



WAINWRIGHT PRIMARY ACADEMY LONG TERM PLANNING 2017 – 2018 YEAR 5



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	The Poles	Children Should Be Seen And Not Heard	To Infinity and Beyond	Planet Earth	Chocolate	Off with their head!
First-hand experience / stimulus		Newstead Abbey Christmas time (Victorian link)		Space centre		Shakespeare theatre company in.
English POR: Power of Reading (CLPE) NFT4W: Non-fiction Talk 4 Writing	PoR: ICE TRAP! Shackleton's Incredible Expedition NF T4W: Recounts - diaries	PoR: Street Child - Berlie Doherty NF T4W: Recounts – diaries (develop)	PoR: Poetry (Cosmic Disco) NFT4W: Discussion – environmental issue	PoR: The Viewer - Gary Crew	PoR: Charlie and the chocolate factory NFT4W: Explanation – Defeat of the Aztecs	PoR: Macbeth / Treason by Berlie Doherty
Computing	<u>E safety</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. http://www.childnet.com/resources/young-people-and-social-networking-sites http://www.digizen.org	<u>Research about Victorian children and toys</u> <u>Digital Literacy and ICT</u> <i>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</i> <i>use search technologies</i>	<u>Publish poetry</u> <u>Digital Literacy and ICT</u> <i>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</i> <i>use search technologies effectively, appreciate how results are</i>	<u>Digital Literacy and ICT</u> <i>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</i> <i>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in</i>	<u>Scratch</u> <u>Computer science</u> <i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i> <i>use sequence, selection, and repetition in programs; work with variables</i>	https://code.org/learn <u>Computer science</u> <i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i> <i>use sequence, selection, and repetition in programs; work with variables</i>

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		<i>effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>	<i>selected and ranked, and be discerning in evaluating digital content</i>	<i>evaluating digital content</i>	<i>and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	<i>and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>
Science	<p>Properties and Changes of materials 64 – Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <p>65 – Know that some materials will dissolve in liquid to form a solution</p> <p>66 – Describe how to recover a substance from a solution</p> <p>67 – Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering</p> <p>68 – Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through sieving</p> <p>69 – Use knowledge of solids, liquids and gases to</p>	<p>Earth and Space 55 - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. 56 – Describe the movement of the Moon relative to the Earth. 57 – Describe the Sun, Moon and Earth as approximately spherical bodies. 58 – Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. 59 - find out about the way that ideas about</p>	<p>Forces 48 – Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. 49 – Identify the effects of air resistance 50 – Identify the effects of water resistance 51 – Identify the effects of friction 52 – Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 53 – should explore the effects of air resistance</p>	<p>. Living Things 30 - Describe the life cycle of a mammal 31 – Describe the life cycle of an amphibian 32 – Describe the life cycle of an insect 33 – Describe the life cycle of a bird. 34 – Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird. 35 – Describe the similarities in the life cycles of a mammal, an amphibian, an insect and a bird. 36 – Describe the life processes of reproduction in some</p>	<p>Animals including Humans 40 - Describe the changes as humans develop to old age. 41 – draw a timeline to indicate stages in the growth and development of humans. 42 – learn about the changes experienced in puberty 43 – learn about the stages of pregnancy 44 – learn about key milestones in early children's development (0-5 years) 45 – learn about how the amount of sleep we need changes as we go</p>	



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	<p>decide how mixtures might be separated, including through evaporating.</p> <p>70 – Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>71 – Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>72 - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>73 - find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton</p>	<p>the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.</p> <p>60 – Learn about the different planets in our Solar System</p> <p>61 – Learn about the life of astronauts</p> <p>62 – Discuss questions about space related to sound, light and heat</p> <p>63 – Explain the phases of the Moon</p>	<p>by observing how different objects such as parachutes and sycamore seeds fall</p> <p>54 –find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p>	<p>plants</p> <p>37 – Describe the life processes of reproduction in some animals.</p> <p>38 – find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p>39 – find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals</p>	<p>through different life stages</p> <p>46 – Explore the differences in nutrition needed by humans at different stages in their lives</p> <p>47 – Learn about the importance of looking after elderly people in our community</p>
History		<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Victorian period</p>			<p>one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Aztecs (link with chocolate)</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Tudor Britain</p>
Geography	<p>identify the position and significance of</p>		<p>Volcanoes: identify the position and</p>	<p>locate the world’s countries, using maps</p>	<p>Describe and understand key aspects</p>



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	<p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>		<p>significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Locating volcanoes using longitude and latitude</u></p> <p>A colourful activity that can be completed in 3D or on an A4 sheet of paper.</p>	<p>to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Continents, countries and capitals</u></p> <p>A variety of worksheets, workbooks and activities to help teach students about continents.</p> <p><u>Lonely Planet Not-For-Parents</u></p> <p>Over 50 pages of activities and lesson plans to teach students about countries and continents of the world.</p> <p><u>KS2 maps pack</u></p> <p>A pack that contains maps of the UK, Europe and the world in various formats.</p>	<p>of physical geography, including:</p> <p>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand key aspects of human geography, including:</p> <p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Fair trade</p>	
RE	2.9 Inspirational people in today's world: What can we learn from great leaders?		2.8 Religion family and community: worship, celebration, way of living: How do Hindu families practise their faith? What are the Deeper		2.12 Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity	

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			meanings of some Hindu festivals? Ramyana		and generosity?	
MFL	See Jolie Rond Scheme of work - Spanish					
Art See skills ladders	Printing William Morris		Painting - 'Earth from the air'		Collage Masks - theatre	
DT		Moving toys – linked to a Victorian nursery.	Buggies that are motorised or light up		Breaking making – healthy sandwiches.	
Music Charanga scheme of work						
PE See LTP from Adam Hackett						
Citizenship	Link to E-safety and anti-bullying My computer and me Computer games Age classifications Favourite games Hours a day Played where Played with whom Different games in different places	How do I behave? What is bullying? Why is it wrong? Learning about Money The law and money Raffle tickets, fundraising and the law	Emergency response Personal safety Emergency aid Emergency services. Growing up Relationships family and other.	. Rite of passage Looking forward What have I achieved? How will it help me in the future. Reviewing and setting personal targets.	The global community What is global citizenship? What I aid? Why is it important? Is aid good? Is fair trade important/ Good?	Healthy lifestyle Balance of a healthy diet and activity Puberty Hygiene Learning and employment Range of jobs How does learning help? Making the most of me
SEALs	New beginnings	Anti-bullying week Getting on and falling out Anti-bullying	Going for goals	Good to be me	relationships	changes
Religious festivals	5 - 11 Oct Jewish – Sukkot 19 Oct – Hindu/Sikh - Diwali (Deepvali) 19 Oct – Hindi - New	8 th Dec. – Buddhist - Bodhi Day 13 - 20 Dec- Jewish - Hanukah	5 th Jan - Guru Gobindh Singh birthday – Sikh 13 th Feb - Shrove Tuesday – Christian 14 th Ash Wednesday -	18 th – 26 th Ramayana - Hindu 25 th March Palm Sunday – Christian 30 th March - Good	16 th May – 15 th June – Ramadan – Islam 20-21st May - Shavuot * - Jewish	

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	Year		Lent begins- Christian 16th Feb - Chinese New Year 3 rd Holi - Hindu	Friday – Christian 31 st April - Pesach * - Jewish April 1st - Easter – Christian 23 rd April - St. George's Day - Christian	15th – 17th June - Eid al Fitr - Ramadan ends * - Islam	
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