

Long Term Scheme of Learning Year 5

	Term 1 (7.5 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks)
Theme Week	Inset: 02/09, 03/09, 22/10 First day of term: 06/09/21 Last day of term: 20/10/21 Conference: 21/10/21 Women in Space Week 4-10/10	First day of term: 01/11/21 Last day of term: 17/12/21	Inset: 04/01/22 First day of term: 05/01 Last day: 18/02	First day of term: 28/2 Last day of term 26/3 Book Week 3/3 Science Week 11-20/3	First day of term: 25/04 Last day of term: 27/05 Bank holiday: 2/5	First day of term: 06/06/21 Last day of term: 22/07 Conference: 07/07 Plastic free July Sports week 27/6 Sports day 01/07 Art week 11-15/7

Literacy	<p>Text: Egyptian Cinderella</p> <p>Ignition Activity:</p> <p>Main Fiction Outcomes Narrative – innovation</p> <p>Main Non-fiction Outcomes: Diary</p> <p>Incidental writing opportunities:</p> <p>Showcase: Display</p>	<p>Text: The Rhythm of the Rain</p> <p>Ignition activity: Bear Grylls type activities. Forest school.</p> <p>Main Fiction Outcome Narrative, character’s perspective</p> <p>Main Non-Fiction Outcome Explanation</p> <p>Incidental writing opportunities: Poem Setting Description Leaflet</p> <p>Showcase: Art exhibition</p>	<p>Text: Escape from Pompeii</p> <p>Ignition activity: Roman immersion morning</p> <p>Main Fiction Outcome Diary entry Narrative</p> <p>Main Non-Fiction Outcome Newspaper Report</p> <p>Incidental Writing opportunities Prediction Description – setting Characterisation Non-chronology</p> <p>Showcase: Roman Day</p>	<p>Text: Armstrong</p> <p>Ignition Activity: Space Exploration Day</p> <p>Main Fiction Outcome Newspaper Article</p> <p>Main Non-Fiction Outcome Persuasive Speech Diary</p> <p>Incidental writing opportunities: Description (setting, character)</p> <p>Showcase: <u>Hugh Flight Workshop</u> Report</p>	<p>Text: The Land of Neverbelieve</p> <p>Ignition Activity:</p> <p>Main Fiction Outcome: Poems Character descriptions</p> <p>Main Non-Fiction Outcomes: Non-chronological report (made up land) Instructions</p> <p>Incidental writing opportunities: Note taking</p> <p>Showcase: Display</p>	<p>Text: The Rabbits Greta and the Giants</p> <p>Ignition Activity. Music and film</p> <p>Main Fiction Outcome: Narrative</p> <p>Main Non-Fiction Outcomes: Discussion</p> <p>Incidental writing opportunities: Diary Setting Description Non-chronological report Instructions (Fitness week)</p> <p>Showcase: DT Exhibition in the hall</p>
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Maths	Place Value Addition and Subtraction	Multiplication and Division Position and direction (International week)	Fractions Decimals and Percentages Volume (Science week) Statistics	Fractions Decimals and Percentages Time	Properties of Shape and Angles Perimeter and Area Revision: Fractions, Decimals, Percentages	Reasoning Focus Measures – converting units Geometry: Perimeter and Area Prime Numbers Volume
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<p style="text-align: center;">Science</p>	<p>Physics: Forces</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>When an object falls to the ground it is affected by two forces: the force of gravity pulling it down and the force of air resistance, a type of friction, which slows down its fall.</p> <p>the force of air resistance affects moving objects, pushing and pulling and directions in which forces act</p> <p>measure the force and weight of objects using newton meters</p>	<p style="text-align: center;">Meteorology</p> <p>The water cycle (review from Year 3): evaporation, condensation, precipitation</p> <p>Clouds: cirrus, stratus, cumulus (review from Year 3)</p> <p>The atmosphere: Troposphere, stratosphere, mesosphere, thermosphere, exosphere; How the Sun and the Earth heat the atmosphere</p> <p>Air movement: wind direction and speed, prevailing winds, air pressure, low and high pressure, air masses</p> <p>Cold and warm fronts: thunderheads, lightning and electric charge, thunder, tornadoes, hurricanes</p> <p>Forecasting the weather: barometers (relation between changes in atmospheric pressure and weather), weather maps, weather satellites</p> <p>Weather and climate: 'weather' refers to daily</p>	<p style="text-align: center;">Atoms and elements</p> <p style="text-align: center;">Atoms</p> <p>All matter is made up of particles too small for the eye to see, called atoms</p> <p>Scientists have developed models of atoms; while these models have changed over time as scientists make new discoveries, the models help us imagine what we cannot see.</p> <p>Atoms are made up of even tinier particles: protons, neutrons, electrons.</p> <p>The concept of electrical charge</p> <p>- Positive charge (+): proton</p> <p>- Negative charge (-): electron</p> <p>- Neutral (neither positive or negative): neutron</p> <p>- 'Unlike charges attract, like charges repel' (relate to magnetic attraction and repulsion).</p> <p>Properties of matter</p> <p>Mass: the amount of matter in an object, similar to weight</p> <p>Volume: the amount of space a thing fills</p>	<p style="text-align: center;">Astronomy: Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</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>The 'Big Bang' as one theory</p> <p>The universe: an extent almost beyond imagining</p> <p>Galaxies: Milky Way and Andromeda</p> <p>Our solar system</p> <p>o Sun: source of energy (heat and light)</p> <p>o The nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto [Note that, in 2006, Pluto was classified as a dwarf planet]</p> <p>Planetary motion: orbit and rotation: How day and night on Earth are caused by the Earth's rotation; sunrise in the east and sunset in the west; How the seasons are caused by</p>	<p style="text-align: center;">Biology: Life cycles</p> <p>The life cycle: birth, growth, reproduction, death</p> <p>Describe the life process of reproduction in some plants and animals</p> <p>Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>- From seed to seed with a plant</p> <p>- From egg to egg with a chicken;</p> <p>- From frog to frog;</p> <p>- From butterfly to butterfly: metamorphosis (Review Year 3 insects);</p> <p>- Describe the changes as humans develop from birth to old age.</p> <p style="text-align: center;">Seasonal Changes</p> <p>The four seasons and Earth's orbit around the Sun</p> <p>Seasons and life processes</p> <p>o Spring: sprouting, sap flow in plants, mating and hatching</p> <p>o Summer: growth</p> <p>o Fall: ripening, migration</p> <p>o Winter: plant dormancy, animal hibernation</p>	<p style="text-align: center;">Biology: Circulatory and Respiratory System</p> <p style="text-align: center;">Circulatory</p> <p>Pioneering work of William Harvey</p> <p>Heart: four chambers (atrium/atria or atriums [plural] and ventricle/ventricles), aorta</p> <p>Blood: Red blood cells, white blood cells, platelets, haemoglobin, plasma, antibodies; Blood vessels: arteries, veins, capillaries</p> <p>Blood pressure, pulse</p> <p>Filtering function of liver and spleen</p> <p>Fatty deposits can clog blood vessels and cause a heart attack.</p> <p>Blood types (four basic types: A, B, AB, O) and transfusions</p> <p style="text-align: center;">Respiratory system</p> <p>Process of taking in oxygen and getting rid of carbon dioxide</p> <p>Nose, throat, voice box, trachea (windpipe)</p> <p>Lungs, bronchi, bronchial tubes, diaphragm, ribs, alveoli (air sacs)</p> <p>Smoking: damage to lung tissue, lung cancer</p>
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			<p>demonstrated through simple experiments with crystallisation)</p> <ul style="list-style-type: none">☐ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating☐ Demonstrate that dissolving, mixing and changes of state are reversible changes			
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History	<p>Period study: The achievements of the Ancient Egypt civilizations - The New Kingdom (1520 BC to 1075 BC)</p> <p>How do we use primary sources to find out about the past?</p> <p>Pupils can challenge sources of information</p> <ul style="list-style-type: none"> · Pupils are beginning to make purposeful selection about information they wish to include in responses · Pupils can organise information purposefully when responding to or asking questions 		<p>Era study: The Roman Empire (740 BC – AD 410)</p> <p>History: What is a secondary resource, how reliable is it?</p> <p>Skills:</p> <p>2. Historical enquiry - Using evidence and communicating ideas</p> <ul style="list-style-type: none"> ☑ Regularly address and devise historically valid questions * (of concepts in part 4 below). ☑ Construct informed responses using historical vocabulary, including: appropriate dates, time period, era, change, chronology, social, technological, religious, political and cultural. ☑ Selecting, organising and debating the validity relevant historical information to in response to historical questions. ☑ Begin to identify primary and secondary sources, selecting relevant sections of information. ☑ Presenting understanding to others using cause and effect 		<p>Context: Roman empire its impact on Britain (43 BC – AD 410)</p> <p>History: How does global history influence national history?</p> <p>Primary and Secondary Sources</p> <p>3. Interpretations of history</p> <ul style="list-style-type: none"> ☑ Identify varied sources of evidence to answer an historical question, giving reasons for their choices. ☑ Select, use and compare suitable sources of evidence to deduce and answer a historical question, including drawing upon sources of fact or fiction that offer some reasons for different versions of events. ☑ Use varied sources of evidence to back their opinion/ follow a line of enquiry. <p>1. Chronology</p> <ul style="list-style-type: none"> ☑ Use dates and terms accurately. ☑ Establish clear narratives within and across periods studied, placing current study on time lines in relation to other eras and periods studied. ☑ Know and sequence key events of periods and eras 	
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language (e.g. consequently, for this reason), due the facts; contrasting language (e.g.) even though, however, on the other hand).

3. Interpretations of history

☑ Identify varied sources of evidence to answer an historical question, giving reasons for their choices.

☑ Select, use and compare suitable sources of evidence to deduce and answer a historical question, including drawing upon sources of fact or fiction that offer some reasons for different versions of events.

☐ Use varied sources of evidence to back their opinion/ follow a line of enquiry.

alongside examples of evidence.

☑ Aware of comparisons/connections, contrasts and trends over time.

☑ Understand the concept of change over time, showing this on a timeline.

4. Historical questioning and understanding

4a) Describe / make links between main events, situations and changes within and across different periods/societies

4b) Cause and consequence: Identify and give reasons for, results of, historical events, situations, changes

4c) Similarity / Difference within a period/situation (diversity):

Describe social, cultural, religious and ethnic diversity in Britain & the wider world

4d) Significance of events / people:

Identify historically significant people and events in situations

Geography	N/A	<p style="text-align: center;">The Water Cycle & Rivers</p> <p>Geography Skills and Fieldwork</p> <p>Water Cycles</p> <p>Know significant waterways in England</p> <p>Understand the water cycle & Rivers</p> <ul style="list-style-type: none"> • Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies 	N/A	<p>Locational knowledge of England Locational knowledge of the world</p> <p>Know the counties of East Coast of England, Yorkshire and Humber</p> <p>Name countries within the 7 major continents</p> <p>Reference continents within their respective hemispheres</p> <p style="text-align: center;">climates/biomes</p> <p>Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> • Pupils can, mostly, locate countries of the world on a map • Pupils can, mostly, locate counties and cities of the United Kingdom • Pupils can identify most for 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 <p style="text-align: center;">The Water Cycle & Rivers</p>	N/A	<p>Natural resources</p> <p>Human and Physical Geography</p> <p>How do human and physical geography link?</p> <p>Pupils can describe and understand an increasing variety of key aspects of physical geography</p> <ul style="list-style-type: none"> • Pupils can describe and understand an increasing variety of key aspects of human geography • Pupils can identify aspects of the physical and human geography that have changed over time

MFL					French (rising stars stage 2- programme of study) <i>PPA cover</i>	?
DT and ART	Art: Painting Egyptian tomb paintings. Featured Artist	DT: 3D: Model Water Cycle Featured Artist	Drawing Perspective drawing/ or human figure Featured Artist	Painting: Nebula or solar system. Planets, three 3D (paint) Solar flare from sun – different paint effects. Featured Artist	Print: cardboard and string prints. Seasonal window pane Featured Artist	Collage: made with mademade junk model Featured Artist
RE	Creation Stories around the world Abrahamic religions and creation stories	Judaism and its teachings	Why do religious books and teaching matter?	How do people express their beliefs and identity?	Why are some journeys and places special?	What do people believe about life?
PE	Games: Ball Skills	Gymnastics	Swimming	Swimming	Dance	Outdoor and Adventurous Activities Athletics
FVA Citizenship	Learning Behaviour: Motivation/ Aspiration FVA Value: Friendship	Learning Behaviour: Collaboration FVA Value: Fairness and Justice	Learning Behaviour: self-evaluation FVA Value: Contribution	Learning Behaviour: Resilience FVA Value: Loyalty	Learning Behaviour: Focus FVA Value: Courage	Learning Behaviour: Curiosity FVA Value: Forgiveness

PSHE	Jigsaw: Being Me	Jigsaw:Goals and Dream	Jigsaw: Celebration Difference	igsaw: relationship	Jigsaw : Changing Me	Jigsaw: healthy Me
Computing						