

**Year 5 Long Term Plan**

	<b>1<sup>st</sup>. Autumn Sep/Oct</b>	<b>2<sup>nd</sup>. Autumn Nov/Dec</b>	<b>1<sup>st</sup>. Spring Jan/Feb</b>	<b>2<sup>nd</sup>. Spring Mar/Apr</b>	<b>1<sup>st</sup>. Summer Apr/May</b>	<b>2<sup>nd</sup>. Summer June/Jul</b>
<b>English</b> Reading/Writing Genre	<p><b>Narrative Writing (significant authors)</b> Children will read a variety of story openers from significant authors such as Jaqueline Wilson, Michael Morpurgo, Roald Dahl and J.K. Rowling. They will unpick the features of story openers focusing on what makes a good hook. They will learn about the different stages in story writing looking at story mountains. They will write their own story opener and story.</p> <p><u>Main text: an extract from Plane Crazy but they will read The Lottie Project alongside and make links.</u></p>	<p><b>Traditional Stories, Myths and Legends</b> Children discuss the difference between traditional stories, myths and legends. They will read a variety of myths with a particular focus in Norse myths. They will create word banks for mythical vocabulary and will write their own myth focusing on genre specific vocabulary.</p> <p><u>Main text: Mighty Thor and the Magic Hammer.</u></p> <p><b>Instructions</b> <u>Hook: Making potato cakes.</u></p>	<p><b>Poetic Style</b> Children will revise poetic features such as stanzas, lines, repetition, alliteration, rhyme, powerful verbs and adjectives but will also look at onomatopoeia. They will outline features in three poems and compare and contrast them: Cold Morning, The Frozen Man and I Saw a Peacock. They will focus on the contrast between cold and warm in The Frozen Man and will write their own contrast poem using the poetic features discussed.</p>	<p><b>Film Narrative</b> <u>Hook: The Piano by Aidan Gibbons.</u> Children will listen to the music and use their imagination for what the film might be about. Then they will watch the film and will discuss the story behind it. They will learn about camera angles and why they are used. They will learn about how music tempo, pitch and volume can be used to create effects. The children will create storyboards and powerful vocabulary word banks. They will write create a piece of flashback writing to accompany the piano.</p>	<p><b>Choral and Performance</b> Children will read a variety of poems and will discuss what makes an effective performance poem. They will discuss rhythm, syllables, repetition and humour. They will recite a poem off by heart and will write their own performance poem.</p> <p><u>Main text: Gran Can You Rap? Jack Ousby</u></p> <p><b>Older literature</b> Children will study Old English and</p>	<p><b>Stories from other cultures</b> <u>Hook: Zahra</u> Children will read different extracts of stories from different cultures. They will understand that stories are written from different perspectives and viewpoints. They will analyse and compare characters thinking about intentions and morals. They will write their own story with a moral.</p> <p><u>Main Text: Bre-Nancy and the 13 Plantains</u></p>

	<p><b>Narrative Poems</b> Children will learn the features of poetry such as stanzas, lines, repetition, alliteration, rhyme, powerful verbs and adjectives. They will write their own narrative poem including the features which have been studied. <u>Main text: The Visitor by Ian Serraillier.</u></p>	<p>Children will learn about features of instruction text. They will focus on punctuating bullet points accurately and using imperative verbs in clear, easy to follow instructions. They will study different examples of instructions focusing on recipes. They will write their own instructions for making potato cakes.</p>	<p><u>Main text: The Frozen Man by Kit Wright.</u> <b>Recounts</b> Children will discuss different types of recount writing. They will focus in on newspaper reports linked with space. They will study the features of newspapers (newspaper name, headline, introductory paragraph, direct and reported speech, pictures with captions, third person, past tense and conclusion). They will learn about effective headlines and 5W introductory paragraphs and will create their own. They will write their own</p>	<p><b>Persuasive Writing</b> Children will learn about persuasion and focus on persuasive techniques. They will look at different examples of persuasive writing and think about where persuasive writing is seen and why it is used. They will match examples and techniques and will practise using different techniques to persuade. They will write their own piece of persuasive writing to persuade the teacher not to ban playtimes. <u>Main Text: No More Playtimes for Primary School Children (The Journal of Evil Teachers).</u></p>	<p>compare it to Modern English. They will read extracts from The Ghost of Thomas Kempe and convert Old English into modern English. They will write a series of diary extracts from the perspective of James and will include snippets of Old English. <u>Main text: The Ghost of Thomas Kempe by Penelope Lively.</u></p>	<p><b>Dramatic Conventions</b> <u>Hook: News Bites /News Round</u> Children focus on playscripts and look at how the layout differs to story writing. Discuss the different strategies used for acting out different types of playscript e.g. The News can be quite serious whereas other playscripts can be light-hearted. Children to watch News Bites and News Round examples in order to create their own news story. They will write a script and perform their</p>
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			<p>newspaper reports with a combination of features including direct and reported speech.</p> <p><u>Main Text:</u> <u>Newspaper reports about Tim Peake on ISS.</u></p>			<p>news story about Buckstones. This may have links to other subjects in Year 5.</p>
Punctuation/Grammar	<p>Revision: basic punctuation, fronted adverbials and direct speech.</p> <p>Adverbials of time, place, manner.</p> <p>Cohesion: use words such as: then, after that etc.</p> <p>Ellipses.</p>	<p>Relative pronouns.</p> <p>Relative clauses.</p> <p>Modal verbs.</p> <p>Colons: to introduce a list.</p> <p>Bullet points.</p> <p>Homophones.</p>	<p>Relative clauses using commas, dashes or brackets.</p> <p>Parenthesis.</p> <p>Indirect and direct speech.</p> <p>Future tense.</p>	<p>Concrete nouns.</p> <p>Abstract nouns.</p> <p>Prepositions.</p> <p>Regular verbs:</p> <p>Irregular verbs (past tense and present).</p> <p>Adverbs of possibility.</p>	<p>Antonym: words that have the opposite meaning.</p> <p>Object.</p> <p>Commas to avoid ambiguity and clarify meaning.</p>	<p>Synonyms: using expanded noun phrases.</p> <p>Active sentences.</p> <p>Auxiliary verbs.</p>
Spelling/Phonics	<p>Revisit &amp; Review: Y3&amp;4 Common Exception Words.</p> <p>Words with</p>	<p>Revisit &amp; Review: Y3&amp;4 Common Exception Words.</p> <p>Words with 'silent' letters</p>	<p>Revisit &amp; Review: Y3&amp;4 Common Exception Words.</p> <p>Creating nouns using -ity suffix</p>	<p>Revisit &amp; Review: Y3&amp;4 Common Exception Words.</p> <p>Words with an /or/ sound spelt 'or'</p>	<p>Revisit &amp; Review: Y3&amp;4 Common Exception Words.</p>	<p>Revisit &amp; Review: Y3&amp;4 Common Exception Words.</p>

	<p>endings that sound like: /shuhs/ spelt with -cious</p> <p>Words with endings that sound like: /shuhs/ spelt with -tious or -ious</p> <p>Words with the short vowel sound /i/ spelt with y</p> <p>Words with the long vowel sound /i/ spelt with y</p> <p>Homophones &amp; near homophones</p>	<p>Modal verbs</p> <p>Words ending in 'ment'</p> <p>Adverbs of possibility and frequency</p> <p>Statutory Spelling Challenge Words</p>	<p>Creating nouns using -ness suffix</p> <p>Creating nouns using -ship suffix</p> <p>Homophones &amp; Near Homophones</p>	<p>Words with /or/ sound spelt 'au'</p> <p>Convert nouns or adjectives into verbs using the suffix -ate</p> <p>Convert nouns or adjectives into verbs using the suffix -ise</p> <p>Convert nouns or adjectives into verbs using the suffix -ify</p> <p>Convert nouns or adjectives into verbs using the suffix -en</p>	<p>Words containing the letter string 'ough'</p> <p>Adverbials of time</p> <p>Adverbials of place</p> <p>Words with an /ear/ sound spelt 'ere'</p> <p>Statutory Spelling Challenge Words</p>	<p>Unstressed vowels in polysyllabic words</p> <p>Adding verb prefixes de- and re-</p> <p>Adding verb prefix over-</p> <p>Convert nouns or verbs into adjectives using suffix -ful</p> <p>Convert nouns or verbs into adjectives using suffix -ive</p> <p>Convert nouns or verbs into adjectives using suffix -al</p>
Handwriting	Children should have a neat, joined and legible style. They may use for e.g. italics for specific words or phrases or in texts where appropriate.					
Maths.	NPV WAS; PRA Number and Place	MMD Multiplication and division Focus	NPV Number and Place Value Focus on	NPV WAS PRA MEA Number and Place	MAS DPE PRA Addition and	NPV Addition and subtraction

	<p><b>Value; Addition and subtraction</b> Focus on establishing a robust understanding of place value and using this in the development of addition and subtraction calculation strategies. Revise Roman Numerals to 100 (C).</p> <p><b>MAS NPV Addition and subtraction</b> Focus on the rehearsal and development of mental calculation strategies for addition and subtraction.</p> <p><b>DPE FRP PRA MMD Decimals and fractions; multiplication and division</b> Focus on multiplying and dividing to get decimal numbers, and then on mental strategies in multiplication and division.</p>	<p>on multiplication and division, and extend children's understanding of multiples.</p> <p><b>MMD WMD PRA Multiplication and division; fractions</b> Focus on multiplication and division, and extend children's understanding of fractions.</p> <p><b>NPV DPE FRP Whole numbers, decimals and fractions</b> Focuses on comparing and ordering whole numbers and decimals, and on equivalence in relation to proper fractions and decimals.</p> <p><b>MEA Measures</b> Focus on measuring in cm and mm and</p>	<p>Roman Numerals and introduce new Numerals up to 1000 (M).</p> <p><b>MEA Measures</b> Begin to calculate the perimeter of composite rectilinear shapes.</p> <p><b>GPS PRA Angles</b> Focuses on the concept of angles as degrees of 'turn', and on comparison, identification and measurement of angles.</p> <p><b>NPV DPE PRA Place value</b> Focus on developing a robust understanding of place value in larger whole numbers and in decimals; this is used to enable children to round any number to the nearest required power of ten.</p>	<p><b>Value; Addition and subtraction</b> Focus on mental addition and subtraction of powers of 10; column addition of decimal numbers, and on mental subtraction of decimal numbers.</p> <p><b>WMD FRP Multiplication and division</b> Focus on the development of written methods for multiplication and division; division is linked to finding fractions of large amounts.</p> <p><b>WMD Multiplication and division</b> Focus on the development of written methods for multiplication and division; division is linked to finding fractions of large amounts.</p> <p><b>GPS PRA; MEA 2D shapes; angles; measures</b> Focus on developing understanding of</p>	<p><b>subtraction</b> Focus on adding and subtracting numbers in the context of money and contextual problems.</p> <p><b>FRP PRA WMD Fractions; multiplication</b> Focus on multiplying and converting fractions; and on short and long multiplication of whole numbers.</p> <p><b>DPE PRA NPV Place value and decimals</b> Focus on place value in decimals, including multiplying and dividing by 10 and 100.</p> <p><b>GPD PRA GPS Coordinate geometry; 2D and 3D shapes</b></p>	<p>Focus on written methods of addition and subtraction, and choosing efficient strategies to solve problems.</p> <p><b>MMD PRA FRP Multiplication and division and fractions</b> Focus on factors and multiples; on securing the concept of equivalent fractions to enable calculations with fractions; and on further developing written methods of multiplication and division.</p> <p><b>WMD Multiplication and division and fractions</b> Focus on factors and multiples; on securing the concept of</p>
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	<p><b>MEA Time; length</b> Focus on calculating time intervals and on measuring lengths in cm and mm.</p> <p><b>WAS MAS Subtraction</b> Focus on using formal written subtraction and counting up as appropriate, including when finding change.</p>	<p>converting between units of measure.</p> <p><b>MAS WAS; MMD WMD PRA</b> Revision of the four operations, including calculation strategies and the inverse relation between addition and subtraction, multiplication and division.</p>	<p><b>MAS PRA WAS Addition and subtraction</b> Focus on the rehearsal and development of mental calculation strategies for addition and subtraction.</p> <p><b>MMD NPV PRA Multiplication and division</b> Focus on the rehearsal and development of mental calculation strategies for multiplication and division, and on identifying patterns and rules.</p> <p><b>PRA GPS MEA STA 2D shapes; measures</b> Focus on exploring the properties of triangles, naming and identifying the different types; and then on SI units of measure, reading scales and conversion problems.</p>	<p>polygons and angles, particularly in relation to quadrilaterals; metric units are then revised and regularly used; imperial units are introduced.</p> <p><b>FRP PRA Fractions</b> Focus on revising proper fractions and equivalent fractions, and then moves on to mixed numbers and improper fractions; proper fractions are multiplied by whole numbers.</p> <p><b>WAS PRA Addition and subtraction</b> Focus on rehearsing column subtraction and extending to larger / more difficult numbers; column addition and subtraction are used to solve problems.</p> <p><b>Buckstones Big Maths: investigate all possible perimeters and areas of rectangles</b></p>	<p>Focus on plotting, reflecting and translating shapes on coordinate grids; and on extending understanding of properties of 2D and 3D shapes.</p> <p><b>WAS PRA Addition and subtraction</b> Focus on written methods of addition and subtraction, and choosing efficient strategies to solve problems.</p>	<p>equivalent fractions to enable calculations with fractions; and on further developing written methods of multiplication and division.</p> <p><b>PRA MEA Area and perimeter; volume</b> Focus on calculating areas, perimeters and volumes, and understanding the difference between measurement in one, two and three dimensions.</p> <p><b>DPE FRP NPV Fractions, decimals and percentages</b> Focus on understanding percentages and how they relate to fractions and decimals, and solving problems</p>
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				<p>considering whether the size of the perimeter is always</p>		<p>by finding percentages of amounts.</p> <p><b>NPV STA MEA WMD PRA MMD</b> <b>Revision</b> Focus on revision of: line graphs; calculating time intervals; finding cubes of numbers; using factors to multiply; and solving scaling problems involving fractions and measures.</p> <p><b>Buckstones Big Maths: Party planning:</b> calculate the cost of a party using a budget. Try to get as close as possible to the budget.</p>
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<b>Science</b>	<b>Properties and changes to materials</b> (Spencer Silver/Ruth Benerito)		<b>Earth and Space</b>	<b>Forces</b> (Isaac Newton/Ptolemy/Alhazam)	<b>Living things and their habitats</b> • (Jane Goodall/David Attenborough)	<b>Animals including humans</b>
<b>R.E.</b>	<b>Humanism</b>  Values: What matters most to Humanists?	<b>Christianity</b>  How do Christians celebrate Christmas around the world?	<b>Christianity + Islam</b>  What are the different ways to worship? What are the differences and similarities between Christianity and Islam?	<b>Islam</b>  Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their way of living?		<b>Christianity + Islam</b>  Christian Aid and Islamic relief charities - can charity change the world?
<b>Computing</b>	<b>E Safety</b> <b>Mis-information</b> <b>Dis-information</b> <b>Hoax</b> <b>Geolocation</b> <b>Profile</b>	<b>Spreadsheets</b>	<b>3D Modelling</b>	<b>Algorithms and Programs (1)</b>	<b>Algorithms and Programs (2)</b>	<b>Communicating and Presentation</b>
	<b>E Safety – revisit and reinforce at the start of each term.</b>					
	<b>Using technology – reinforce across the curriculum.</b>					
<b>Geography</b>		<b>Volcanoes and Earthquakes</b> (physical geography)		<b>Biomes/Vegetation Belts</b> (physical geography)	<b>Coasts/Region in the UK</b> (location knowledge)	

<b>History</b>	<b>Viking and Anglo Saxon struggle for the Kingdom of England – time of Edward the Confessor</b> Viking raids and invasion		<b>Non-European society Early Islamic civilization</b> (provides contrast with British history Baghdad c. AD900)			
<b>Art</b>	<b>Painting</b> <i>Using hue, tint, tone, shades and mood. Explore the use of texture in colour and colour for purposes.</i> <b>Compare a violent scene by Turner to the milder version by Xavier Della Gatta's 'Eruption of Vesuvius' of 1794.</b>		<b>Drawing</b> <i>Explore effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people</i>  <b>Andy Warhol</b>		<b>Modroc/Clay 3D</b> <i>Shape, form, model and join.</i> <b>Durdle Door Arch</b>	
<b>D. and T.</b>	<b>Food</b> <b>How a variety of ingredients are grown, reared , caught and processed</b> <b>Savoury snacks-potato cakes</b>		<b>Structures</b> <b>Link to Computing and 3D Modelling and Lego Wedo Robust Structures</b> <b>Famous designer- Fazlur Rahman Khan tubular designs for skyscrapers</b>		<b>Mechanisms</b> <b>Cams</b>  <b>Habitats link</b>	
<b>P.E.</b>	<b>Gymnastics</b> (LCP unit 27 and Val Sabin - shapes and balances, symmetry and asymmetry and developing sequences)  <b>Tag Rugby</b> (Oldham Sports Development)	<b>Cross country/ Dance</b> (Val Sabin- Volcanoes)  <b>Hockey</b> (Oldham Sports Development)	<b>Gymnastics</b> (LCP unit 27 and Val Sabin- counterbalances and canon and unison sequences)  <b>Orienteering/ Archery</b> (Oldham Sports Development)	<b>Dance</b> (Val Sabin- City Life)  <b>Netball</b> (Oldham Sports Development)	<b>Athletics (3)</b> (LCP- running, throwing, jumping, relays)  <b>Tennis</b> (Oldham Sports Development)	<b>Cricket</b> (LCP or Lancashire CC)  <b>Handball</b> (Oldham Sports Development)
<b>PSHE</b>	<b>Relationships</b>		<b>Assessing Risk / Staying Safe</b>		<b>Healthy Body/Healthy Mind</b>	

	<p><b>Democracy:</b> Election of School Council  <b>Mutual Respect</b> Similarities and differences (family, culture, ethnicity, racial./religious diversity, age, sex, gender identity, sexual orientation and disability)</p>		<p><b>Individual Liberty:</b> choices we make to stay safe and taking risks when at Robinwood/Anderton Centre  <b>Rule of Law:</b> link to Viking Rules</p>		<p><b>Tolerance of Different Faiths and beliefs:</b> Why is Muhammed (pbuh) important to Muslims?  How do Muslims express their beliefs through their practices?</p>	
	<p><b>Money Matters - Borrowing and Saving</b>  <b>Value for Money</b>  <b>Money in the Wider World/Profit and Loss</b></p>					
<b>Music</b>	<p>Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure</p> <p><b>Black History Month (Oldham Music Centre)</b></p>	<p>Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure</p> <p><b>Cup Rhythms &amp; Christmas (Oldham Music Centre)</b></p>	<p>Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure</p> <p><b>1. Sing &amp; Play - Chime bars 2. Arts Award - Recorders (Oldham Music Centre)</b></p>	<p>Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure</p> <p><b>Arts Award - Recorders (Oldham Music Centre)</b></p>	<p>Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure</p> <p><b>Arts Award - Recorders (Oldham Music Centre)</b></p>	<p>Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure</p> <p><b>Composition - Programme music (Oldham Music Centre)</b></p>
<b>French</b>	<p>Ma famille (IKS2**)</p> <p><b>Language Angels</b></p>	<p>En classe (IKS2**)</p> <p><b>Language Angels</b></p>	<p>As-tu un animal? (IKS2**)</p> <p><b>Language Angels</b></p>	<p>Chez moi (IKS2***)</p> <p><b>Language Angels</b></p>	<p>Les vêtements (IKS2***)</p> <p><b>Language Angels</b></p>	

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