Crookhill Primary School - Long Term Planning			2021-22		Year 5	
	AUTUMN 1	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
Topic	**INVADERS AND SETTLERS: VIKINGS**		**BORN IN THE U.S.A!**		**ANCIENT GREEKS**	
English	Narrative Poetry: The Highwayman by Alfred Noyes	There's a boy in the girls' bathroom by Louis Sachar	Kensuke's Kingdom by Michael Morpurgo		Letters from the Lighthouse by Emma Carroll	
Cross curricular Writing	*Opportunities will be planned to link to the topic, science or PHSE units of work this term.*		*Opportunities will be planned to link to the topic, science or PHSE units of work this term.*		*Opportunities will be planned to link to the topic, science or PHSE units of work this term.*	
Mathematics	Number Fractions, Decimals and Percentages Calculations Measures Geometry Position, Direction and Movement Statistics					
Cross curricular Numeracy	*Opportunities to apply statistics and measures objectives in science and topic lessons will be planned across the term.*		*Opportunities to apply statistics and measures objectives in science and topic lessons will be planned across the term.*		*Opportunities to apply statistics and measures objectives in science and topic lessons will be planned across the term.*	
History	Local History unit focusing on Path Head Water Mill, Stargate Pit and other local landmarks and memorials. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 • Viking way of life				Ancient Greece – a study of Greek life and achievements and their influence on the western world	

Geography	**Locational Knowledge**	**Place Knowledge**	**Human and Physical Geography**
	Locate the world's countries, using maps to focus on Europe and North and South America (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.	Describe and understand key aspects of: **physical geography,** including: volcanoes and earthquakes **human geography,** including types of settlement and land use
Design Technology	**Continuous Skills: To master practical skills:**	**Continuous Skills: To design, make, evaluate and improve:**	**Continuous Skills: To take inspiration from design throughout history:**
	Food: Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. **Computing:** Write code to control and monitor models or products. **Mechanics:** Use innovative combinations of electronics (or computing) and mechanics in product designs.	Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate.	Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience. **Materials:** Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape) Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). **Construction:** Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).
	Project: Make Viking Bread **Food:** Create and refine recipes,	**Project: Make an exploding volcano**	**Project: levers and pulleys linked to Greek topic** **Mechanics:**

	including ingredients, methods, cooking times and temperatures. Demonstrate a range of baking and cooking techniques.		*Convert rotary motion to linear using cams.*
Science	**During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.		
	Earth and Space: Pupils should be taught to: > describe the movement of the Earth, and other planets, 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 and the apparent movement of the sun across the sky. ***see also NC non –statutory guidance*****Forces:** Pupils should be taught to: **>** 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,	**Properties and changes of materials:** Pupils should be taught to: > 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 > know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution > use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating > give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic > demonstrate that dissolving, mixing and changes of state are reversible changes > 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	**Animals, including humans:** Pupils should be taught to: > describe the changes as humans develop to old age. ***see also NC non –statutory guidance*** **Living things and their habitats:** Pupils should be taught to: > 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. ***see also NC non –statutory guidance***

	pulleys and gears, allow a >smaller force to have a greater effect. ***see also NC non –statutory guidance***	soda ***see also NC non –statutory guidance***	

Art	**Continuous Skills (applied through each taught skill)**			
	To develop ideas: • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses.		**To take inspiration from the greats (classic and modern):** • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Create original pieces that show a range of influences and styles.	
	Taught Skills (taught across the year)			
	Print: • Use a range of visual elements to reflect the purpose of the work.	**Collage:** • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities..	**Drawing:** • Use lines to represent movement.	**Painting:** • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Combine colours, tones and tints to enhance the mood of a piece. • Develop a personal style of painting, drawing upon ideas from other artists.
Music	Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.			
MFL	**Pupils should be taught to:** listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			

	write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing					
	Revision of Year 3/4 core unit 1 New unit: Eating out		**Revision of Year 3/4 core unit 2** New unit: Hobbies		**Revision of Year 3/4 core unit 3** New unit: Family	
PHSE	**Friendships, Feelings and Relationships** **(Feelings and Relationships** **Friendship/Sex and Relationships)**		**Our World, Our Money** **(Living in the Wider World** **Safety and Financial Capability)**		**Healthy Bodies, Healthy Minds** **Health and Well Being** **(Drug and Alcohol Education)**	
	Know how to cope with embarrassment How to cope with the difficult feeling of loss Know that their actions have consequences for themselves and others (positive and negative) Know how to maintain physical, emotional, mental health and wellbeing. Manage risks to physical, emotional, mental health and wellbeing.	Identify my strengths and how I can contribute to a group Know that different ways of behaving are appropriate in different relationships How to respond to risky or negative friendships and relationships and ask for help SRE – personal hygiene Understand the importance of personal hygiene.	Think about the effects of stereo typing and how it affects people in different ways I can stand up for what I believe in after making my own choices. Identify skills needed for different jobs Know that they will develop skills for working life List some ways of responding to negative peer pressure Know bullying is an unacceptable way to deal with difference How to recognise all forms of bullying and abuse (cyber-bullying) Know how to respond to bullying and abuse Respect equality and know how to	Explain how people manage their money Recap needs and wants with money Understand that some families need to prioritise their money Be aware that there is often a wide range of prices for the same item (price comparison) Know that they can save money by not always buying the most expensive brand. Know that brand names can influence the products that we buy and how much we spend Know how to save up for an item Know how to restrict spending to save up for an item Fair Trade Managing transition	Know the importance of rules and keeping them Know you are valued within school Know the skills and attributes of a successful learner Protect my personal safety Take responsibility for my own safety (physically and emotionally) Make choices to keep healthy Identify some factors that affect emotional health and well being	Know that alcohol is a drug Know names of legal and illegal substances (age restrictions on legal substances) Begin to understand the effect these substances have on the body Begin to understand the risks linked with substances (side effects of legal substances) British Red Cross Emergency Action Know that getting help in an emergency is an important part of first aid Learn when to get help and find out what happens when you dial 999

			be a productive member of society SRE – different sorts of families and the role of the family	Puberty (link to science)		
PE	Pupils should be taught to: . use running, jumping, throwing and catching in isolation and in combination . play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending . develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics . perform dances using a range of movement patterns . take part in outdoor and adventurous activity challenges both individually and within a team . compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
	Swimming takes place throughout the year – this is a make up from missed learning in Year 4 due to COVID restrictions.					
	Games: Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.	**Dance:** Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands)	**Gymnastics**: • Create complex and well-executed sequences that include a full range of movements including: • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. •Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in	**Athletics:** • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.	**Outdoor and adventurous:** Orienteering

			well-rehearsed actions). • Use equipment to vault and to swing (remaining upright)		

Computing	**Internet Safety (Continuous):** Judge what sort of privacy settings might be relevant to reducing different risks. Judge when and when not to answer a question online. Be a good online citizen and friend. Articulate what constitutes good behavior online. Use different sources to double check information found online. Find 'report' and 'flag' buttons in commonly used sites and name sources of help (childline, cybermentors etc) Click-CEOP button and explain to parents what it is for. Discuss scenarios involving online risk. State the source of information found on the Internet. Act as a role model for younger pupils.					
	Programming: Use external triggers and infinite loops to control sprites. Create and edit variables. Use conditional statements. Design their own game including sprites, backgrounds, scoring and/or timers. Use conditional statements, loops, variables and	**Multimedia: Presentation (Powerpoint)** Work independently to create a multi slide presentation that includes speakers notes. Use transitions and animations to improve the quality of the presentation. Include sounds and moving graphics in the slides.	**Online: Internet Research** Use advance search functions in Google (quotations). Understand websites such as Wikipedia are made by users (link to E-Safety). Use strategies to check the reliability of information (cross check with another source such as books).	**Multimedia: Graphics** Use to create a 3D representation of an existing building. Use the tools available to design their own fit for purpose building. Change the style, colour and texture of the walls. Change the viewpoint angle whilst designing the building to gain	**Multimedia: Video (iMovie)** Storyboard and capture videos for a purpose. Plan for the use of special effects and transitions. Trim, arrange and edit audio levels to improve quality of their outcome. Export their video.	**Data:** Create data collection forms and enter data accurately from these. Know how to check for and spot inaccurate data. Know which formulas to use when I want to change my spreadsheet model. Make graphs from the calculations on my spreadsheet.

	broadcast messages in the game. The game finishes when a player wins or loses and they must know they have won or lost. Evaluate the effectiveness of the game and debug as required.		Use their knowledge of domain names to aid their judgment of the validity of websites.	insight to its look from a variety of angles.		Sort and filter information. Understand that changing the numerical data effects a calculation.
RE	**Christianity**			**Islam**		
	God's relationship with human kind: Covenant Teachings and miracles of Jesus: Biblical context; significance today. They effect Jesus had on the people around him then and now. Aspects of Christian community. (Worship, prayer, ritual and ceremony) expressed in different traditions and parts of the world. Local Christian place of worship: its significance for those that attend; how it is used. People inspired by God: e.g. Desmond Tutu, local minister, people known to the pupils. The Bible: origin, structure, content and use. Discipleship: the first disciples Lives of great Christians: St Paul and others St Cuthbert or another northern saint Harvest, Christmas, Easter, Pentecost; Ascension: significance for Christians			Belief in one true God (Allah) Nature of Allah through some of the 99 names. Beliefs about creation. Aspects of the life of Muhammad, prophet of Allah Ibrahaim, Musa, Dawud The role of the imam Qur'an: revealed to Muhammad; importance; how it is used and treated; source of authority and teaching. Words and meaning of some portions of the Qur'an The Shadadah. Mosque: its functions and features; importance to the Muslim community. Worship activities including wudu and prayer		