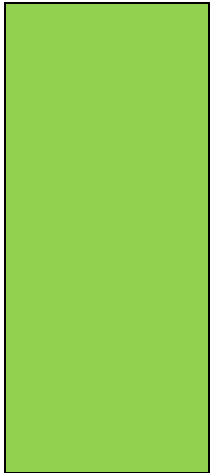


St. Mary's YEAR 5 LONG TERM PLAN

	Autumn		Spring		Summer	
Values Heartsmart	LOVE 'Get HEARTSMART'	COMPASSION 'Don't Forget to Let Love In!'	RESPECT 'Too much Selfie isn't healthy!'	COURAGE 'Don't Rub it in, Rub it Out!'	HONESTY 'Fake is a Mistake!'	DETERMINATION 'No Way through isn't true!'
Maths	<p>Read, write, order and compare numbers to at least 1 000 000</p> <p>Count forwards or backwards in steps of powers of 10 for an given number up to 1 000 000</p> <p>Interpret negative numbers in context.</p> <p>Read Roman numerals to 1000 (M)</p> <p>Add and subtract numbers mentally with increasingly large numbers</p> <p>Use written methods to add and subtract numbers with more than 4 digits</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Round numbers up to 1,000,00 to nearest 10,100,1000</p> <p>Interpret information in graphs and tables</p> <p>Identify and solve problems involving multiples, factors, prime numbers, square and cubed numbers</p> <p>Multiply and divide by multiples of 10,100 and 1000</p> <p>Measure and calculate perimeter and area.</p>		<p>Use a range of mental and written methods to solve multiplication (up to 4 digit x by 2 digit) and division (up to a 4 digit number by a 1 digit number)</p> <p>Solve problems involving multiplication and division.</p> <p>Find equivalent fractions</p> <p>Convert between improper fractions and mixed numbers</p> <p>Compare and order fractions</p> <p>Add and subtract fractions</p> <p>Multiply fractions</p> <p>Calculate fractions of amounts</p> <p>Compare and find equivalences between fractions, decimals and percentages.</p> <p>Solve problems involving fractions, decimals, percentages</p>		<p>Add and subtract decimals</p> <p>Multiply and divide decimals by powers of 10</p> <p>Measure angles in degrees</p> <p>Calculate missing angles around a point and in shapes.</p> <p>Reason about parallel and perpendicular lines</p> <p>Reflect and translate shapes with and without coordinates</p> <p>Recognise and convert between all metric units of measurement</p> <p>Recognise, use and convert between different imperial units of measurement.</p> <p>Convert units of time.</p> <p>Interpret timetables.</p> <p>Estimate, measure and compare volumes and capacity.</p>	
English	<p><u><i>Queen of the Falls by Chris Van Allsburg</i></u> Writing Recount writing Identify the audience for and purpose of writing Organise paragraphs around a theme Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing Final Outcome: To write a series of diaries about significant events in Annie Edson Taylor's life. Greater Depth: To write a series of diaries about significant events in Annie Edson Taylor's life including viewpoints on other characters.</p> <p>Reading comprehension Draw inferences (characters feelings, thoughts and motives) and justify with evidence Evaluate author's language choice Participate in discussion</p>		<p><u><i>The Hunter by Paul Gerahty</i></u> Writing Narrative adventure story Identify the audience and purpose of writing Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial and tense choices Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Proof read for spelling and punctuation errors Final Outcome: To write a narrative based on the structure of The Hunter by changing the characters, animal and setting Greater Depth: To re-tell the story from the animal's point of view</p> <p>Reading comprehension: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>		<p><u><i>The Paperbag Prince by Colin Thompson</i></u> Writing Persuasive / information poster (hybrid text) Identify the audience for and purpose of writing Enhance meaning through selecting appropriate grammar and vocabulary Use consistent and correct tense Distinguish between the language of speech and writing. Proof-read for spelling and punctuation errors Final Outcome: To write a persuasive leaflet to give information about waste management (for councils to distribute to home and schools). Greater Depth: To write an oral presentation for a TV or online broadcast (vlog) as expert. <u><i>Courageous advocacy</i></u> Reading comprehension: Make comparisons Ask questions</p>	

	<p>Provide reasoned justifications</p> <p><u>The Lost Happy Endings by Carol Ann Duffy and Jane Ray</u> Writing Fiction writing Expanded noun phrases to convey complicated information concisely Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Inverted commas and other punctuation to punctuate direct speech Final Outcome: To write a traditional tale focusing on describing settings, characters and an alternative ending. Greater Depth: To write the traditional tale from a woodland creature's point of view who is also scared by the witch.</p> <p>Reading comprehension Identify and discuss themes and conventions Draw inferences (characters' feelings, thoughts and motives) Justify with evidence Evaluate author's language choice (including figurative language) Explain and discuss understanding of reading Provide reasoned justifications</p>	<p>Predict what might happen from details stated and implied Make comparisons within and across books <u>Opportunity for Courageous advocacy</u> <u>The Darkest Dark by Chris Hadfield</u> Writing Recount writing - Biography Identify the audience and purpose of writing Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial and tense choices Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Proof read for spelling and punctuation errors Final Outcome: To write a formal biography about Chris Hadfield. Greater Depth: To write a formal biography about Chris Hadfield including an extra section in informal first person.</p> <p>Reading comprehension: Predict from details stated and implied Identify and discuss themes and conventions Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Summarise main ideas Evaluate authors' language choice Retrieve, record and present information</p>	<p>Predict from details stated and implied Retrieve, record and present information Provide reasoned justifications</p> <p><u>Arthur and the Golden Rope by Joe Todd-Stanton</u> Writing Story writing Identify the audience for and purpose of writing Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Precis longer passages Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Proof-read for spelling and punctuation errors Final Outcome: To write a myth: to create characters (heroes, villains and monsters) and settings. Greater Depth: To write a myth from a different character's point of view</p> <p>Reading comprehension: Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Identify themes and conventions Evaluate author's language choice • Make comparisons</p>
<p>Science</p>	<p>Work scientifically Learning the methodologies of the discipline of science Use and create classification keys and use scientific criteria to understand groups and features of living things. Use data to present graphs to show people/animals change over time.</p> <p>Investigate living things 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.</p> <p>Understand animals and humans Describe the changes as humans develop from gestation to old age.</p>	<p>Work scientifically Learning the methodologies of the discipline of science Sort materials according to similar and different scientific properties. Design Fair Tests to investigate changes of state and the processes that cause changes from solid, liquids and gases. Choose own equipment to investigate reversible and irreversible changes.</p> <p>Investigate materials Compare and group together everyday materials on the basis of their properties. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Learn how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests. 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.</p>	<p>Work scientifically Learning the methodologies of the discipline of science Plan and design own investigations to prove the impact on different types of Force. Use data and present data in different formats to show the sun, moon and earth movement and patterns.</p> <p>Understand the Earth's movement in space 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.</p> <p>Understand movement – forces and magnets 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, pulleys and gears allow a smaller force to have a greater effect</p>
<p>R.E <u>Opportunity for Courageous advocacy</u></p>	<p>Understand beliefs and teachings Understanding the key teachings of Jesus. What the good news is for Christians. What do Christians believe the Holy Trinity represents?</p> <p>Understand practices and lifestyles</p>	<p>Understand beliefs and teachings Understanding the key teachings of Islam, compare and contrast with Christianity. What is Forgiveness and what is the message from God? What does the Resurrection teach us?</p>	<p>Understand beliefs and teachings Understanding the 5 pillars of Islam. Why is Passover important to Jewish people?</p> <p>Understand practices and lifestyles Understanding the day-to-day lives and practices of Christianity,</p>



<p>Geography</p>	<p>Investigate places Learn, locate and identify all of the world's biomes. Define what a biome is. Compare the Temperate deciduous forest Biomes and Taiga Biomes of the world. Compare physical and human geography.</p> <p>Investigate patterns Compare climates, populations and diversity of wildlife.</p> <p>Communicate geographically Use 4 figure and 6 figure grid references and mapping skills.</p>	<p>Investigate places Learn, locate and identify all of the world's biomes. Define what a biome is. Compare the Savannah Biomes and Grassland Biomes of the world. Compare physical and human geography.</p> <p>Investigate patterns Compare climates, populations and diversity of wildlife.</p> <p>Communicate geographically Use keys and scales to map and locate the biomes, counties, climates, hemispheres, continents.</p>	<p>Investigate places Compare and contrast the freshwater biomes in the local area with those in South America.</p> <p>Locate and compare tropical rainforest biomes.</p> <p>Investigate patterns Compare population and industry data to make links to the diversity and physical features of the regions.</p> <p>Communicate geographically Study a range of different maps that show the geography of the mountain and river areas of South America. <i>Opportunity for Courageous advocacy</i></p>
<p>History</p>	<p><u>The Victorians.</u></p> <p>Investigate and interpret the past Understand the Victorian society- the role of men,women and children of different classes. Learn about the impact of major changes such as the Industrial Revolution.</p> <p>Build an overview of world history Understand the impact of the British Empire</p> <p>Understand chronology Find dates of significant laws, inventions and major events that impacted on society.</p> <p>Communicate historically Use and explain the purpose and suitability of different types of historical source and why they are similar or different to other periods of history.</p> <p><u>The Local Mersey area</u></p> <p>Investigate and interpret the past Use documents, maps and artefacts to build up a picture of the changes in the Mersey region over time.</p> <p>Build an overview of world history Understand the place of the Mersey Region in the world at different times- the impact of invader sand settlers, changes in industry and ways of living.</p> <p>Understand chronology Relate the changes in the area to events and periods of history studied</p> <p>Communicate historically Use a range of primary and secondary sources to draw own conclusions for the nature of the local area and historical changes. <i>Opportunity for Courageous advocacy</i></p>	<p><u>The Local Mersey area and Halton village</u></p> <p>Investigate and interpret the past Use documents, maps and artefacts to build up a picture of the changes in the Mersey region over time.</p> <p>Build an overview of world history Understand the place of the Mersey Region in the world at different times- the impact of invader sand settlers, changes in industry and ways of living.</p> <p>Understand chronology Relate the changes in the area to events and periods of history studied</p> <p>Communicate historically Use a range of primary and secondary sources to draw own conclusions for the nature of the local area and historical changes. <i>Opportunity for Courageous advocacy</i></p>	<p><u>The Ancient Greeks</u></p> <p>Investigate and interpret the past Understand why we know so much about a period so long ago and why it has significance and influence today. Use and choose a range of sources including artefacts to draw conclusions.</p> <p>Build an overview of world history Research and present ideas that show similarities and differences in Ancient Greek life and ideals compared to e.g. Roman rule, Egyptian civilisation, and with life today.</p> <p>Understand chronology Place the Ancient Greek period in context and the reason for the spread of the empire in its time and context.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past; including the Greek language and words and concepts that still influence life in the world today.</p>

Computing	<p>Sharing information</p> <p>Self-image and identity</p> <p>Vector drawing</p> <p>Online relationships</p>	<p>Video editing</p> <p>Flat-file data Bases</p> <p>Managing online information</p>	<p>Selection in physical computing</p> <p>Privacy and security</p> <p>Selection in quizzes</p>
P.E	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Learning a range of physical movements and sporting techniques.</p> <p>Flag football(Invasion games) Abstract Angles (gymnastics) The Victorians(Dance)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Learning a range of physical movements and sporting techniques.</p> <p>Leadership (Outdoor adventure) Accuracy & Rallies(Net games) Invasion in a team(Hockey/football)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Learning a range of physical movements and sporting techniques.</p> <p>Olympic Training(Athletics) Cricket(Striking &Fielding) Exploring(Striking &Fielding)</p>
Art	<p>‘Capturing Conflict’ Develop ideas</p> <p>Use the ideas / inspiration of Charles Bell to create sketches. Develop ideas that capture the reality of war. Consider expressing emotion in different ways. Consider the desired impact on the viewer.</p> <p>Master techniques</p> <p>Draw war scenes with developing detail – use a range of pencil strokes to develop light and dark. Develop skills of using watercolour to paint using a range of shade and tone.</p> <p>Take inspiration from the greats</p> <p>Compare pre 20th Century war paintings – Charles Bell’s reality of war compared to images of valour created by John Copley. Discuss the motivations behind the paintings. Introduce the idea of propaganda.</p>	<p>‘The Art of the Anatomy’ Develop ideas</p> <p>Use Leonardo da Vinci’s ideas about the human body to design a body sculpture. Use sketches and explore different methods of creating the different elements of the body.</p> <p>Master techniques</p> <p>Use the ‘ball and socket’ technique to represent the human body. Learn to use proportion to draw the human body with greater accuracy and detail. Create sculptures – human skeleton & papier maché head including decorative embellishments.</p> <p>Take inspiration from the greats</p> <p>Explore what helped Ancient Greek sculptors to get better at their art. Find out about Leonardo da Vinci’s achievements and inspirations and explore Renaissance portraiture.</p>	<p>‘Art and Religion’ Develop ideas</p> <p>Explore different colour and light and dark contrasts. Try different patterns inspired by Islamic art. Develop repeating patterns.</p> <p>Master techniques</p> <p>Print Islamic art-inspired designs.</p> <p>Take inspiration from the greats</p> <p>Islamic Art.</p>
DT	<p>Master practical skills</p> <p>Developing the skills needed to make high quality products. Moving Mechanisms. Use joining, strengthening techniques. Use dowl and moving cams. Create a Victorian style toy with moving parts.</p> <p>Design, make, evaluate and improve</p> <p>Developing the process of design thinking and seeing design as a process.</p> <p>Take inspiration from design throughout history</p> <p>Appreciating the design process that has influenced other products with moving mechanisms</p>	<p>Master practical skills</p> <p>Developing the skills needed to make high quality products. Kites – frame structures. Practise measuring and cutting accurately. Understand how to join materials to ensure a quality product.</p> <p>Design, make, evaluate and improve</p> <p>Use inspiration from existing products and design ideas from crafts people such as Leonardo Da Vinci to develop a design for a kite. Make the kite and test it. Improve design according to the success of the testing.</p> <p>Take inspiration from design throughout history</p> <p>Study kite making – its history and how it has developed in different countries. Use findings to design a kite that fits the design brief.</p>	<p>Master practical skills</p> <p>Food Technology. Design, taste and evaluate a Greek Dish (Moussaka). Use skills of food hygiene and safety, cutting and presenting.</p> <p>Design, make, evaluate and improve</p> <p>Developing the process of design thinking and seeing design as a process. Create a Greek salad. Use cutting and arranging to present well.</p> <p>Take inspiration from design throughout history</p> <p>Learn about the origins of the ingredients and elements of the Greek Food. How and why they grow well in this region</p>
Music-Charanga	<p><u>Musical Spotlight: Melody and Harmony in Music</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, A, Ab, Bb, B</p> <p>Learning about what a melody (or a tune) is -group of notes</p>	<p><u>Musical Spotlight: Composing and Chords</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, Ab, A, Bb, B</p>	<p><u>Musical Spotlight: Freedom to Improvise</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, A, Bb, B</p>

	<p>played one after another.</p> <p>Learning about how 'melody' contrasts with 'harmony'. (Harmony means notes which are played at the same time, like chords)</p> <p>Learning about how composers often think of a melody and then add harmony to it.</p> <p>Learning about and exploring voices that sing the melodies.</p> <p>Learning about how instruments used within music create the harmonies.</p> <p>Social Question: How Does Music Bring Us Together?</p> <p><u>Musical Spotlight: Sing and Play in Different Styles</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, Ab, A, Bb, B.</p> <p>Learning to Sing and play in different styles with different grooves and that this is part of being in a band or an ensemble.</p> <p>Learning about music from all around the world, too.</p> <p>Learning that in music 'tempo' refers to the speed of the beat – or how fast or slow the music sounds.</p> <p>Learning that is music, sometimes tempos stay the same throughout a song, and sometimes they change.</p> <p>Learning and exploring different tempos in different pieces of music.</p> <p>Social Question: How Does Music Connect Us with Our Past?</p>	<p>Learning that if we play three or more pitches together, we can create chords in music.</p> <p>Learning about chords and that they provide the basis for accompaniment in music.</p> <p>Learning how to use chords in compositions, and that they can create music that is really interesting.</p> <p>Learning to create an accompaniment.</p> <p>Social Question: How Does Music Improve Our World?</p> <p><u>Musical Spotlight: Enjoying Musical Styles</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, Eb, F#, F, G, Ab, A, Bb</p> <p>Learning about different, wonderful and interesting styles of music.</p> <p>Learning about 'texture' in music('Texture' refers to the layers of sound you hear in a piece of music)</p> <p>Learning about how texture can be the number of voices and instruments you hear at once.</p> <p>Learning about how different styles of music have different textures.</p> <p>Learning about and explore how voices and instruments combine to create texture in music.</p> <p>Social Question: How Does Music Teach Us About Our Community?</p>	<p>Learning to improvise using notes that lie further apart? Learning about 'intervals' in music (refers to the distance between two pitches.)</p> <p>Learning about how some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).</p> <p>Social Question: How Does Music Shape Our Way of Life?</p> <p><u>Musical Spotlight: Battle of the Bands!</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, G#, Ab, A, Bb</p> <p>Learning how to create a fun and confident performance with your choice of music and songs.</p> <p>Learning about how to introduce music professionally, and think about your audience and what they would like to see and hear.</p> <p>Social Question: How Does Music Connect Us with the Environment?</p>
<p>MFL French</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is</p>

	<p>spoken</p> <p>My town Telling the time More numbers</p>	<p>spoken</p> <p>My town and telling the time</p>	<p>spoken</p> <p>My hobbies My diary .</p>
PSHE/RSE	<p>Caring friendships</p> <p>Mental wellbeing</p> <p>Respectful relationships</p> <p>Being Safe</p> <p>Internet Safety and Harms</p> <p>Families and people who care for me</p> <p>Health and prevention</p> <p>First Aid – Calling for help</p>	<p>Caring friendships</p> <p>Respectful relationships</p> <p>Mental wellbeing</p> <p>On Line relationships</p> <p>Internet Safety and Harms</p> <p>First Aid – Head Injuries</p>	<p>Caring friendships</p> <p>On Line relationships</p> <p>Internet Safety and Harms</p> <p>Being Safe</p> <p>Drugs Alcohol and Tobacco</p> <p>Mental wellbeing</p> <p>Changing Adolescent Bodies</p> <p>First Aid – Bleeding Life Support</p>