

Year 5 - Long Term Planning. National Curriculum Planning 2022-23

St. Patrick's Catholic Primary School- Christ is the centre of our school where we live, love and learn together.



<p>English</p> <p>Reading</p> <ul style="list-style-type: none"> • Read a range of fiction, poetry, plays, non-fiction; myths, legends, traditional stories, modern fiction, fiction from our literary heritage and other cultures • Learn a wider range of poetry by heart; prepare poems / plays to perform; explore meaning of words; justify with evidence; make predictions; summarise main ideas. <p>Grammar</p> <ul style="list-style-type: none"> • Use prefixes and suffixes; spell words with 'silent' letters; use homophones; use dictionaries and thesauruses • use correct tense and convert nouns / adjectives into verbs using suffixes • use relative clauses; use modal verbs or using adverbials or tense choices; use brackets, dashes or commas ; use expanded noun phrases <p>Writing</p> <ul style="list-style-type: none"> • Write a story using language to evoke atmosphere • Write in the style of a particular author, organised into chapters • Retell a familiar story from the point of view of another character. • Practise writing a recount with a specific audience. • Plan, compose, edit and refine a non-chronological report and explanation text • Adapt a piece of persuasive writing for different audience • Write a procedural text with presentational and organisational devices. • Plan, compose and edit a balanced discussion <p>Speaking & Listening</p> <ul style="list-style-type: none"> • Engage in longer and sustained discussions about a range of topics. • Ask questions and give opinions in order to take part in discussions 		<p>Maths</p> <p>Number and Place Value</p> <ul style="list-style-type: none"> • Read, write, order, compare numbers to at least 1 000 000 • Count forwards or backwards in steps of powers of 10 • Negative numbers and Roman numerals • Round numbers up to 1 000 000 to nearest 10, 100, 1000, 10 000 and 100 000 <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • + and - numbers with more than 4 digits and solve + and - multistep problems <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Identify multiples, factors, prime numbers, square and cube numbers. • Multiply and divide numbers up to 4 digits by a 1 or 2 digit number • x and ÷ numbers and decimals by 10, 100, 1000 • Solve +, -, x, ÷ problems <p>Fractions, decimals, percentages</p> <ul style="list-style-type: none"> • Compare/ order fractions/+ and – fractions; multiply fractions • Equivalent fractions and recognise mixed numbers and improper fractions • Read / write decimal numbers as fractions and round decimals with 2dps • Read, write, order, compare numbers with up to 3dps • Recognize %; write % as fractions / decimals <p>Measurement</p> <ul style="list-style-type: none"> • Convert units of measure; calculate perimeter, area, volume and capacity <p>Geometry</p> <ul style="list-style-type: none"> • 3D shapes, acute, obtuse, reflex angles, reflection and translation <p>Statistics</p> <ul style="list-style-type: none"> • Solve problems from line graphs; complete, read and interpret information 	
<p>P.E.</p> <ul style="list-style-type: none"> • Develop running, jumping, throwing and catching; play competitive games- [rugby, football] • Develop flexibility, strength control, balance, perform dances [gymnastics, dance] 	<p>PSHE</p> <ul style="list-style-type: none"> • Developing moral, relationship and social skills • Topics also link with Computing and Science • Topics such as Keeping Safe, puberty etc 	<p>ICT</p> <ul style="list-style-type: none"> • Design to achieve specific goals podcasts and website design. • Use logical reasoning to explain how some simple algorithms work • Use search technologies effectively - E safety, Cyber safe. 	<p>MFL</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • engage in conversations • develop accurate pronunciation

<ul style="list-style-type: none"> • Take part in outdoor activity challenges [orienteeing] • Swim a distance of at least 25 metres 		<ul style="list-style-type: none"> • Collect, analyse, evaluate and present data and information-flowcharts 	<ul style="list-style-type: none"> • Topics such as: greetings. Family, Free Time: sports, weather and Health : Healthy Foods
<p>R.E.</p> <p>Christianity</p> <ul style="list-style-type: none"> • Ourselves- our talents :Life Choices • Hope – Birth of Jesus • Mission and sacrifice – Easter and living life as a Christian • Transformation – Pentecost • Freedom and Responsibility- responsibility for our actions <p>Other Religions</p> <ul style="list-style-type: none"> • Sikhism, Judaism, Islam 		<p>SMSC- British Values</p> <ul style="list-style-type: none"> • Respect-linked with RE • Tolerance - linked with RE • British Laws –linked with Ancient Greece topic • Individual Liberty –linked with Ancient Greece topic • Democracy –linked with Ancient Greece topic 	
<p>Science</p> <p>Working scientifically</p> <ul style="list-style-type: none"> • Plan scientific enquiry; recognise variables; take measurements; record data /results; use test results to make predictions; set up fair tests; present findings <p>Living things and their habitats and Animals, including humans</p> <ul style="list-style-type: none"> • Life cycles and reproduction; changes as humans develop to old age. <p>Properties and changes of materials and Forces</p> <ul style="list-style-type: none"> • Compare materials, separate mixtures; dissolving, irreversible and reversible changes • Gravity; identify effects of air / water resistance / friction, forces in mechanisms <p>Earth and space</p> <ul style="list-style-type: none"> • Movement of Earth relative to Sun and Moon relative to Earth; explain day / night 		<p>History</p> <p>Conflict Through Time</p> <p>To understand how the nature and impact of conflict has changed over time looking at the following:</p> <ul style="list-style-type: none"> • Prehistoric Warfare: Stone Age to Iron Age. • Ancient Warfare: Romans and Greeks. • Anglo Saxon and Viking Warfare • Religious Wars: The Crusades • Modern Warfare: WW1 and WW2 <p>Thinking like a historian, children will look at the following:</p> <p>Change and continuity - children will consider the changes in weaponry and tactical warfare between different</p>	<p>Music</p> <ul style="list-style-type: none"> • Play and perform, using voices and playing musical instruments • improvise and compose music • use musical notations; • develop understanding of history of music • Units: Rock, Classroom Jazz, Pop ,Hip Hop, Motown,

	<p>historical periods.</p> <p>Children to consider if there are any similarities/ differences between certain periods and if so, how these changes came about.</p> <p>Cause and consequence - children will consider the causes of many different conflicts and their effects both the consequences on military success and for civilians.</p> <p>Significance - children to consider the significance of certain people and events. Evaluate the effectiveness of weaponry and warfare across several historical periods and think about how our understanding of the past helps us to make sense of the present.</p> <p>Crime and Punishment</p> <p>To understand how crimes have remained unchanged over time, while punishments have changed looking at the following:</p> <ul style="list-style-type: none">• Ancient crime and punishment: The Romans!• Anglo Saxon changes in crime and punishment• Medieval Britain changes: 1066-1485	
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- Early Modern Britain 1485-1750
- Industrial and Victorian Britain
- Modern crime and punishment.

Thinking like a historian, children will look at the following:

Change and continuity - pupils will consider changes in what constitutes a crime and the associated punishments that have been identified in different time periods.

Similarities and differences will be explored and identified between the different time periods and an understanding developed to show how and why the changes came about.

Cause and consequence - pupils will consider the cause and impact of varying punishments in relationship to the crimes and consider the consequences, if any, on crime prevention.

Significance - pupils will consider the significance of the crime within society and whether the level of punishment was reflective of the crime.

Consideration will be made around the

	<p>significance of changing attitudes.</p> <p>Children will also understand:</p> <p>Chronology</p> <p>Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.</p> <p>Pupils place different periods in time on a timeline, discussing their chronology in relation to one another</p> <p>Communicating History</p> <p>Use of historical terms and vocabulary (including tier 2 and tier 3 vocabulary).</p> <p>Ask and answer questions.</p> <p>Construct arguments and reach conclusions.</p> <p>Investigating the past</p> <p>Interpretation of evidence through analysis of a variety of historical sources from the time.</p> <p>Making inferences from sources about</p>	
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	<p>what they tell us about the past.</p> <p>Conduct historical enquiry and critically evaluate the reliability of sources.</p>	
<p><u>Art & Design</u></p> <ul style="list-style-type: none"> • Create sketch books to record observations and use them to review and revisit ideas • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] – designing for a purpose -room interior/ coat of arms, Designing like an architect • Learn about great artists, architects and designers in history – Every picture tells a story – Banksey and Rorschach 	<p><u>Geography</u></p> <p>Biomes</p> <p>Children to understand:</p> <ul style="list-style-type: none"> • Climate and the Equator (locational knowledge) • Tropical Rainforests: South America • Temperate Deciduous Forests: UK • Human use of the rainforest: Goods and services (deforestation) • Human use of the rainforest: Who killed Chico Mendes? • Taking action: Sustainable management • End of unit task: News report <p>Location and Place knowledge:</p> <ul style="list-style-type: none"> • Tropical Rainforest: South America 	<p><u>Design Technology</u></p> <ul style="list-style-type: none"> • Design - generate, develop, model and communicate ideas, using annotated sketches and prototypes. • Make - select equipment and materials • Evaluate - existing products • Mechanisms – pop up books, electrical greeting cards • Cooking and nutrition- healthy bolognaise

- Temperate Deciduous Forest: UK
- Southern/Northern hemispheres
- Equator
- Climates in different areas of the planet
- Flora and fauna found in different biomes

Geographical techniques:

Including tier 2 vocabulary and tier 3 vocabulary

- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs
- Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- Ask and answer questions using a range of methods to describe features studied.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of

methods, including sketch maps, plans, graphs and digital technologies.

Physical features and processes:

- Physical features tropical rainforests (South America) and temperate deciduous forests (UK)
- Differences between a rainforest and a temperate deciduous forest

Human interaction:

- Human use of the rainforest
- Economic activity (goods and services)
- Trade
- Deforestation
- Sustainable management

North America

Children to understand:

- Geographical features of North America
- Physical features of Grand Canyon
- Physical challenges facing North America
- Population of North America
- Food and farming in North America
- How has New York changed over time?

Location and Place knowledge:

- Locate North America and the USA
- Locate states, features and settlements of USA

Geographical techniques:

Including tier 2 vocabulary and tier 3 vocabulary

- Interpret a range of sources of geographical information, including maps, diagrams and graphs.
- Communicate information in a variety of ways, including

through maps and writing at length

- Ask and answer questions using a range of methods to describe features studied.

Physical features and processes:

- Formation of a canyon and processes of erosion.
- Causes and impacts of a hurricane.
- Causes and impacts of wildfires.

Human interaction:

- Population distribution and density
- Food and farming
- Settlement changes of time.
- Climate change.