



## Year Five Long Term Plan

	<i>Autumn</i>	<i>Autumn - last two weeks</i>	<i>Spring</i>	<i>Summer</i>
	<i>On the Case</i>	<i>The Curious Case of Cleopatra</i>	<i>Extreme Earth</i>	<i>Planet Rocks</i>
	<i>History and Design and Technology - Anglo-Saxons and Vikings</i>	<i>History - Ancient Egyptians</i>	<i>Geography</i>	<i>Science</i>
<i>English</i>	<p>Story - Arthur and the Golden Rope Mission</p> <p>Non-Chronological Report - Mythical Beast</p> <p>Persuasive Text - A Viking Longship</p> <p>Newspaper Report - Battles/Curses</p>	<p>Explanation Text - An Egyptian Creation</p>	<p>Instructional Text - What to do during a disaster.</p> <p>Balanced Argument - Should people live near natural disaster sites?</p> <p>Poetry - Personification</p> <p>Diary of a Volcano</p>	<p>Story - Alien Landing</p> <p>Play Script - Alien Landing - the Missing Hours</p> <p>Non-Chronological Report - An Aspect of the Solar System</p> <p>Space Poetry - Narrative</p>
<i>Maths</i>	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Number: Multiplication and Division</p>		<p>Number: Fractions</p> <p>Number: Decimals and Percentages</p> <p>Number: Decimals</p>	<p>Statistics</p> <p>Measurement: Perimeter and Area</p> <p>Geometry: Properties of Shape</p> <p>Geometry: Position and Direction</p> <p>Measurement: Converting Units</p>
<i>Computing</i>	<p>Online safety</p> <p>Film Making - Explain Everything/Movie Maker</p>		<p>Radio Station</p> <p>Internet Research and Web Page Design</p>	<p>3D Modelling</p> <p>Using and Applying</p>



## Year Five Long Term Plan

<p><i>Science - working scientifically. Objectives run from the progression map and should be taught in each area of science.</i></p>	<p><b>Properties and changes of materials</b> - One of these objectives can be met as follows: You are going to help a re-enactor of a Viking battle. He is going to be re-enacting a battle in a month's time and he needs help investigating the properties of a Viking helmet and making some improvements to one. He needs it to be thermal inside to keep him warm.</p> <p>The other areas can be met through this stand-alone context - The Science Museum wants to expand its Science Kitchen education resource to include more exciting materials investigations. You have been selected to devise and write the materials to be included. You will need to carry out a range of investigations into the changes that occur to certain materials when they are heated, cooled and mixed with other materials to ensure your content is accurate and inspiring. Get your lab coats on - it's going to get messy!</p>	<p><b>Animals including humans</b> - This can be met through a stand-alone context as follows: One of the big publishing houses in the UK has approached you to write a children's non-fiction book about the human lifecycle. Can you research and collate information on growth, development, puberty and old age, and present it in a sensitive and logical way that is suited to children aged 8-12? Are you up for the challenge of creating a visually appealing and marketable book that will fly off the shelves? You have 6 weeks until the deadline!</p> <p><b>Living things and habitats</b> - This can be met with a stand-alone context as follows - You have been commissioned to create an inspirational and informative collection of scientific illustrations on the theme of animal and plant life cycles. Develop your mastery of key art skills as you create accurate and eye-catching illustrations that tell the life cycle story of a range of nature's wonders. Select your best work to be entered into the 'Excellence in Scientific Illustration' awards. Along the way, hone your skills as a natural scientist and top off your work with an audience with David Attenborough, Jane Goodall and their natural scientist colleagues.</p>	<p><b>Earth and space</b> - This can be met as follows: Professor Brian Cox is in the process of commissioning a new series of stargazing programmes aimed at young children and he's hoping you are willing to help him out. He needs three episodes that cover the planets and solar system; night and day; and the lunar month. You will need to come up with a title for each episode and include practical and clear explanations and demonstrations of the science behind each phenomenon. Are you up for the challenge and do you have what it takes to be a Space Presenter?</p> <p><b>Forces</b> - A rare and valuable meteorite has just landed on Earth and the Natural History Museum is sending in a recovery team to retrieve it. As the remote part of this retrieval team, you need to overcome an array of challenges that will require you to put your knowledge and understanding of forces into action. May the forces be with you.</p>
<p>R.E</p>	<p>Autumn 1 - Sikhism (Belief into Action) Autumn 2 - Christianity - Incarnation (Christmas)</p>	<p>Spring 1 - Sikhism (Beliefs and Morals) Spring 2 - Christianity - Salvation (Easter)</p>	<p>Summer 1 - Hinduism (Beliefs and Moral Values)</p>



## Year Five Long Term Plan

			Summer 2 - Christianity (Beliefs and Practises)
History	<p><i>Chronological understanding - Year 5, I need you to be amazing historians and create a timeline of events for Anglo-Saxon and Viking events and significant individuals to send off to the Torvik Viking Centre. They need the resource to be clear and appealing to younger readers to help them understand when events took place in the past.</i></p> <p><i>Range and depth of historical knowledge; interpretations of history; historical enquiry; organisation and communication - To cover the skills from the progression of skills in these areas, children to become real historians and be given a case each week to report back on via email or blog to an historian who is trying to publish a book on this period in time.</i></p> <p><i>Children should become real historians and handle artefacts to find out about Anglo-Saxons and Vikings.</i></p>	<p><i>Range and depth of historical knowledge; interpretations of history; historical enquiry; organisation and communication - This can be met in the following context: The National Geographic is creating a new web page on the greatest achievements of our earliest civilisations and they have written a letter to ask for your help. Year 5, as you are super historians, they would like your findings sent back as soon as possible.</i></p> <p><i>Chronological understanding - Year 5, I need you to be amazing historians and create a timeline of events for Ancient Egyptians to send off to the National Geographic</i></p>	



## Year Five Long Term Plan

		<p>for their brand-new web page. They need the resource to be clear and appealing to younger readers to help them understand when events took place in the past and the main achievement of the Ancient Egyptians.</p>		
<b>Geography</b>	<p><b>Style of map; scale/distance; using maps</b> - This can be met through the following: The Jorvik Centre would like your video entries for where the Vikings invaded and their homelands. In the video, they would like you to explain clearly marked maps of these areas. The winning video will get shown in the Jorvik Centre to help visitors understand this.</p>		<p><b>Geographical enquiry; place knowledge; human and physical geography; direction and location; using maps; scale and distance; locational knowledge</b> - This can all be met by the children receiving emails each week from the creator of the National Geographic website and the National Geographic Kids YouTube channel which details their mission each week to support them in creating brand-new material for the website, or creating a video to explain a specific area to help all other young learners around the world find out everything about natural disasters.</p>	
<b>Music</b>	<p><b>Singing songs with control and using voice expressively</b> - This can be met using the BBC Viking Saga songs to support this.</p>	<p><b>Listening, memory and movement; control of instrument; composition; reading and writing notation;</b></p>	<p><b>Listening, memory and movement; control of instrument; controlling pulse and rhythm; composition; reading and writing notation; evaluating and appraising</b> - This can be met through 'disastrous compositions' as follows:</p>	<p><b>Listening, memory and movement; control of instrument; controlling pulse and rhythm; composition; reading and writing notation; evaluating and appraising</b> - This can be met through the English composer Gustav Holst.</p>



## Year Five Long Term Plan

	<p><b>Listening, memory and movement; control of instrument; composition; reading and writing notation; evaluating and appraising</b> - This can be met as follows: Children, you are going to have to find out everything about Viking battle music to recreate your very own piece for our Viking battle re-enactment that will take place on the school field. This can also be taught through children creating music for a Viking ship at a stormy sea compared to calm waters. This could be created in the context of an author needing this music to read his Viking story to.</p> <p><b>Controlling pulse and rhythm; reading and writing notation; evaluating and appraising</b> - This can be met by children creating a Viking chant for the start or the end of the Viking battle re-enactment on the school field.</p>	<p><b>evaluating and appraising</b> - To meet this, children could receive a letter from one of the gods and be asked to help them compose a ceremonial piece using chant and untuned /tuned percussion instruments with some simple notation.</p>	<p>Today, you are going to be creating a piece of music to portray a natural disaster. Which disaster do you think will be best to portray through music?</p>	<p>Gustav Holst was fascinated about everything to do with space and decided to make music to describe seven of the planets. Holst believed that each planet had a character, and he portrayed this through his music. (He didn't relate the characters to scientific facts). Rachael Leach is one of the UK's leading composers, and she would like you to be a composer and create music based on a planet, as she would like to use it to inspire her Space and Beyond show which she will be performing soon. We will film them and send your entries to her.</p>
<p><b>Art</b></p>	<p><b>Textiles; evaluating and developing</b> - A housewife in the Viking Age was very skilled at cloth-making. She would take raw flax or wool and spin yarn, weave it into cloth, dye it or bleach it and then cut it up and sew it into a garment. Children to receive a letter from the Viking</p>	<p><b>3d form; evaluating and developing; exploring and developing</b> - This can be met by the children making their very own clay cartouche, or</p>	<p><b>Painting; drawing; evaluating and developing work; exploring and developing ideas</b> - This can be met by looking at tornado scapes by American artist Shawn Selders. Children to explore different materials to create pictures - charcoal, sketching pencils, oil pastels and acrylic paints</p>	<p><b>Painting; drawing; evaluating and developing work; exploring and developing ideas:</b> This can be met by looking at the artist Peter Thorpe and creating a space-themed picture in this style to be entering into a competition for the National Space Centre.</p>



## Year Five Long Term Plan

re-enactor which states that he needs clothing for the re-enactment, and he would like them to design and make him an item of clothing using their amazing sewing skills to join materials together.

**Painting; drawing; evaluating and developing work; exploring and developing ideas** - This can be met as follows: Turn yourself into a Viking and create a self-portrait. Children to experiment with materials to create self-portraits and continuously evaluate before deciding on material to use in their self-portrait.

**Painting; drawing; evaluating and developing work; exploring and developing ideas** - This can be met through looking at the artists John Northcote and Vincent Van Gogh. Children are to design and create their own Midgard after exploring the techniques the above artists used.

**Printing** - This area can be met as follows: Vikings loved their elaborate decorations and often these repeated. Can you create the pattern for the edge of the shield? It must repeat around the edge or across the shield. This can be done through creating string printing plates.

by them exploring different ways to make an Egyptian necklace.

before coming to a final piece after evaluating and developing.

**Collage; evaluating and developing work** - Children to create a collage volcano. Children to explore a variety of collage techniques alongside other materials to create a textured exploding volcano.

**Painting; drawing; evaluating and developing work; exploring and developing ideas** - This can be met by looking at the artist Jackson Pollock and then use this to create abstract explosive volcano art with a variety of colours, materials, choice of paper size, colour of paper, ink art - abstract volcano painting (black volcano and multi-coloured steam coming from the top).

Children receive a letter about creating space art for the opening of their new café.

**3d form; evaluating and developing work** - Looking the artist Paul Van Hoeydonck and his piece 'Fallen Astronaut'. Children should be taught different forms of 3d art and then create their own astronaut piece for a Year 5 art exhibition in the hall.



## Year Five Long Term Plan

	<p>Children to explore a variety of patterns and materials to create the pattern with before making their final shield.</p>			
<b>DT</b>	<p><b>Design; make; evaluate; technical knowledge</b> - Children to receive a letter from the Torvick museum asking them to design and make model Viking longships for their museum to demonstrate to visitors what longships looked like and how they worked. They would like to demonstrate it on water, so they need to ensure they are strengthened, and that the movement of the oars is as they were on real Viking longships.</p> <p><b>Cooking and nutrition</b> - This can be met by telling the children that we are going to hold a Viking Day where we will make the food for that day. Before this event, children to try making different Viking breads from the Viking era. They can also make stews in a slow cooker with different meats and then taste test and evaluate to decide which to cook on the Viking day.</p>			<p><b>Cooking and nutrition</b> - This can be met as follows: The Great British Space Dinner. In December 2022, British astronaut Tim Peake will arrive on the International Space Station (ISS). During Tim's stay on the station, where he will be undertaking important scientific work, he will need to eat, drink and stay healthy. Healthy eating and drinking is crucial for an astronaut's health due to limited availability and the extreme environment of space. Microgravity creates various challenges, such as loss of bone and muscle. To reduce this loss, astronauts consume a healthy, varied diet and exercise for at least two hours per day. It is your task to create some healthy meals for his 'Great British Space Dinner'.</p> <p><b>Design; make; evaluate; technical knowledge:</b> Children to receive a video call from head of NASA space station. He needs an amazing innovative design for a new Mars Rover. He reports that there are new things he needs on a Mars rover, and he shares with the class his design criteria and that he would like to see their designs, prototypes and final products via email or</p>



## Year Five Long Term Plan

			letter. He will be in touch when he will choose the winning design to be taken on by NASA and used in their next space mission.
PSHE	Autumn 1 - Being in My World Autumn 2 - Celebrating Difference		Spring 1 - Dreams and Goals Spring 2 - Healthy Me Summer 1 - Relationships Summer 2 - Changing Me
P.E	Autumn 1 - Invasion Games Autumn 2 - Net/wall		Spring 1 - Dance Spring 2 - Orienteering (3 weeks) Gymnastics (3 weeks) Summer 1- Games looking at striking and fielding in cricket and rounders Summer 2 - Fundamentals/Athletics
Visits	Visit from a Viking in school		Canoeing Trip River Trent NTU planetarium National Space Centre
Commando Joe	Leif Erikson - 'Voyage of Discovery' (to run throughout the topic) This links as he was a Viking Explorer. I can explain the importance of values and forgiveness. I can demonstrate the will to succeed. I can use self-discipline to control my behaviour. I can understand how to make an honest choice.		Ranulph Fiennes - 'Transglobe Adventure' (to run throughout the topic or on a separate day) This links through Ranulph Fiennes being an explorer and climbing mountains. I can recognise mine and others needs and strengths. I can recognise that there are people in my community that need care. I can recognise and discuss the different places where I can be helpful. I can understand the importance of co-operation in teamwork and a group activity. Tim Peake - 'Blast Off' (to run throughout the topic) I can understand the need to resist peer pressure. I can see things from another point of view. I can hold a discussion with respect. I can identify qualities to be successful.





## Year Five Long Term Plan

<i>Commando Joe's character behaviours</i>	<i>Self-discipline, courtesy, self-control, determination, forgiveness, honesty, compassion.</i>	<i>Caring, kindness, helpfulness, co-operation, courage, pride, self-confidence, decision making.</i>	<i>Honesty, reflection, self-control, listening skills, unselfishness, evaluative skills, courtesy.</i>
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