

South Bersted C.E. Primary School – Long Term Plan Year 5 – 2019 - 2020



	Autumn		Spring			Summer	
Creative Topic	<i>What does the future of Space exploration look like?</i>	<i>Are we destroying our Planet?</i>	<i>Did the Mayans discover chocolate?</i>	<i>How do Mexicans live?</i>	<i>What makes fair-trade fair?</i>	<i>How did the Ancient Greeks change the world?</i>	<i>How are coastal locations similar and different?</i>
English Genres	Diary entries Non-fiction Newspaper reports Persuasive writing Texts: One Giant Leap First man (Movie Module) Where We Once Stood Cosmic	Discussion Explanation Narrative Texts: 'Varmints' Helen Ward. Trash	Narrative Information Text Children's Choice Persuasive Writing Explanation Texts Texts: The Explorer Indian Jones (Movie Module)			Narrative Instructions Poetry Texts: The Girl of Ink and Stars Who let the Gods Out You Wouldn't Want to be a Greek Olympian.	Information Text Non-chronological reports Texts: Flotsome
Spellings	Focus on the Year 5 and 6 spelling list from the National Curriculum.		Pupils will deepen their understanding of suffixes including ate, ise, ify and ation. In addition to this, pupils will also focus on the prefix dis.			Pupils will focus on adverbials and modal verbs. In addition to this, pupils will focus on words ending in cious, tion, ant, ancy, ance and ation.	
Maths	Read, write, order and compare whole numbers. Multiply and divide whole numbers and decimals by 10 and 100. Revise 12 and 24 hour time, including reading and converting between the two. Pupils will calculate the area and perimeter of rectangles and convert between metric measures. In addition to this, pupils will identify multiples and factors of a given number. Pupils will refine their written methods for multiplication and division with remainders. Use a protractor to draw and measure angles. Pupils will also name parts of a circle. Order and compare numbers up to 100,000.		Pupils will place 6 digit numbers on a number line. Use rules to test divisibility. Know the properties of triangles and use key vocabulary to classify them. Read scales and convert metric measures. Pupils will apply their understanding of addition and subtraction to solving a range of word problems. Calculate fractions of amounts. Pupils will use isometric paper to draw a range of polygons. Convert improper fractions to mixed number. Solve a range of problems linked to the four rules of number.			Mentally add and subtract decimals including money. Use short multiplication to multiply 3 and 4 digit numbers by a 2 digit number. Read write and compare decimals. Multiply whole numbers and decimals by 10, 100 and 1,000. Read and plot co-ordinates in all 4 quadrants. Calculate factor pairs. Estimate the area of irregular shapes and calculate the area of compound shapes. Begin to explore percentages and relate them to fractions and decimals. Use line graphs to represent changes in temperature.	

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Science	<p>Earth and Space: Pupils will be able to describe the movement of the Earth and other planets within our solar system. In addition to this, pupils will be able to explain the Earth's rotation and how this causes day and night.</p>	<p>Forces: Pupils investigate the impact of forces on different objects. Pupils will identify the effects of air resistance, water resistance and friction. Pupils will also investigate that pulleys and gears allow a smaller force to have a bigger impact.</p>	<p>Materials: Pupils will use their knowledge of solids, liquids and and gasses to separate materials. In addition to this, pupils will explore reversible and irreversible changes.</p>		<p>Animals including humans: Pupils will describe the changes as humans develop into old age. Pupils will use deepen their understanding of gestation periods and look for trends in data.</p>	<p>Living things and their habitats: Pupils will describe difference in life cycles. In addition to this, pupils will also describe the life process of reproduction.</p>
Computing	<p>During the Autumn term, pupils will continue to deepen their understanding of using technology safely, respectfully and responsibly.</p>	<p>In using a range of sources to research elements of the plastic pollution, pupils will compare a range of sources and validly of websites.</p>	<p>During the Spring term, pupils will use spread sheets for collecting and interpreting data. Pupils will also begin to explore conditional formatting.</p>	<p>Using the Learn Pads, pupils will film and edit their own TV adverts for their chocolate product.</p>	<p>During the Summer term, pupils will develop their computer programming skills by using 'Scratch' to create their own algorithms. In developing their programming skills, pupils will create their own game. Pupils will then use their understanding to create their own game linked to Theseus and the Minotaur.</p>	

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<p>History</p>	<p>Pupils will learn about the contributions of Neil Armstrong and Tim Peake to both international and national achievements.</p> <p>Pupils will use a range of sources to evaluate and summarise the significance of the first moon landing.</p> <p>In doing so, pupils will provide an account of the moon landing using more than one source.</p> <p>Before concluding the topic, pupils will consider what the future holds for space exploration.</p>	<p>Geography focus this half term.</p>	<p>Pupils will research the ancient civilization of the Mayans. In taking on the role of an historian, pupils will explore the usefulness of a range of sources whilst also considering the information available depends on the period of time studies.</p> <p>Pupils will build on their understanding of the ancient Egyptians by exploring the impact of invaders on the Maya culture and the trade of chocolate.</p>		<p>Pupils will deepen their understanding of chronology by identifying when the Ancient Greeks lived ordering events on a time line.</p> <p>Pupils will identify when and how the Greek Empire was established and the impact this had on the world.</p> <p>In addition to this, pupils will research the Ancient Greeks religious beliefs and their gods. Pupils will also explore their number system and their alphabet before learning some Ancient Greek myths.</p>	<p>Pupils will make careful observations of gothic cathedral architecture during RE and art.</p>
<p>Geography</p>	<p>History focus this half term.</p>	<p>Pupils will build on their knowledge from previous years by locating countries and oceans across the world.</p> <p>Through using a range of sources and their work in P4C pupils will understand how humans effect the environment, know about changes to world environments and understand why people seek to manage and sustain their environment.</p>	<p>.</p>	<p>Pupils will identify the topographical features of Mexico with a key focus on landscapes and coasts.</p>		<p>During this topic, pupils will develop their fieldwork skills by making comparisons in human and physical geography between Bognor Regis and Brighton.</p> <p>Using these skills, pupils will make suggestions on how they can increase the number of tourists to Bognor Regis.</p>



<p>RE</p>	<p>What does it mean if God is holy and loving?</p> <p>Pupils know that Christians believe God is omnipotent, omniscient and eternal. They know that some people do not believe God exists (i.e. Humanist’s) and can say why i.e. Humanist’s don’t believe God is omnipotent omniscient and eternal because... Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God.</p> <p>Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account. Pupils know that not all Christian believe the same about the relationship between Creation and science. Pupils know and understand the</p>	<p>Was Jesus the Messiah?</p> <p>Pupils know that Jesus was Jewish. They understand that ‘Christ’ is the Greek word for ‘anointed one’, or ‘Messiah’. And that the Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a Messiah. That Isaiah 9 v2-7 texts talks about what this ‘Messiah’ would be like. Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions ‘Was Jesus the Messiah?’ supported</p>	<p>What would Jesus do?</p> <p>Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. Pupils will know a range of Jesus teachings: The wise and foolish builder’s/the sermon on the mount/the healing of the centurion’s servant/Jesus and the moneylenders/the woman caught in adultery. (Select specific detail to retell). Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary.</p>	<p>What did Jesus do to save human beings?</p> <p>Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus’ death/resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>What is holiness for Jewish people: a place, a time, an object or something else?</p> <p>Talk, with respect, about what my friends and I think it would be important to rescue in a catastrophe. Talk about some things in the story of a rescued Torah scroll that made my class ask questions. I can talk about some examples of things which are holy for different religious people, including Jewish people. I can link things that are important to me, and others, with how committed I am to act on my beliefs. Say what the Burning Bush stands for and talk about a picture of the story. Tell the story of the Burning Bush and say some things Jewish people believe about what is holy.</p>	<p>What does the Qur’an reveal to Muslims about Allah and his guidance?</p> <p>Ask important questions about life that I think people would really like answered and compare my ideas with others. Talk about how religious people often have books which reveal God to them. Talk with respect for others about what is important to each of us as a source of guidance. Use the names of Allah to describe some of the different ways Muslims view what Allah is like. Tell the Muslim story of the Night of Power and say some things Muslims believe. Talk about some things in the story of the Night of Power which made your class ask questions. Describe what a Muslim might learn from the story of the Night of Power.</p>
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	significance of Psalm 8 for the Christian belief in stewardship.	by a reasoned argument.				Link people who are important to me with how I decide what is right to think or do i.e. who do I really listen to?
Art /DT	Pupils will mix and match colours to create atmosphere and light effects in creating their own piece of art work, based on contemporary US artist Peter Thorpe	With the rise in electric cars, pupils will design and create their own electric cars evaluating their product and suggesting improvements.	<p>Pupils will research their own Mayan foods, select the appropriate ingredients and ways of combining them to create their own dish.</p> <p>In addition to this, pupils will learn about the significance of Mayan masks before creating their own interpretations using papier-mâché and Modroc.</p> <p>In creating their own chocolate product, pupils will carry out market research before deciding on a chocolate style, flavour, target audience and packaging.</p>		<p>Pupils will develop skills in clay in creating their own Greek pottery.</p> <p>Pupils will evaluate their pottery discussing how they could improve future designs.</p>	Pupils will design, create and evaluate their own traditional fairground ride using a moving motor.
Music	Rhythm and Pulse Play and perform in solo and ensemble contexts		Pitch Develop and understand the history of music		Instruments and singing games	
PE	Gymnastics Swimming	Gymnastics Swimming	Invasion Games – hockey Indoor athletics.	Tag Rugby Dance	Athletics Striking and fielding – cricket Pupils will also learn about the original track and field events by holding their own Greek Olympic day.	Athletics Tennis
PSHCE	Rules Key focus on Fundamental British Values	TBC	TBC	TBC	TBC	TBC
French	TBC	TBC	TBC	TBC	TBC	TBC
Trips and Visitors	Pupils will visit Chichester Planetarium	Pupils will visit the Ford Recycling Centre				Pupils will visit Bognor Regis and Brighton to carry out

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						a range o field work.
Creative Home Learning Tasks	TBC	TBC	TBC	TBC	TBC	TBC