

## St. Mary's YEAR 5 LONG TERM PLAN 2022-23

	Autumn		Spring		Summer	
<b>Values Heartsmart</b>	<b>LOVE</b> 'Get HEARTSMART'	<b>DETERMINATION</b> 'No Way through isn't true!'	<b>RESPECT</b> 'Two much Selfie isn't healthy!'	<b>COMPASSION</b> 'Don't Forget to Let Love In!'	<b>HONESTY</b> 'Fake is a Mistake!'	<b>COURAGE</b> 'Don't Rub it in, Rub it Out!'
<b>Maths</b>	<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>	
<b>English</b>	<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 <b>Final Outcome:</b> To write a series of diaries about significant</p>		<p><u><i>The Hunter by Paul Geraghty</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</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.</p>	

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.

**Reading comprehension**

Draw inferences (characters feelings, thoughts and motives) and justify with evidence  
Evaluate author's language choice  
Participate in discussion  
Provide reasoned justifications

**The Lost Happy Endings by Carol Ann Duffy and Jane Ray**

**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.

**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

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

**Reading comprehension:**

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

Predict what might happen from details stated and implied

Make comparisons within and across books

**Opportunity for CA**

**The Darkest Dark by Chris Hadfield**

**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.

**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

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.

**Opportunity for CA**

**Reading comprehension:**

Make comparisons  
Ask questions  
Predict from details stated and implied  
Retrieve, record and present information  
Provide reasoned justifications

**Arthur and the Golden Rope by Joe Todd-Stanton**

**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

**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><b>Science</b></p>	<p><b>Work scientifically</b> Learning the methodologies of the discipline of science Use and create classification keys and use scientific criteria to understood groups and features of living things.</p> <p><b>Investigate living things</b> 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><b>Understand animals and humans</b> Describe the changes as humans develop to old age</p>	<p><b>Work scientifically</b> 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><b>Investigate materials</b> 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><b>Work scientifically</b> 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><b>Understand the Earth's movement in space</b> 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><b>Understand movement – forces and magnets</b> 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><b>R.E</b> <i>Opportunity for Courageous Advocacy</i></p>	<p><b>Understand beliefs and teachings</b> Understanding the key teachings of Jesus. What the good news is for Christians. What do Christians believe the Holy Trinity represents?</p> <p><b>Understand practices and lifestyles</b> Understanding the day-to-day lives and practices of Christians. Look at how our prayers and practices are influenced by the concept of the Trinity.</p> <p><b>Understand how beliefs are conveyed</b> Read and interpret Bible stories that show the message from God.</p> <p><b>Reflect</b> Appreciation of how religion plays an important role in the lives of some people.</p> <p><b>Understand values</b> Understand how Jesus' teaching of the Beatitudes impacts on the values we adhere to. .</p>	<p><b>Understand beliefs and teachings</b> 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><b>Understand practices and lifestyles</b> Understanding the day to day lives and practices in a <b>Mosque</b>. Look at how different Christian communities promote values in different ways. Relate forgiveness to their own lives.</p> <p><b>Understand how beliefs are conveyed</b> Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p> <p><b>Reflect</b> Appreciation of how religion plays an important role in the lives of some people in different types of community. Reflect on their own understanding of forgiveness in their own lives.</p> <p><b>Understand values</b> Appreciation of how many people place values as an important aspect of their lives.</p>	<p><b>Understand beliefs and teachings</b> Understanding the 5 pillars of Islam. Why is Passover important to Jewish people?</p> <p><b>Understand practices and lifestyles</b> Understanding the day-to-day lives and practices of Christianity, Judaism with celebrations and Mosque practices that fit with the 5 Pillars.</p> <p><b>Understand how beliefs are conveyed</b> Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs in all three religions.</p> <p><b>Reflect</b> Appreciation of how religion plays an important role in the lives of some people.</p> <p><b>Understand values</b> Appreciation of how many people place values as an important aspect of their lives.</p>

<p><b>Geography</b></p>	<p><b>Investigate places</b> Learn, locate and identify all of the world's biomes. Define what a biome is. Compare <u>the Temperate deciduous forest Biomes and Taiga Biomes</u> of the world. Compare physical and human geography.</p> <p><b>Investigate patterns</b> Compare climates, populations and diversity of wildlife.</p> <p><b>Communicate geographically</b> Use 4 figure and 6 figure grid references and mapping skills.</p>	<p><b>Investigate places</b> Learn, locate and identify all of the world's biomes. Define what a biome is. Compare the <u>Savannah Biomes and Grassland Biomes</u> of the world. Compare physical and human geography.</p> <p><b>Investigate patterns</b> Compare climates, populations and diversity of wildlife.</p> <p><b>Communicate geographically</b> Use keys and scales to map and locate the biomes, counties, climates, hemispheres, continents.</p>	<p><b>Investigate places</b> Compare and contrast the <u>freshwater biomes</u> in the local area with those in <u>South America</u>.</p> <p>Locate and compare <u>tropical rainforest biomes</u>.</p> <p><b>Investigate patterns</b> Compare population and industry data to make links to the diversity and physical features of the regions.</p> <p><b>Communicate geographically</b> Study a range of different maps that show the geography of the <u>mountain and river areas</u> of <u>South America</u>. <i>Opportunity for Courageous Advocacy</i></p>
<p><b>History</b></p>	<p><u>The Victorians.</u></p> <p><b>Investigate and interpret the past</b> 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><b>Build an overview of world history</b> Understand the impact of the British Empire</p> <p><b>Understand chronology</b> Find dates of significant laws, inventions and major events that impacted on society.</p> <p><b>Communicate historically</b> 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 Ancient Greeks</u></p> <p><b>Investigate and interpret the past</b> 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><b>Build an overview of world history</b> 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><b>Understand chronology</b> Place the Ancient Greek period in context and the reason for the spread of the empire in its time and context.</p> <p><b>Communicate historically</b> 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>	<p><u>The Local Mersey area</u></p> <p><b>Investigate and interpret the past</b> Use documents, maps and artefacts to build up a picture of the changes in the Mersey region over time.</p> <p><b>Build an overview of world history</b> Understand the place of the Mersey Region in the world at different times- the impact of invader and settlers, changes in industry and ways of living.</p> <p><b>Understand chronology</b> Relate the changes in the area to events and periods of history studied.</p> <p><b>Communicate historically</b> 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><b>Computing</b></p>	<p><b>Code</b> Developing an understanding of instructions, logic and sequences. Create a game with a moving sprite using Scratch software</p> <p><b>Connect</b> Developing an understanding of how to safely connect with others.</p>	<p><b>Code</b> Developing an understanding of instructions, logic and sequences. Make own QR codes to make links to take to a presentation.</p> <p><b>Communicate</b> Using apps to communicate one's ideas. Film and create Art</p>	<p><b>Code</b> Developing an understanding of instructions, logic and sequences. Create and code a space game- developing backgrounds, sprites and special effects.</p> <p><b>Connect</b> Developing an understanding of how to safely connect with</p>

	<p>Learn about safety online and on social media.</p> <p><b>Communicate</b></p> <p>Create a website using APPs such as WordPress based on a current topic- e.g. The Victorians</p> <p>Learn about reliability of content on the internet.</p>	<p>exhibitions of own work. Make links with QR codes. Make animated sequences using Apps and software to communicate about global issues.</p> <p><b>Collect</b></p> <p>Developing an understanding of databases and their uses. Link to Geography/History topics- information about weather patterns, population changes etc. Create own databases.</p>	<p>others.</p> <p>Continue to learn about how to keep yourself safe on all media platforms.</p> <p><b>Communicate</b></p> <p>3-D design. Design and create using 3-D software- homes and forts for Viking Settlers or Greek Armies.</p>
P.E	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b></p> <p>Learning a range of physical movements and sporting techniques.</p> <p>Invasion Games- attacking and defending, control. Dance- range of movements and sequences to perform and interpret a theme</p> <p>Swimming- developing a range of strokes and understanding water safety.</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b></p> <p>Learning a range of physical movements and sporting techniques.</p> <p>Gymnastics. Floor and equipment sequences involving different ways to travel, jump,roll.</p> <p>Net/Wall Games- using control and movement to score.</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b></p> <p>Learning a range of physical movements and sporting techniques.</p> <p>Athletics- develop skills in running, jumping and throwing.</p> <p>Striking and Fielding- efficient throwing, catching and striking in different types of game.</p>
Art	<p><b>Develop ideas</b></p> <p>Understanding how ideas develop through an artistic process. Still-Life. Sketch and develop ideas based on artists' styles using a variety of techniques.</p> <p><b>Master techniques</b></p> <p>This concept involves developing a skill set so that ideas may be communicated. Choose a still life theme, medium and style considering shading, size and positioning.</p> <p><b>Take inspiration from the greats</b></p> <p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>Compare the style of different still life artists- researching the movement and its place in history, its influences from that time and place.</p> <p>Compare Cezanne with a more modern style of Pop-Art and Andy Warhol.</p>	<p><b>Develop ideas</b></p> <p>Sculpture. Greek Pottery. Find techniques to mould and build up clay to create a shape and style. Research stories and create sketches to tell a story of an aspect of Greek life- e.g. Olympic events.</p> <p><b>Master techniques</b></p> <p>Use hands and tools to mould and create a suitable shape. Use glazing and painting/drawing to create a design..</p> <p><b>Take inspiration from the greats</b></p> <p>Study examples of Greek pottery- sizes, shapes, functionality. How design reflected culture of the time. .</p>	<p><b>Develop ideas</b></p> <p>Understanding how ideas develop through an artistic process. Sketch small elements of a landscape piece around the theme of rivers and water.</p> <p><b>Master techniques</b></p> <p>Copy how artists show movement with brush technique and colour. Add extra detail with people, trees etc. Use the technique of perspective. Organise picture into foreground, middle ground and distance. Use light and shadow and reflection.</p> <p><b>Take inspiration from the greats</b></p> <p>Compare famous landscape artists who have used a river or water landscape. John Constable compared to Impressionist style of Claude Monet. Compare the techniques above</p>
DT	<p><b>Master practical skills</b></p> <p>Developing the skills needed to make high quality products. Moving Mechanisms. Use joining, strengthening techniques. Use dowel and moving cams. Create a Victorian style toy with moving parts.</p> <p><b>Design, make, evaluate and improve</b></p> <p>Developing the process of design thinking and seeing design as a process.</p> <p><b>Take inspiration from design throughout history</b></p> <p>Appreciating the design process that has influenced other</p>	<p><b>Master practical skills</b></p> <p>Food Technology. Design, taste and evaluate a Greek Dish. Use skills of food hygiene and safety, cutting and presenting.</p> <p><b>Design, make, evaluate and improve</b></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><b>Take inspiration from design throughout history</b></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>	<p><b>Master practical skills</b></p> <p>Developing the skills needed to make high quality products. 3-D models-Bridges.</p> <p><b>Design, make, evaluate and improve</b></p> <p>Developing the process of design thinking and seeing design as a process.</p> <p>Test and improve the strength of parts using the concepts of compression and tension.</p>

	products with moving mechanisms		<b>Take inspiration from design throughout history</b> Appreciating the design process that has influenced the products we use in everyday life. Compare the design of different types of bridge according to their purpose..
<b>Music</b>	<p><b>Perform</b> Perform and Share</p> <p><b>Compose</b> Improvise with the Song: using your voices and instruments (using 1 note, G) Compose with the Song: using your instruments Select '3 note set' (G, A and B)</p> <p><b>Transcribe</b> Play Instruments with the Song: With notation</p> <p><b>Describe music</b> Listen and Appraise the song Livin' On A Prayer and other Classic Rock songs: We Will Rock You By Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B. Goode by Chuck Berry I Saw Her Standing There by The Beatles</p>	<p><b>Perform</b> Perform and Share</p> <p><b>Compose</b> Improvise with the Song: using your voices and instruments using 2 notes, D and E. Compose with the Song: using your instruments Select '3 note set' (D, E and F).</p> <p><b>Transcribe</b> Play Instruments with the Song: With Notation</p> <p><b>Describe music</b> Listen and Appraise the Fresh Prince of Bel Air and other Hip Hop tunes: Fresh Prince Of Bel-Air by Will Smith Me, Myself And I by De La Soul Ready Or Not by The Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC</p>	<p><b>Perform</b> Perform and Share</p> <p><b>Compose</b> I Improvise with the Song: using your instruments. Use the notes F, G and A Compose with the Song: using your instruments Select '3 note set' (F, G and A).</p> <p><b>Transcribe</b> Play Instruments with the Song: with notation</p> <p><b>Describe music</b> Listen and Appraise Dancing In The Street by Martha And The Vandellas I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops I Heard It Through The Grapevine sung by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are The Sunshine Of My Life sung by Stevie Wonder</p>
<b>MFL French</b>	<p><b>Read fluently</b> Recognising key vocabulary and phrases on the themes of 'All About Ourselves' and 'Getting to Know You'.</p> <p><b>Write imaginatively</b> Recap previous vocabulary from Year 3 and 4 and develop new vocabulary of topics such as, clothes and the body,</p> <p><b>Speak confidently</b> Describe people and places orally.</p> <p><b>Understand the culture of the countries in which the language is spoken</b> Appreciate stories, songs, poems and rhymes in the language.</p>	<p><b>Read fluently</b> Recognising key vocabulary and phrases on the themes of 'Food and Drink' and 'Family and Friends'.</p> <p><b>Write imaginatively</b> Apply previous skills and knowledge of topic areas, such as, animals, home, family, food and drink.</p> <p><b>Speak confidently</b> Say what sort of home they live in and name items inside. Learn specific vocabulary to say what food and drink they prefer.</p> <p><b>Understand the culture of the countries in which the language is spoken</b> Appreciate stories, songs, poems and rhymes in the language.</p>	<p><b>Read fluently</b> Recognising key vocabulary and phrases on the themes of 'Our School' and 'Time Travelling'.</p> <p><b>Write imaginatively</b> Answer questions in writing, using the topic vocabulary.</p> <p><b>Speak confidently</b> Say numbers larger than 100.</p> <p><b>Understand the culture of the countries in which the language is spoken</b> Appreciate stories, songs, poems and rhymes in the language.</p>