br/>Why do Jewish people go to the Synagogue?<br/><br/><b>Christmas</b><br/>Almsgiving project.</p>  |  | <p><b>Christianity</b><br/>What do Christians believe about God?<br/><b>Easter</b><br/>Why is the Last supper so important for Christians?</p> |   | <p><b>Judaism</b><br/>How are Jewish beliefs expressed in the home?</p>   | <p><b>Interfaith</b><br/>Why do people use rituals today?</p>  |
| History | <p><b>Britain's settlement by Anglo Saxons and Scots</b></p>  |  |  | <p><b>Viking raids and invasion.</b></p>  |   | <p><b>A local history study – crossing the river – the development of ferries, bridges and tunnels that cross the Tyne</b><br/><br/>This could be:<br/>⇒ a depth study linked to one of the British areas of study<br/>⇒ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)<br/>⇒ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> |

[Type here]



|                       |   |   |  |   |  |  |  |
|-----------------------|---|---|--|---|--|--|--|
| <p>Geography</p>      |   | <p><b>Locational knowledge</b></p> <p>Locate the <b>world's countries</b>, using maps to focus on <b>North America</b>, concentrating on their environmental regions, key physical features</p> |  | <p><b>Place knowledge</b></p> <p>Understand geographical similarities and differences through the study of</p> <p>human and physical geography of a region <b>within north America</b> and the <b>United Kingdom – compare and contrast London and New York</b></p>   |  | <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• rivers</li> <li>• Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water</li> </ul>   |  |
| <p>Art and Design</p> | <p><b>National Curriculum across Key stage 2</b><br/> <b>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b><br/> <b>Pupils should be taught:</b><br/>         to create sketch books to record their observations and use them to review and revisit ideas<br/>         to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]<br/>         about great artists, architects and designers in history.</p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Experiment with drawing techniques to support their observations</li> <li>• Create a sense of distances and proportion in a drawing</li> <li>• Apply lines to create movement in a drawing</li> <li>• Understand how drawing skills can support other media</li> <li>• Develop a series of drawings that explore a theme</li> <li>• Explain why they have chosen specific materials to draw with</li> <li>• Communicate ideas through sketches and convey a sense of individual styles</li> <li>• Show a strong understanding of how to use shading techniques to create depth and tone</li> <li>• Identify when to apply different drawing techniques to support their outcomes</li> <li>• Create experimental and accurate drawings</li> <li>• Explain how they have combined different tools and explain why they have chosen specific drawing techniques</li> </ul> |   |  | <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Overlap materials in a variety of ways to build an image</li> <li>• Use collage as a tool to develop a piece in mixed media</li> <li>• Use collage to create a mood boards of ideas</li> <li>• Combine pattern, tone and shape in collage</li> <li>• Justify why they have chosen specific materials</li> <li>• Apply and combine patterns, tones and shapes</li> <li>• Apply knowledge of collage and use as a tool as part of a mixed media project</li> </ul> <ul style="list-style-type: none"> <li>• Express their ideas through collage             <ul style="list-style-type: none"> <li>• To collect visual information to help develop ideas.</li> <li>• To combine visual and tactile qualities of materials and match these to the purpose of their work.</li> <li>• To use a variety of methods and approaches to communicate ideas.</li> <li>• To apply their experience of materials and processes</li> </ul> </li> </ul> |  | <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Print using a variety of materials</li> <li>• Create an accurate print design that reflects a theme or ideas</li> <li>• Make links with printmaking and other media to help develop their work</li> <li>• Overprint using different colours</li> <li>• Identify different printing methods and make decisions about the effectiveness of their printing methods</li> <li>• Know how to make a positive and a negative print</li> <li>• To use natural form as a starting point.</li> <li>• To develop unique state prints using Press Print reduction blocks and coloured tissue.</li> <li>• To reflect on and record the development of ideas.</li> <li>• To investigate and use the batik process. (using flour and water paste technique if wax equipment unavailable)</li> </ul> |  |

[Type here]



|           |  |  |  |  |   |  |  |
|-----------|--|--|--|--|---|--|--|
|           | <ul style="list-style-type: none"> <li>To make detailed, analytical observational drawings.</li> <li>To enlarge own drawings and use selected media to develop work.</li> <li>To understand the visual element of tone.</li> <li>To respond to portraits from different times and styles.</li> </ul> |  |  |  |   |  |  |
| DT        | Textile Design – (use of variety of materials and techniques)<br><br>Design and make a purse or bag for an Anglo Saxon to keep their treasure in.  |  |  | Understand and apply the principles of a healthy and varied diet<br>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques<br>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Understand and use mechanical systems in their products<br><br>Research foods popular in NY and create a deli menu. |   | Apply their understanding of how to strengthen, stiffen and reinforce more complex <b>structures</b> |  |
| Music     | Livin' on a Prayer   | Classroom Jazz 1   |  | Make you feel my love  | The Fresh Prince of Bel Air   | Dancing in the Street  | Reflect Rewind Replay                                  |
| Computing | Unit 5.1 Coing<br>Number of Weeks – 6<br>Main Programs – 2Code   | Unit 5.3 Spreadsheets<br>Weeks – 6<br>Programs – 2Calcalatenit |  | Unit5.5 Game Creator<br>Weeks – 5<br>Programs – 2DIY 3D Writing Templates<br>2Blog (Blogging)  | Unit 5.4 Databases<br>Weeks – 4<br>Programs – 2Investigate (database)<br>Avatar creator | Unit 5.6 3D Modelling Weeks – 4<br>Programs – 2Design and Make Writing Templates                     | Unit 5.7 Concept Maps<br>Weeks – 4 Programs – 2Connect |
| PSHRE     | <u>Health and Wellbeing</u><br><u>Aiming High</u>  | <u>Health and Wellbeing</u><br><u>It's My Body</u>             |  | <u>Living in the Wider World</u><br><u>Britain</u>   | <u>Relationships</u><br><u>BeYourself</u>   | <u>Living in the Wider World</u><br><u>Money Matters</u>   | <u>Relationships</u><br><u>Growing Up</u>              |
| PE        | <u>Bat and Ball skills: tennis and football</u><br><u>Gymnasticsa</u>  | <u>Netball and aerobic circuits</u><br><u>Hockey</u>           |  | <u>Dance and Games: Line Dancing</u><br><u>Basketball</u>  | <u>Rugby and circuits</u><br><u>OAA</u>   | <u>Athletics</u><br><u>Swimming</u>  | <u>Athletics</u><br><u>Swimming</u>                    |