

Year 5 - Long Term Planning. National Curriculum Planning 2023-24

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 with a clear narrative voice using dialogue to build character and move the action Write in role as a character from a story Plan and write their own version of a familiar story Plan and retell a familiar story from the point of view of another character Write a story with a strong central character using 'show not tell' techniques Write a story demonstrating awareness of audience Write a report with a clear audience and form Write a persuasive text Write an explanation text Write a narrative recount (diary) Plan, compose an edit a balanced discussion Write a linear procedural text <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><i>To apply reasoning, problem solving and investigation to all of the above.</i></p>	
P.E.	<p>PSHE</p> <ul style="list-style-type: none"> Developing moral, relationship and social skills 	<p>ICT</p> <ul style="list-style-type: none"> Computing systems and networks 	<p>MFL</p> <ul style="list-style-type: none"> Children will be taught Spanish.

<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] Take part in outdoor activity challenges [orienteering] Swim a distance of at least 25 metres 	<ul style="list-style-type: none"> Topics also link with Computing and Science Topics such a Keeping Safe, puberty etc 	<p><i>(Teamwork; sharing a document; slide presentations; Google forms; shared spread sheets).</i></p> <ul style="list-style-type: none"> Programming – Further coding with scratch <i>(Scratch reminder; identifying what code does; variables; times tables project).</i> Website Design <i>(Site skills; creating a web page; Planning and creating a website).</i> HTML <i>(Remixing; changing HTML and CSS; Complex components; replacing images).</i> Computational thinking <i>(Decomposition; abstract and pattern recognition; algorithm design).</i> Data handling <i>(Investigating weather).</i> Online Safety. 	<ul style="list-style-type: none"> Children will be able to listen to spoken language, join in and respond. They will explore patterns and sounds of the language through song and rhyme, while linking spellings, sounds and meanings. They will be able to engage in conversation, speak in sentences and develop accurate pronunciation and intonation.
<p><u>R.E.</u></p> <p>Christianity</p> <ul style="list-style-type: none"> Ourselves Sikhism – Other Faiths Sacramental Preparation – Reconciliation Hope Mission Sacramental Preparation – The Holy Eucharist. Sacrifice Transformation Freedom and responsibility Stewardship <p>Other Religions</p> <ul style="list-style-type: none"> Sikhism, Judaism, Islam 		<p><u>SMSC- British Values</u></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><u>Science</u></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><u>History</u></p> <p>The Romans</p> <p>Children to understand:</p>	<p><u>Music</u></p> <ul style="list-style-type: none"> Play and perform, using voices and playing musical instruments 	

<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 	<ul style="list-style-type: none"> The Romans and where they came from The Roman Empire and its army The Romans invaded Britain British resistance – Boudicca Onwards and upwards! ‘Romanisation’ of Britain – how it changed <p>Chronology</p> <p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Using specialist dates and terms, and by placing the Romans and events studied into different periods (century, decade, Roman, BC, AD, BCE, CE...). Making some links between and across periods from Iron Age to Roman invasion and settlement, including aspects such as the differences between clothes, food, buildings or transport. Identifying where the Roman period fits into a chronological framework by noting connections, trends and contrasts over time. <p>Communicating history (Including tier 2 vocabulary and tier 3 vocabulary)</p> <ul style="list-style-type: none"> Ask and answer questions using appropriate historical language and specialist terms. Construct responses that are formed from relevant historical facts and sources. Demonstrate a knowledge of how things change over time using relevant historical data and terms, including dates and terminology. <p>Investigating the past</p>	<ul style="list-style-type: none"> improvise and compose music use musical notations; develop understanding of history of music Units: Rock, Classroom Jazz, Pop ,Hip Hop, Motown,
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	<p>Interpretation of evidence and enquiry (source tasks)</p> <ul style="list-style-type: none"> • Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. • Understand some of the methods of historical enquiry, how evidence is used to make historical claims. <p>Thinking like a historian</p> <p>Change and continuity - what has changed or remained the same within this period and between others? Are there similarities/ differences between certain periods/societies? How was this change brought about?</p> <p>Cause and consequence - what were the causes of events in the past and their effects? Identify and give reasons for and results of historical events, situations and changes.</p> <p>Significance - what is the significance of certain people/events? How does our understanding of the past help us to make sense of the present?</p> <p>Anglo Saxons and Vikings Children to understand:</p> <ul style="list-style-type: none"> • Arrival of the Anglo Saxons • Life in an Anglo Saxon settlement • The arrival of Christianity • Lindisfarne Priory • Monks of Lindisfarne • The arrival of the Vikings • How did life change for the Anglo Saxons in the North of England? <p>Chronology</p> <ul style="list-style-type: none"> • Pupils place the Anglo Saxons in time, discussing their chronology on a 	
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	<p>timeline in relation to other time periods.</p> <ul style="list-style-type: none"> • Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. • Pupils identify the influence the Anglo Saxons had on England during their time. <p>Communicating history</p> <ul style="list-style-type: none"> • Use historical terms and vocabulary (<i>including tier 2 vocabulary and tier 3 vocabulary</i>). • Ask and answer questions. • Construct arguments and reach conclusions. <p>Investigating the past</p> <ul style="list-style-type: none"> • Interpretation of evidence through analysis of historical sources from the time. • Making inferences from sources about what they tell us about the past. • Conduct historical enquiry about the reliability of sources. <p>Thinking like a historian</p> <ul style="list-style-type: none"> • Change and continuity - what has changed or remained the same within this period and between others? Are there similarities/ differences between certain periods? How was this change brought about? • Cause and consequence - what were the causes of events in the past and their effects? • Significance - what is the significance of certain people/events? How does our understanding of the past help us to make sense of the present? 	
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Art & Design

- 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

Geography

Volcanoes and Earthquakes

Children to understand:

- Structure of the earth and location of famous volcanoes
- Structure and features of a volcano
- Effects of a volcanic eruption
- Effects of an earthquake
- Reducing the effects of tectonic hazards
- Reasons for living in a tectonic area

Location and place knowledge:

- Global distribution of volcanoes and earthquakes.
- Location of famous volcanoes of the world
- Investigating why Haiti and Japan had different impacts from an earthquake.
- Investigating how places predict, prepare and prevent tectonic hazards

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

Physical features and processes:

- Physical features of earthquakes and volcanoes
- Identify past and present physical features.

Design Technology

- 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

	<ul style="list-style-type: none"> • Differences between settlements. <p>Human interaction with the environment:</p> <ul style="list-style-type: none"> • Effects of volcanoes on people and the environment. • Effects of earthquakes on people, the environment and the economy. <p><u>Natural resources</u></p> <p>Children to understand:</p> <ul style="list-style-type: none"> • Identifying natural resources and their uses • Comparing renewable and non-renewable resources • Identifying factors contributing to uneven resource distribution • Describing food insecurity and recognising the factors that affect it • Recognising where water comes from and factors water scarcity • Understanding non-renewable energy and how it is harmful to the environment • Understanding renewable energy and how it benefits the environment <p>Location and place knowledge:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the studying of human and physical geography. • Investigate consumption patterns globally and understand why there are variations. <p>Geographical techniques (Including tier 2 vocabulary and tier 3 vocabulary)</p> <ul style="list-style-type: none"> • Interpret a range of sources of geographical information, including maps, diagrams, globes. 	
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	<ul style="list-style-type: none"> • 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. <p>Physical features and processes</p> <ul style="list-style-type: none"> • The formation of resources. • How location can determine access to resources. • Identify the physical reasons for why we have a world of 'haves' and 'have nots'. <p>Human interaction and the environment</p> <ul style="list-style-type: none"> • Uses of resources • Access to resources • The impacts of using resources. 	
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