



KIRKBY WOODHOUSE SCHOOL

LONG TERM PLAN – YEAR 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Topic Titles	Earth & Space	Rainforests	The Tudors	Inventors & Designers	Local Legends	Growing and Changing
ENGLISH	Fiction: Playscripts (Traditional tales) Non-Fiction: Discussion Texts (Should a McDonalds be built in Kikrby?) <u>CLASS NOVEL(S)</u> <i>There's a Boy in the Girls' Bathroom by Louis Sachar</i>	Poetry: Free verse (Remembrance Day) Fiction: Non-linear time sequence (A Christmas Carol) <u>CLASS NOVEL(S)</u> <i>Owen and the Soldier by Lisa Thompson</i>	Fiction: Archaic (Just So... Stories) Poetry: Diary Entry (The Highwayman) <u>CLASS NOVEL(S)</u> <i>Kensuke's Kingdom by Michael Morpurgo</i>	Non-Fiction: Non-chronological report (The Tudors) Fiction: Narratively complex (Clockwork) <u>CLASS NOVEL(S)</u> <i>Clockwork by Philip Pullman</i> <i>Mothers' Day poetry</i>	Non-Fiction: Persuasion (Conserving the Rainforest) Fiction: Resistant text (The Arrival) <u>CLASS NOVEL(S)</u> <i>Room 13 by Robert Swindells</i>	Fiction: Figurative (Skellig) <i>Poetry – Byron Festival competition</i> <i>Father's day poetry</i> <u>CLASS NOVEL(S)</u> <i>Skellig</i>
MATHS (stand alone)	- Counting - Ordering - Rounding - Digits Move <i>Maths.co.uk & Maths ladders</i>	- Addition - Subtraction - Mixed problems - Multiplication - Division - Mixed problems <i>Maths.co.uk & Maths ladders</i>	- Balance it! - Fractions 2 - Decimals - Percentages <i>Maths.co.uk & Maths ladders</i>	- Area/Perimeter - Time - Roman Num. <i>Maths.co.uk & Maths ladders</i>	- Angles 2D Shape 3D Shape - Statistics <i>Maths.co.uk & Maths ladders</i>	- Mass - Capacity - Volume - Symmetry - Reflection - Translation <i>Maths.co.uk & Maths ladders</i>

SCIENCE	Earth and Space <i>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</i> <i>Describe the movement of the Moon relative to the Earth.</i> <i>Describe the Sun, Earth and Moon as approximately spherical bodies.</i> <i>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</i> Rocket Launch – Scientific Investigation	Properties and Changes of Materials <i>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.</i> <i>Demonstrate that dissolving, mixing and changes of state are reversible changes.</i> <i>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</i> <i>Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</i> <i>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.</i> Sewage soup activity Water Filtration – Scientific Investigation			Forces <i>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</i> <i>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</i> <i>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</i> Parachute - Scientific Investigation	- Living Things and Their Habitats. Life Cycles and Reproduction. <i>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</i> <i>Describe the life process of reproduction in some plants and animals.</i> - Animals Including Humans – Changes as Humans Develop <i>Describe the changes as humans develop to old age.</i>
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HISTORY			The Tudors <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i>			The history of cricket and Kirkby Woodhouse <i>A local history study.</i>
GEOGRAPHY		'Life Without Taps' – how wastewater is filtered. - Rainforests <i>Describe & understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle & Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i> <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> <i>Identify land use patterns and understand how some of these aspects have changed over time.</i>			Kirkby in Ashfield – local study. <i>Identify land use patterns and understand how some of these aspects have changed over time.</i> <i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</i>	

R.E. (stand alone)	<u>Notts. RE – Unit 5.4 – How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</u> Key Learning: Know how religious art and architecture can express beliefs and spiritual ideas. Understand how religious charities put values such as justice and compassion into action. Compare how people express their beliefs through religious art and buildings and through charity. Consider the value of creating a beautiful place of worship alongside helping people in poverty.	<u>Notts. RE - Unit 5.6 - What does it mean to be a Muslim in Britain today?</u> Key Learning: Know key Muslim beliefs and practices, including Tawhid, Iman, ibadah and the Five Pillars. Understand how the Five Pillars influence Muslim life and express commitment to Allah and the Ummah. Explain what it can mean to live as a Muslim in Britain today, recognising diversity within Muslim communities.	<u>Notts. RE – Unit 5.1 – What can we learn from great leaders and inspiring examples in today's world?</u> Key Learning: Know about inspirational religious and non-religious leaders and the beliefs and values that influenced them. Understand how beliefs and sources of wisdom can inspire people to act and lead. Explain why someone may be considered inspiring.	<u>Notts. RE – Unit 5.2 – What is expected of a person in following a religion or belief? Christianity.</u> Key Learning: Know key Christian beliefs and teachings about how Christians should live. Understand how following Jesus and Christian teachings can influence choices and actions. Recognise that Christians may live out their faith in different ways.	<u>Notts. RE – Unit 5.5 - What matters most to Humanists and Christians?</u> Key Learning: Know important Christian and Humanist beliefs and values about what makes a good life. Understand how Christians and Humanists use different sources of guidance. Compare Christian and Humanist values and how these influence people's actions.	<u>Notts. RE – Unit 5.3 – How do people's beliefs about God, the world and others impact their lives?</u> Key Learning: Know key Muslim, Hindu and/or Sikh beliefs about God and how these are expressed. Explain, using examples, how beliefs about God influence worship and everyday choices, such as Muslim prayer and zakat, Hindu ahimsa, or Sikh sewa and langar. Compare different religious and non-religious responses to questions about God.
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D.T.			• Cooking – Making Tudor spice cakes • Construction - 3D models (Rafts) <i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i> <i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i> <i>Investigate and analyse a range of existing products.</i> <i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i>	• Textiles – Designing and printing a repeated pattern. Related to Clockwork by Philip Pullman		
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ART	Planetary Paintings – <i>Peter Thorpe (artist study)</i> <i>To improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint and clay].</i> <i>Learn about great artists, architects and designers in history.</i> <i>To create sketch books to record their observations and use them to review and revisit ideas.</i>	Christmas card & calendar design			3D Buildings <i>To improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint].</i>	Pablo Picasso <i>Building a portrait using collage/geometrical shapes.</i>
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MUSIC	• <i>Composer Study: Gustav Holst – The Planets</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i>	• To follow <i>Charanga!</i> Notts. Music Hub scheme (Livin' on a Prayer) <i>Develop an understanding of the history of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Use and understand staff and other musical notations.</i>			• To follow <i>Charanga!</i> Notts. Music Hub scheme (Fresh Prince of Bel Air) <i>Develop an understanding of the history of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Use and understand staff and other musical notations.</i>	
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COMPUTING	• E-Safety • Block 1: AI – models, bias and real-world impact <i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i> <i>Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</i>	• NCCE – Block 2: Programming A – Selection in Physical Computing <i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i>		• NCCE – Block 3: Data Handling – Flat File Databases <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</i>	• NCCE – Block 4: Creating Media – Vector Drawing <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</i>	• NCCE – Block 5: Programming B – Selection in Quizzes <i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i> <i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i>
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P.E. (stand alone)	• Dance • Netball • Swimming <i>To develop flexibility, strength, technique, control and balance</i> <i>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</i> <i>To swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively & perform safe self-rescue in different water-based situations</i>	• Dodgeball • Hockey • Swimming <i>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</i> <i>To swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively & perform safe self-rescue in different water-based situations</i>	• Indoor athletics / fitness circuits • Bench ball • Swimming <i>To develop flexibility, strength, technique, control and balance</i> <i>To use running, jumping, throwing and catching in isolation and in combination</i> <i>To swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively & perform safe self-rescue in different water-based situations</i>	• Gymnastics • Cross Country <i>To develop flexibility, strength, technique, control and balance</i> <i>To compare their performances with previous ones and demonstrate improvement to achieve their personal</i>	• Athletics • Handball <i>To develop flexibility, strength, technique, control and balance</i> <i>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</i>	• Tennis • Cricket <i>To use running, jumping, throwing and catching in isolation and in combination</i> <i>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</i>
P.S.H.E. (stand alone)	• 1 Decision – Computer Safety (Image Sharing) • 1 Decision – Keeping/Staying Safe (Peer Pressure)	• 1 Decision –The Working World (Enterprise)	• Mini-police workshops	• 1 Decision – Being Responsible (Looking out for others)	• 1 Decision – Feelings and Emotions (Anger) • 1 Decision – A World Without Judgement (Inclusion and Acceptance) • The GREAT Project	• 1 Decision – Keeping/Staying Healthy (Smoking) • 1 Decision – Growing & Changing (Puberty)

LANGUAGES - French	French monster pets <i>To investigate a text for clues to understand new words.</i> <i>To identify nouns by their gender, number and meaning.</i> <i>To apply knowledge of French nouns and gender agreement to a short piece of writing.</i> <i>To develop understanding of adjectival rules in French.</i> <i>To apply knowledge of vocabulary and grammar to a piece of writing.</i>	Space exploration – in French <i>To identify keywords, phrases and ideas from spoken French.</i> <i>To apply knowledge of noun and adjective agreement to create metaphors in French.</i> <i>To make comparisons in French.</i> <i>To develop understanding of the rules of adjectival agreement.</i> <i>To form questions in order to ask for information about alien planets.</i>	Shopping in France <i>To build numbers and prices confidently in French.</i> <i>To name different foods in French and notice patterns in sounds.</i> <i>To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience.</i> <i>To be able to use vocabulary to describe a quantity of different food nouns.</i> <i>To be able to explore and understand an authentic French text.</i>	French-speaking world <i>To recognise, read and respond to directional language.</i> <i>To read and give directions in French.</i> <i>To identify features of countries in the French-speaking world.</i> <i>To investigate climate data from the French-speaking world using authentic materials.</i> <i>To ask and answer questions about different countries in the French-speaking world.</i>	Verbs in a French week <i>To recognise that verbs take different forms and to find infinitive verbs in a dictionary.</i> <i>To begin to recognise some regular verbs in the present tense.</i> <i>To recognise that verbs take different forms and to find infinitive verbs in a dictionary.</i> <i>To know that some verbs do not follow regular patterns.</i> <i>To build and deliver a short presentation, choosing and using a range of action verbs.</i>	Meet my French family <i>To recognise and use phrases to say if I have a brother or sister.</i> <i>To be able to name different family members on a family tree.</i> <i>To be able to build descriptive sentences into a short paragraph.</i> <i>To be able to understand and express simple opinions.</i> <i>To plan and prepare a short presentation about my family.</i>
TRIPS / SPECIAL EVENTS	National Space Centre visit (15/09 + 17/09)	A Tudor Experience Day Hardwick Hall (24/11 and 01/12)		Observatory (17/03+19/03)	Ashbourne Residential (17/05-21/05)	- Trent Bridge trip - Church visit and picnic