

# Long Term Plan – Year 5 2018-19

| Subject  | Autumn Term   |   | Spring Term  |   | Summer Term  |   |
|----------|---|---|--|---|--|---|
| IPC Unit | Go with the Flow (Egyptians and the River Nile)<br>Express Yourself (Working with Jules)  |   | Champions for Change – Rulers and governments  |   | History the Great, Bold and Brave  |   |
| Literacy | <p style="text-align: center;"><b>Visual Literacy:</b><br/>Tadeo Jones Clip</p> <p><b>Outcomes:</b> Persuasive advert (IPC)</p> <p><b>Poetry Narrative: ORAL &gt; BOOK</b><br/>‘The Highwayman’</p> <p><b>Outcomes:</b> Drama. Newspaper and retell as narrative. Poetry performance</p> <p><b>Shared text (linked to IPC topic) – Anthony and Cleopatra: A Shakespeare Story (all or Autumn)</b></p> | <p><b>Older Literature: BOOK</b><br/>‘Macbeth’</p> <p><b>Outcome:</b><br/>. The story written from a different perspective (4 weeks)</p> <p><b>Topic:</b></p> <p><b>Outcomes:</b> Biography of Cleopatra</p> <p><b>Oral Poetry: BOOK</b><br/>CLPE Poetry Line ‘Cosmic Disco’</p> <p><b>Outcomes:</b> Responding to poetry through art. Write/edit own poems to perform. (2/3 weeks)</p> | <p><b>Stories From Other Cultures:</b></p> <p>‘The Journey’ by Francesca Sanna</p> <p><b>Outcomes:</b> Diary entry and retelling story from a different point of view.</p> <p><b>Topic:</b></p> <p><b>Outcome:</b> Persuasive letter linked to the Suffragettes.</p> <p><b>Shared reading (linked to IPC topic) – ‘The Accidental Prime Minister’ by Tom Mclaughlin (all of Spring term)</b></p> | <p><b>Stories From Other Cultures:</b></p> <p>‘Oranges in no man’s land.’</p> <p><b>Outcomes:</b> short pieces of writing – letters/diary entries</p> <p><b>Topic:</b></p> <p><b>Discussion:</b> Formal Debate.<br/><b>Outcomes:</b> Class debate, argument for particular case. Persuasive speeches linked to the topic.</p> <p><b>Science:</b></p> <p><b>Outcomes:</b> Explanation – How the Earth, the Sun and the Moon are related.</p> | <p><b>Myths into script: ORAL &gt; BOOK</b> Odysseus</p> <p><b>Outcomes:</b> A rant, a diary entry, a letter, a balanced argument and a chapter of our own.</p> <p><b>Science: Tad Poles Promise by Jeanne Willis</b></p> <p><b>Outcomes</b> Sketch books and explanation ‘How a Butterfly Becomes a Butterfly.’</p> | <p><b>Visual Literacy: ORAL</b> E.g. Pixar shorts, BFI short Dreamgiver</p> <p><b>Outcomes:</b> Write own version. Multimodal presentation. (3 weeks)</p> <p><b>Shared reading – ‘Julius Caesar’ by Andrew Matthews (linked to the topic)</b></p> |

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|-----------------------|--|---|--|--|--|--|
| Maths<br>(White Rose) | Number – Place value<br>Number – Addition and Subtraction<br>Statistics  | Number – Multiplication and Division<br>Perimeter and Area  | Number – Multiplication and Division<br>Number- Fractions  | Number – Fractions continued<br>Number – Decimals and Percentages  | Number – Decimals<br>Geometry – Properties of Shapes   | Geometry – Position and Direction<br>Measurement – Converting Units<br>Measurement- Volume   |
| Science               | Methods of scientific investigation – (properties and changing materials)  | Properties and changing materials   | Forces   | Earth, Moon and Space  | All living things  | Animals including humans   |
| ICT                   | <b>We are bloggers</b> - Blogging provides a worldwide audience for pupils’ work. Commenting on others’ work extends pupils’ sense of membership of a learning community beyond school. In this unit, pupils create A media-rich blog, comment on blogs and respond to comments. | <b>We are architects</b> - In this unit, the pupils research examples of art gallery architecture, before using Trimble SketchUp to create their own virtual gallery. Finally, they use the gallery to exhibit their own artwork. | <b>We are game developers</b> - The pupils plan their own simple computer game. They design characters and backgrounds, and create a working prototype, which they develop further based on feedback they receive. | <b>We are web developers</b> - In this unit, the pupils work together to create a website explaining e-safety and responsible online behaviour | <b>We are cryptographers</b> - The pupils learn more about communicating information securely through an introduction to cryptography (the science of keeping communication and information secret). They investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a secure password. | <b>We are artists</b> - The pupils use vector and turtle graphics to explore geometric art, taking inspiration from the work of Escher, Riley and traditional Islamic artists, as well as experimenting with complex ‘fractal’ landscapes. |
| Geography             | IPC – River formation. Floods. The impact of the world’s rivers on people past, present and future.  |   |  |  | IPC – Locational knowledge, Geographical similarities and differences with place in Europe   |  |
| History               | IPC – The importance of the river Nile in Ancient Egypt.   |   | IPC – The origins of democracy. How empires were established. Revolution for change.   |  | IPC – Athens and Sparta. Persian war. Alexander the Great. Daily life in Ancient Greece.   |  |
| Art                   | Sarcophagus/ Ancient Egyptian artefacts and jewellery  | How feelings and emotions inspire artists. Local artists.   | IPC - Party logos and campaign posters   |  | IPC – Ancient Greek Art  |  |

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| DT    | IPC   | IPC   | IPC   | IPC   |  |  |
|-------|---|---|---|---|--|--|
| Music | IPC   | IPC   | Who knows? – exploring musical processes (links to songwriter in yr 6) (21)               |   | Stars hide your fires – performing together (2D)                     |  |
| RE    | U2.1 Why do some people believe God exists        | U2.1 Why do some people believe God exists        | U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? | U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? | U2.6 What does it mean to be a Muslim in Britain today?              | U2.4: If God is everywhere, why go to a place of worship?            |
| PSHE  | New Beginnings (SEAL)                             | Getting on and Falling Out + Relationships (SEAL) | Say No to Bullying (SEAL)   | Going for Goals (SEAL)  | Good to be Me (SEAL)   | Changes (SEAL)   |
| PE    | Fitness - Circuits                                | Gymnastics  | Dance   | Net & Wall Games – Volleyball / Dodgeball   | Striking & Fielding – Cricket / Rounders                             | Fitness - Circuits   |
| GAMES | Invasion Games – Football / Rugby<br><br>Swimming | Invasion Games – Netball / Hockey<br><br>Swimming | Net & Wall Games – Tennis / Badminton<br><br>Swimming                                     | Striking & Fielding – Cricket / Rounders<br><br>Swimming                                  | Athletics – Sports Day preparation (incl. KS1 Games)<br><br>Swimming | Athletics – Sports Day preparation (incl. KS1 Games)<br><br>Swimming |