



Long Term Planning Year 5 Cycle B (2016/17)

| | Autumn 2016 | | Spring 2017 | | Summer 2017 | |
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| | 1 | 2 | 1 | 2 | 1 | 2 |
| CURRICULUM DRIVERS | ENTERPRISE – PROBLEM SOLVING – COMMUNITY – CULTURAL UNDERSTANDING | | | | | |
| THEME | Were the Anglo-Saxons always smashing and the Viking vicious & victorious? | | What happened to the Ancient Greeks? | | Why should the Rainforest be important to us all? | |
| STIMULUS | WOW/Launch Event Live Viking Day! | | Inspire Day Greek Day! | | Reading Den Forest In the classroom | |
| CURRICULUM ENRICHMENT | Visits/Visitors An interactive workshop been given by Thorhild to focus on the topic of the Vikings. | | To have a morning with the parents in relation to the Greek topic. | On the same day the children to make lay pots using the Greek designs. Ancient Greece Murder Mystery (Mini-project) | Build a 3D rainforest on the wall using a canapé Educational visit or visitor to talk about the above question | Different animals and plants on the wall to go with the Rainforest theme. |
| BRITISH VALUES | Democracy Rule of Law | Mutual Respect | Mutual Respect | Democracy Rule of Law | Mutual Respect | |
| EXTENDED WRITING OPPORTUNITIES | Cross-curricular writing opportunities | The children to write a mini-saga of the title, "The Vikings are Coming!" | Greek Myths V Modern Superheroes Trojan War Reports Balanced Arguments- Should Pandora open the box? | Narrative-Pandora Box Instructions - How to catch a (insert Greek mythological beast here) | Science: The Life Cycle & Sustainability Research: To create a non-chronological report about a rainforest animal. | Narrative: To write a story based in the rainforest. Can the children write another "The Monkey Puzzle?" |
| REAL LIFE MATHS OPPORTUNITIES | Cross-curricular maths opportunities | Ancient Runes Investigation (Nrich) Viking Fraction Lines Viking Fractions Word Problems | Can you use the Ancient Greek number system to work out simple sums? Grid Method: Questions for the grid method- Greeks theme. | Word problem units involving both one and multi-step problems, and can have the time period changed | Rainforest Maths Challenges using real life contexts | Data Area and Perimeter in relation to the Rainforest theme |
| ENGLISH COMMUNICATION AND LANGUAGE – SEE LONG TERM ENGLISH PLANS | | | | | | |
| UNDERSTANDING MATHS – SEE LONG TERM MATHS PLANS | | | | | | |



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| SCIENTIFIC UNDERSTANDING | SCIENCE | Animals & Humans | | Forces | Earth and Space | Living Things & Their Habitat | |
| | | <p>(Y5) How different will you be when you are as old as your grandparents?</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. | <p>(Y6) What would a journey through your body be like?</p> <ul style="list-style-type: none"> Circulatory system Transport of nutrients through the body Heart, blood vessels Diet, exercise and drugs | <p>(Y5) Can you feel the force?</p> <ul style="list-style-type: none"> 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. | <p>(Y5) Will we ever send another human to the moon?</p> <ul style="list-style-type: none"> Describe the movement of the Earth 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. | <p>(Y5) Do all animals and plants start as an egg?</p> <ul style="list-style-type: none"> 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>(Y6) Could Spiderman really exist?</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. |
| HISTORICAL AND GEOGRAPHICAL | GEOGRAPHY | Changing Britain & land features of Scandinavia – link to History | | Greece – link to History | | Why Should The Rainforest Be Important To Us All? | |
| | | <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | | <p>Why do so many people go to the Mediterranean for their holidays?</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country | | <p>Human Geography - Brazil</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America and concentrating on their key physical and human characteristics, countries, and major cities. | <p>Physical Geography – The Amazon</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics. |
| | HISTORY | Anglo-Saxons & Vikings | | Ancient Greece | | | |
| | | <p>Were the Anglo-Saxons really smashing?</p> <ul style="list-style-type: none"> Britain's settlements by Anglo-Saxons and Scots Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion | <p>Were the Vikings always vicious & victorious?</p> <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the kingdom of England Viking raids Edward the confessor | <p>What happened to the Ancient Greeks?</p> <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world | | <p>Brazil & the Amazon – link to Geography</p> <ul style="list-style-type: none"> History of Brazil History of the Amazon | |



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| EXPRESSIVE ARTS | MUSIC Y5 | <p>What's that drumming sound?</p> <ul style="list-style-type: none"> • Cultures with a musical tradition of drumming • Has speech got a rhythm & following the rhythm with body percussion • Play a variety of cyclic patterns on drums • Drumming rhythms & patterns from other cultures • Improvise rhythms using percussion instruments • Develop & showcase own drumming performance | <p>Why is there a harmony in my head?</p> <ul style="list-style-type: none"> • Imitate a drum kit using our voices to beat box & by using body percussion • Perform rhythmic patterns in a round • Sing songs in a round • Accompany a song played in a round • Whole class perform a song in a round & accompany it with instruments | <p>What is going in the mix?</p> <ul style="list-style-type: none"> • What is a 'cluster' & what effect does it have in a piece of music? • Instruments used to compose music that uses clusters • Differences between a keyboard and a piano • Differences between an acoustic guitar & an electric guitar • Use software to add effects to sound recordings • Producer, sound engineer, recording studio • Record & mix own tune | <p>What makes a great song lyric?</p> <ul style="list-style-type: none"> • Lyrics • Song structure & how lyrics normally fit that structure • Famous lyricists • How melody affects lyrics of a song • Write lyrics for a piece of music • Choose instruments to accompany own lyrics • Write 'Guide to Lyric Writing' | <p>What makes a great performance?</p> <ul style="list-style-type: none"> • Professional singers - breathing & singing • Diction - importance when singing • Sing a song in two parts • Variations & rondo forms | <p>How can we be like the great composers?</p> <ul style="list-style-type: none"> • Pulse & metre & association with rhythm • Pitched notes organised into melodic phrase • What has inspired famous composers? • Compose music based on a theme • Musical structures • Our music note book & notation to help us compose & record our music |
| | <p>DANCE AND DRAMA <i>Dance – see PE outline</i></p> | <p>Following the dance scheme called "Machinery"</p> <p>To select & describe the 5 actions that make up a Dance. (6 lessons)</p> | <p>Drama opportunities: Role-play of the Vikings in many different scenarios, freeze frame... Storytelling</p> | <p>Role-play the myths and legends of Ancient Greece Pie-Corbett style-imitate, innovate and invent</p> | <p>How can you like a rainforest animal? Relate this to the 'Machinery'" work in Dance.</p> | | |
| | <p>ART</p> | <p>Can we learn about Anglo Saxons and Vikings through Art?</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture? Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and</p> | | <p>Can I make a Greek mosaic?</p> <p>Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities to express mood and emotion?</p> | <p>Can I create Mola Art on dyed cloth? Making dye from natural ingredients to dye cloth Large class collage of the 4 layers of the rainforest Study Henri Rousseau's rainforest paintings. Create own painting in Rousseau's style.</p> | | |



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| | | forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with? | | | | | |
| TECHNOLOGY | DESIGN TECHNOLOGY | | Can we learn about the Anglo-Saxons Vikings through DT? Re-creating weapons and technology related to the Anglo Saxons and Vikings Making Runes and amulets with clay Weaving and braiding Making Viking longboats | | Can I make a Greek ancient sandal? Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? | | Can I create a tribal headdress? (Paint face) Are their measurements accurate enough to ensure that everything is precise? How have they ensured that their product is strong and fit for purpose? |
| | COOKING AND NUTRITION | | | Can we create Ancient Greek food from our own recipes? Can they describe what they do to be both hygienic and safe? How have they presented their product well? | | | |
| | COMPUTING | Y5 | Programming – Text Adventure | | Communication – Desktop Publishing | Presenting & Programming – Fishy | Programming – Virtual Pet |
| | All | E-Safety will run throughout the year with a whole school week to coincide with Internet Safety Day in February | | | | | |
| PHYSICAL DEVELOPMENT, HEALTH AND WELL BEING | PE Discrete <i>Follow RCS schemes</i> | Games- Invasion Games- Ball Handling | Athletics- Agility-Co-ordination Balance | Gym- Flight | Dance- The “Machinery” Scheme of work | Games- Striking and Fielding | Outdoor and Adventurous Activities |
| | PSHE / SEALS / CITIZENSHIP Y5 | We’re all stars (Community, Rights and responsibilities, Getting to know each other, Working together) | Be Friendly, Be Wise (Making and sustaining friendships, Conflict resolution, Anti-bullying, Keeping safe at home and outdoors) | Living Long, Living Strong (SRE: Growing and caring for ourselves; Valuing difference and keeping safe; Puberty, Healthy eating and exercise, Goal setting and motivation) | Daring to be Different (Identity and self-esteem, Difference and diversity, Peer influence and assertiveness) | Dear Diary (Comfortable and uncomfortable feelings, Problems in relationships, Anti-bullying, Help and support) | Joining in and Joining Up (Needs and responsibilities, Participation, Local democracy, Voluntary groups, Fund-raising activities) |



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| RELIGIOUS STUDIES | RELIGIOUS EDUCATION Y5 | How did it all start? <ul style="list-style-type: none"> Pupils should be taught to discuss and represent thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. | What can we learn from religious texts? <ul style="list-style-type: none"> Pupils should be taught to describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. | What are the five pillars of Islam? <ul style="list-style-type: none"> Pupils should be taught to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance | Am I always right? <ul style="list-style-type: none"> Pupils should be taught to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. | What do we believe in our town? <ul style="list-style-type: none"> Pupils should be taught to consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. |
| | LANGUAGES | FRENCH | <u>French - Allez!</u> Learn French vocabulary associated with the weather, celebrations, numbers, greetings, the classroom, days of the week, the alphabet and numbers | | <u>French - On mange</u> Learn the French vocabulary needed to ask for food and drink. Cultural differences are highlighted throughout, to enhance pupils' contextual understanding. | |