

Shire Oak CE Primary School Long Term Plan YEAR FIVE (Tigris) Please see subject progression maps for detail on knowledge, skills and understanding to be learned.

(see also separate English and Maths documents for specific curriculum details including phonics)

	Autumn	Spring	Summer
Topic Name	Anglo-Saxon Artefacts	“Who are the Mayans?”	From the city to the sea
English	Spelling rules Using No-nonsense scheme	Spelling rules Using No-nonsense scheme	Spelling rules Using No-nonsense scheme
Core Texts	Class novel this term. 		 
Writing Focus	Quest story Non-chronological report Recount Diary entry	Newspaper reports Persuasive advert Instructions Explanation report	Explanation text Promotional writing Poetry Debate and discussion
Maths	Number: Place value	Number: Multiplication & Division B	Geometry: Properties of Shape

	<p>Number: Addition &amp; Subtraction  Number: Multiplication &amp; Division A  Number: Fractions A</p>	<p>Number: Fractions B  Number: Decimals &amp; Percentages  Measurement: Perimeter &amp; Area  Statistics</p>	<p>Geometry: Position &amp; Direction  Number: Decimals  Number: Negative numbers  Measurement: Converting Units  Measurement: Volume</p>
<b>History</b>	<p>Looking at Anglo Saxons and their settlement in Britain. (Secure knowledge of chronological history, noting connections and contrasts and trends over time).</p>	<p>Non-European society.  Who were the Mayans and what was their life like? Understand that the past is interpreted in different ways and changes happen within different societies.  Inspirational or significant person – linked to space e.g. Dame Jocelyn Bell, Tim Peake.</p>	<p>Local history study – Leeds (Part 4 Children’s History of Leeds book 1837 - 1901, pp18-23)</p>
<b>Geography</b>	<p>Geographical skills and field work: Locate world’s countries/map work focus on North America.</p>	<p>Human and Physical: Settlement and land use  Physical-climate zones, rivers. Identifying Maya civilisation on modern maps</p>	<p>Geography: Location knowledge-name and locate geographical regions and their identifying human and physical characteristics; key topographical features (coasts) – <i>Contrast Headingley/Leeds with Filey/East coast of Yorkshire, city v seaside town &amp; coastal erosion.</i>  The water cycle.  Locational Knowledge: identify the tropics of Cancer and Capricorn and Prime/Greenwich Meridian and time zones.</p>
<b>Science</b>	<p><u>Properties and changes of materials.</u>  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</p>	<p><u>Earth and space</u>  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.</p> <p><u>Forces</u>  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.  Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.  <u>Working scientifically</u></p>	<p><u>Living things and their habitats</u>  Describe 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.</p> <p><u>Animals, including humans</u>  Describe the changes as humans develop to old age.  <u>Working scientifically.</u>  Using test results to make predictions to set up further comparative and fair tests.</p>

	changes associated with burning and the action of acid on bicarbonate of soda. <u>Working scientifically</u> 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.	
<b>Art and Design</b>  <b>Frida Kahlo</b>  Sketch books	Making an Anglo-Saxon mask and looking at portrait. <u>Form:</u> Planning/design/evaluation/joining/adhesives <u>Drawing:</u> Portrait –Looking at light direction – using charcoal Artist: Leonardo De Vinci	Mayan design <u>Colour:</u> Colour mixing, creating texture with colour <u>Pattern:</u> Personal expression using pattern Artist: Frida Kahlo	Sea Scapes <u>Texture:</u> Exploring how different fabrics/surfaces create different moods <u>Textiles DT:</u> Combining different fabric shapes <u>Printing:</u> Print using found sea objects, repeating random patterns Artist: Yinka Shonibare
<b>R.E.</b> (Religious Education) Class Value: <b>Forgiveness</b>	5.1 Why are some places and journeys special? 5.2 What values are shown in codes for living?	5.3 Should we forgive others?  FORGIVENESS VALUE	5.4 What do Christians believe about the old and new covenants?
<b>D.T. (Design and Technology)</b>	Design, make & evaluate an Anglo-Saxon item/structure using joining/adhesives Cross curricular with Art and Design	Mechanical Systems Cams, pulleys & gears Cross curricular with science	Electrical Systems Monitoring & control Programming a Micro:bit with a Chromebook Cross curricular with computing
<b>Computing</b>	1.We are game Developers - Developing an interactive game 2.We are bloggers - Sharing experiences and opinions	1. We are cryptographers - Cracking codes 2. We are artists - Fusing geometry and art	1. We are web developers - Creating a website about cyber safety  2.We are architects - Creating a virtual space
<b>Music</b> Charanga scheme	1.Living on a Prayer 2.Classroom Jazz 1	1.Make You Feel My Love 2.The Fresh Prince of Bel Air	1.Dancing in the Street 2.End of year production
<b>P.E.</b> (Physical Education)	Net and wall games (e.g. volleyball, tennis) Invasion Games (e.g. football) Dance-Hip Hop, Gymnastics	Net and wall games (dodgeball) Dance-Solar system (imove) Gymnastics Athletics (track)	Invasion Games (netball) Dance (All about me) Striking and fielding games (rounders) Athletics (field)
<b>Languages</b> (French)	Alphabet in French Food and opinions At home and family	Pets Word order and gender Negative phrases Easter in France	Topic linked theme Use language skills to make a presentation in French - Computing link

<b>PSHCE</b> (Personal Social Health and Citizenship Education)	Health and well-being Relationships Communities Shared responsibilities Media literacy and digital resilience	Mental Health Economic wellbeing: Aspirations, work and career Economic well-being – money	Respecting self and others Friendships Ourselves, growing and changing – within RSE curriculum RSE resources: Living and Growing, Operation Ouch
<b>Key visits,  visitors and  experiences</b>	University of Durham - Anglo-Saxon virtual workshop.	York's Chocolate story – Workshop + tour	Visit to Headingley water treatment works. Visit to Leeds Veolia Recycling & Energy Recovery Facility (RERF) End of year production