

# Year 5 Long Term Plan 2022-2023



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry-Based Question</b>	<i>What did the Victorians do for us?</i>		<i>What makes up our Galaxy?</i>		<i>Why is water such a valuable commodity?</i>	<i>What impact has the Maya civilisation had on our lives?</i>
<b>Entry point/ educational visit</b>	The Victorians – Blists Hill		Jodrell Bank		Standon Bowers	
<b>Role Play</b>	Victorian-themed classroom		Mission control centre		River themed role play	Maya Buffet Maya themes role play
<b>English/ Reading</b>	<p><b>Guided Reading</b> – Holes by Louis Sachar</p> <p><b>English</b> - Street Child by Berlie Doherty</p> <p>Street child - acrostic poem Write your own</p>	<p><b>Guided Reading</b> - Cogheart by Peter Bunzl</p> <p><b>English</b> – Far From Home by Berlie Doherty</p> <p>Christmas story – RE</p> <p>Christmas poetry Write your own</p>	<p><b>Guided Reading</b> – Cosmic by Frank Cottrell Boyce</p> <p><b>English:</b> Cosmic (Narrative)</p> <p>Reading for pleasure class story – class vote</p> <p>Space poetry Write your own</p>	<p><b>Guided Reading</b> – Wonder by R. J Palacio</p> <p><b>English</b> Katherine Johnson biography (Non-fiction)</p>	<p><b>Guided Reading</b> – Journey to the river sea by Eva Ibbotson</p> <p><b>English</b> – CGP Rivers Book</p> <p>Explanation texts – The Water Cycle.</p> <p>River poetry – write your own</p>	<p><b>Guided Reading</b> – The Curse of the Maya – Literacy Shed text</p> <p><b>English</b> – Hero Twins – Myths?</p> <p>Chocolate tree</p>
<b>SPAG</b>	<p>Revisit Y3-4 objectives</p> <ul style="list-style-type: none"> <li>- Punctuation – what does it mean and when should I use it?</li> <li>- What are nouns and adjectives?</li> <li>- How do I use verbs and adverbs?</li> <li>- How do I identify the tense of a sentence?</li> <li>- What is a main clause and how do I use co-ordinating conjunctions?</li> <li>- How do I use speech effectively?</li> <li>- How do I identify and use expanded noun phrases?</li> <li>- What are subordinating conjunctions and when do I use them in my writing?</li> <li>- How do I use fronted adverbials accurately?</li> <li>- How do I use the correct tense?</li> </ul>		<ul style="list-style-type: none"> <li>- How do I use apostrophes for omission?</li> <li>- How do I use apostrophes for possession?</li> <li>- How do I use apostrophes accurately?</li> <li>- What is a modal verb and how do I use one accurately?</li> <li>- How do I identify the progressive tense?</li> <li>- What are pronouns and how do I use them accurately?</li> </ul>		<ul style="list-style-type: none"> <li>- What is a preposition and how do I use them accurately?</li> <li>- What is a phrase? What is a clause? How do I tell the difference and how do I use them accurately?</li> <li>- What is a relative clause/pronoun and how do I use them accurately?</li> <li>- What are the uses of a comma and when should I use one?</li> <li>- What is parenthesis? When would I use brackets? Commas? Dashes?</li> </ul>	

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<p><b>Writing</b></p>	<p><b>Free write</b> – First day of each new half term (assessed).</p> <p><b>Story writing:</b></p> <ul style="list-style-type: none"> <li>- What are the features of a story?</li> <li>- How do I plan/write a story?</li> </ul> <p><b>Character studies: Grimy Nick</b></p> <ul style="list-style-type: none"> <li>- How do I describe a character? Using adjectives, expanded noun phrases, adverbs etc.</li> <li>- How do I describe how a character is feeling? Use of synonyms</li> </ul> <p><b>Diary entry:</b></p> <ul style="list-style-type: none"> <li>- What are the features of a diary?</li> <li>- How do I write a diary?</li> <li>- How do I use time conjunctions effectively?</li> </ul> <p><b>Speech:</b></p> <ul style="list-style-type: none"> <li>- What are the rules of speech?</li> <li>- How do I create a conversation between characters?</li> <li>- How do I add actions and reporting clauses?</li>   <li>- How do I use fronted adverbials (time and place focus) to re-tell the main events?</li>   <li>- How do I use descriptive language effectively?</li> <li>- How do I compare and contrast two novels by the same author?</li> </ul>	<p><b>Setting descriptions:</b></p> <ul style="list-style-type: none"> <li>- How do I use a range of techniques to effectively describe the setting? (adjectives, similes, senses, higher-level and topic-specific vocab)</li> </ul> <p><b>Pandora:</b></p> <ul style="list-style-type: none"> <li>- Character profiles, setting descriptions, atmosphere, character conversations, story/sequel to follow-on.</li> </ul> <p><b>Biography:</b></p> <ul style="list-style-type: none"> <li>- What is a biography? What are the key features?</li> <li>- How do I research?</li> <li>- How do I paraphrase research?</li> </ul> <p><i>*Link to Online Safety*</i></p> <ul style="list-style-type: none"> <li>- How do I create suitable sub-headings?</li> <li>- How should a biography be set-out?</li> </ul> <p>What is cohesion and how do I ensure my writing makes sense?</p>	<p><b>Research/Presentation:</b></p> <ul style="list-style-type: none"> <li>- What are the different styles of information booklets?</li> <li>- How do I create a: booklet, brochure, range of fact boxes, fact-files, reports?</li> </ul> <p><b>Non-Chronological Reports:</b></p> <ul style="list-style-type: none"> <li>- What is a non-chronological report?</li> <li>- How do I research?</li> <li>- How do I paraphrase research?</li> </ul> <p><i>*Link to Online Safety*</i></p> <ul style="list-style-type: none"> <li>- How do I create suitable sub-headings?</li> <li>- How should a non-chronological report be set-out?</li> </ul> <p>What is cohesion and how do I ensure my report makes sense?</p>	<p><b>Character studies:</b></p> <ul style="list-style-type: none"> <li>- How do I describe a character? Using adjectives, expanded noun phrases, adverbs etc.</li> <li>- How do I describe how a character is feeling? Use of synonyms</li> <li>- How do I compare and contrast the personalities and actions of two characters?</li> <li>- How do I describe a character using relative clauses?</li> </ul> <p><b>Comic Strips:</b></p> <p>What are the features of a comic strip? How do I create my own?</p>
<p><b>Phonics</b></p>	<p><b>Revisit:</b></p> <ul style="list-style-type: none"> <li>– Strategies at the point of writing: Have a go Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possession</li> <li>– Rare GPCs</li> </ul> <p><b>New:</b></p> <ul style="list-style-type: none"> <li>– Words with ‘silent’ letters</li> <li>– Morphology/ Etymology</li> <li>– Use spelling journals to record helpful etymological notes on curious or difficult words</li> <li>– Word endings</li> <li>– Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’</li> </ul>	<p><b>Revisit:</b></p> <ul style="list-style-type: none"> <li>– Strategies at the point of writing: Have a go Apostrophe for possession</li> <li>– Rare GPCs</li> </ul> <p><b>New:</b></p> <ul style="list-style-type: none"> <li>– Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)</li> <li>– Words with the /i:/ sound spelt ‘ei’ after ‘c’ (receive, ceiling)</li> <li>– Morphology/ Etymology</li> <li>– Teach extension of base words using word matrices.</li> </ul>	<p><b>Revisit:</b></p> <ul style="list-style-type: none"> <li>– Strategies at the point of writing: Have a go A range of strategies for learning words</li> </ul> <p><b>New:</b></p> <ul style="list-style-type: none"> <li>– Homophones</li> <li>– (cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose)</li> <li>– Suffixes</li> <li>– Problem suffixes</li> <li>– Dictionary</li> <li>– Teach use of dictionary to check words, referring to the first three or four letters</li> </ul>	

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	<ul style="list-style-type: none"> <li>– Homophones isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</li> </ul>		<ul style="list-style-type: none"> <li>– Word endings</li> <li>– Words ending in ‘-ably’ and ‘-ibly’</li> <li>– Revise words ending in ‘-able’ and ‘-ible’</li> </ul> Homophones		<ul style="list-style-type: none"> <li>– Morphology/ Etymology</li> <li>– Teach morphemic and etymological strategies to be used when learning specific words</li> </ul>	
<b>Maths</b>	Place-value	Addition and subtraction Perimeter and area	Multiplication and division	Fractions	Decimals and percentages Properties of shape	Position and direction Converting units Volume
<b>Science</b>	Properties and changes of materials (5.1)  VIPERS focus – Vocabulary + predict	Forces (5.2)  VIPERS focus -Vocabulary + explain	Earth and Space (5.3)  VIPERS focus – Vocabulary + retrieve		Living things and their habitats (5.4)  VIPERS focus -Vocabulary + Summarise	Animals including humans (5.5)  VIPERS focus – all VIPERS
<b>History</b>	<b>The Victorians –</b> Children will learn about the Victorian Era, Victorian inventions and changes in parliament and how they have affected the current day. How do I create a Victorian timeline?		<b>What makes up our Galaxy?</b> Children will learn about the history of Space travel since 1957. They also study a range of astronauts throughout history and evaluate how spacesuits have evolved over the last 60 years.			<b>What impact did the Maya civilisation have on today’s society?</b> Children will learn about the Mayan civilisation discovering timelines and the development throughout history.
<b>Geography</b>	British Empire: political map. Identify and locate countries Compare and contrast between countries in Victorian times and today.			Space – Children name and locate the world’s major rivers that can be seen from Space. They report on ways in which humans have both improved and damaged the environment and plan a journey to a place in another part of the world.	Central America: physical maps: looking at features of the landscape and how that impact on its population.  Rivers/mountains. Identify and locate famous world rivers. Look at the features of a river/mountain.	
<b>Computing</b>	<b>Unit 5.3</b> Spreadsheets (6 weeks)	<b>Unit 5.1</b> Coding (6 weeks)	<b>Unit 5.4</b> Databases (4 weeks)	<b>Unit 5.5</b> Game Creator (5 weeks)	<b>Unit 5.6</b> 3D modelling (4 weeks)	<b>Unit 5.8</b> Word processing with Google (6 weeks) <b>NEW (Optional unit)</b>

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			Unit 5.7 Concept Maps (3 weeks)		Unit 5.8	
<b>PSHE</b>	<b>Health and wellbeing</b> How can we keep healthy as we grow?	<b>Health and wellbeing</b> How can drugs common to everyday life affect health?	<b>Health and wellbeing</b> What makes up our identity?	<b>Relationships</b> How can friends communicate safely?	<b>Living in the wider world</b> What decision can people make with money?	<b>Health and wellbeing</b> How will we grow and change? <b>Living in the wider world</b> What jobs would we like?
<b>Online Safety</b>	Health, Wellbeing and Lifestyle	Online Bullying Copyright and Ownership	Self-Image and Identity	Online Reputation Online Relationships	Managing Online Information	Privacy and Security
<b>RE</b>	What does it mean if Christians believe that God is holy and loving?  What does it mean to be a Muslim in Britain today?		Why do Christians believe Jesus was the Messiah?  Why is the Torah so important to Jewish people?		Christians and how to live: what would Jesus do?	What matters most to Humanists and Christians?
<b>PE</b>	Swimming	Swimming	Dance	Gymnastics	Athletics	Invasion games
<b>Art</b>	Painting and mixed media: Portraits		Drawing: I need space		Craft and design: Architecture	
<b>D&amp;T</b>		Mechanical systems: Making a pop-up book		Cooking and nutrition: What could be healthier?		Electrical systems: Doodlers
<b>Music</b>	Livin' on a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel Air	Dancing in the Street	
<b>MFL</b>	Oracy focus		Listening and written focus		Intercultural understanding.	
<b>Mental Health/ Wellbeing</b>						
<b>Forest Schools</b>	<ul style="list-style-type: none"> <li>• What will the natural world be like in the future?</li> <li>• Which bark is which?</li> <li>• Can trees get ill?</li> <li>• Development of knot tying skills</li> <li>• Community project – Scarecrow Festival</li> <li>• Victorian playground games</li> <li>• Moth story linked to how industry of Victorians affected nature</li> </ul>	<ul style="list-style-type: none"> <li>• How to use a flint striker effectively – beginning of fire lighting</li> <li>• Are tools safe to use? Conkers &amp; acorns</li> <li>• Which tool should I use?</li> <li>• How can you measure the height of a tree?</li> <li>• Larger den construction and insulation</li> </ul> Activities linked to children's interests, weather or in-the-moment planning changed nature.	<ul style="list-style-type: none"> <li>• Are humans good for the planet?</li> <li>• Why do dragonflies only live for 6 months?</li> <li>• Can you see stars in the daytime?</li> <li>• Welly wanging</li> <li>• RSPB Big Birdwatch</li> </ul> Activities linked to children's interests, weather or in-the-moment planning changed nature.			

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	Activities linked to children's interests, weather or in-the-moment planning changed nature.					
<b>Other:</b>						
<b>Trips/visitors (subject linked to?)</b>	Moorside - science morning. A range of experiments.	Blists Hill – linked to History Moorside- teach German Moorside pupils to deliver transitional lessons.	Moorside DT and ICT Trip	Jodrell Bank – Linked to Science Moorside teach German Moorside deliver a science lesson	Standon Bowers Residential Moorside teach German	
<b>Multicultural/RE visits/visitors</b>	Reverend Steve to teach places of worship	Christingle at the church				
<b>Parental Engagment events</b>	Parents Evening			Standon Bowers information evening Parents Evening		