

Pennington Long Term Plan for Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Meet the Greeks	Potions	Secrets of Pennington	Journey to Space	Wild Things	That's Life
Text for English	Queen of the Falls By Chris Van Allsburg	The Lost Happy Endings By Carol Ann Duffy	Arthur and the Golden Rope By Joe Todd Stanton	The Darkest Dark By Chris Hadfield	The Paperbag Prince By Colin Thompson	Radiant Child By Javaka Steptoe
Class Reader	Survivors By David Long	Harry Potter and the Philosopher's Stone By JK Rowling	Over the Line By Tom Palmer	The War of the Worlds By H.G Wells	There's a Boy in the Girls' Bathroom By Louis Sachar	The Boy at the Back of the Class By Onjali Q Rauf
English Reading and Writing Genres	Recount: Write a diary Greater Depth-Write a diary including the viewpoint of others	Write a traditional tale Greater Depth-Write a traditional tale from the point of view of another character	Write a myth with own heroes, villains and monsters Greater Depth-Change the viewpoint from which the story is told	Write a biography Greater Depth- A first person recount with an experience from the person's life within the biography	Write a persuasive piece Greater Depth-Write an oral presentation for a TV or online broadcast	Write an information piece of text suitable for an art gallery Greater Depth-Plan own structure and layout of an information text
Sentence	Use fronted adverbials Use rhetorical questions	Write sentences with more than one clause Use expanded noun phrases	Write relative clauses using who, which, whose, that, where and when	Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun	Use modal verbs to indicate degrees of possibility in sentences.	Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility
Punctuation	Use commas after fronted adverbials	Use inverted commas and other punctuation to punctuate speech	Use commas to clarify meaning	Use brackets, dashes or commas to indicate parenthesis	Use brackets, dashes or commas to indicate parenthesis	Use commas to clarify meaning
Text	Write in consistent tense Use 1 st person Organise paragraphs around a theme	Develop and keep characters consistent through description	Create a plot: a journey, a quest or a series of trials for the hero	Link ideas across paragraphs using adverbials and tense choices	Use emotive language including use of modals and adverbs for possibility	Use a formal tone Provide well-developed factual information for the reader

	Engage the reader through use of description, feelings and opinions	Develop settings through description Vary story openings	Use paragraphs to vary pace and emphasis	Use real life facts, including dates and place names Use thematic language specific to the subject Use formal language appropriately	Directly appeal to the reader Provide well-developed factual information for the reader	Manipulate style for specific purpose and audience Write an introduction
Handwriting	Development of a personal style Speed writing practice	Development of a personal style Speed writing practice	Consolidation and development of a style that is fast, fluent and legible. Presentation, layout and decoration of 'finished work'	Consolidation and development of a style that is fast, fluent and legible. Presentation, layout and decoration of 'finished work'	Continued practice and opportunity for completing final drafts in own handwriting style.	Continued practice and opportunity for completing final drafts in own handwriting style.
Maths	Read 4, 5 and 6 digit numbers Partition 2dp numbers Add hundredths Multiply and divide decimals by 10 To find factors Solve 1dp + 1dp Solve 4 digit subtract 2 digit Add two 4 digit numbers Multiply two 2 digit numbers Divide a 4 digit number by a 1 digit number Recognise and draw diagonal lines Sort and group polygons Make 3d shapes Move a point horizontally and vertically Find the perimeter of compound shapes Find the total perimeter to find missing side lengths Convert kilograms to grams Use decimal notation for money Understand and use degrees Celsius Recognise years written in Roman Numerals Recognise acute, obtuse and reflex angles Recognise a variety of equivalent fractions Find fractions of amounts Begin to relate fractions to decimals Simplify fractions Explain a range of line graphs Draw a bar chart with continuous data	Read, write and order 7, 8 and 9 digit numbers Read and partition 2 decimal place numbers Count in -1s, -2s, -5s, -10s, -25s Multiply and divide decimals by 100 Add three multiples together Understand square numbers Use column addition for several numbers Add and subtract 5 digit numbers Multiply 3 digit by 2 digit numbers Divide a 3 digit number by 1 digit with remainders Recognise the nets of a cube Move a shape in one and two directions Use the perimeter to find missing side lengths Calculate time gaps across several hours Estimate acute, obtuse and reflex angles Use a protractor to draw an acute angle to the nearest 5 degrees Go beyond times tables to find fractions of an amount Identify fractions more than, less than and equal to 1 Find equivalent fractions and order them Convert mixed fractions to improper fractions and visa versa Use co ordinates to explain line graphs Interpret a line graph to answer a range of questions	Read and partition a 3 decimal place number Find the gap between 2 negative numbers Multiply and divide by 1000 Understand prime numbers Add and subtract any 5 digit number Multiply a 4 digit number by a one digit number Divide any 4 digit number by a one digit number and interpret the remainder Sort regular and irregular polygons Find missing side lengths using shape properties Make a range of familiar 3d shapes given their net Match the net to a 3d shape Reflect a shape across a vertical and horizontal line Translate shapes Convert metric units of measurements Use imperial units of measurement Manage a simple budget Understand and measure volume Find the difference in temperatures using positive and negative numbers Calculate time gaps within and beyond one hour Convert times and then calculate time gaps Use a protractor to measure different angles to within 2 degrees Measure the four internal angles of quadrilaterals and explore the sum Count in thousandths Know percentages, decimals and fraction equivalents Multiply proper fractions by whole numbers Multiply mixed fractions by whole numbers Know that counting in hundredths is counting in percentages Read, use and calculate with a wide range of tables and timetables			

<p>Science</p>	<p>-</p>	<p>Properties and Changes of Materials</p> <p>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>Know that some materials will:</p> <p>Dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>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>Living things and Habitats</p> <p>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>Animals including humans</p> <p>Describe the changes as humans develop to old age.</p>
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<p>R.E</p>	<p>Pilgrimage/ life as a journey</p> <p>Look at places that people may go to on a pilgrimage. e.g. Christianity - Holy Land, Lourdes, Rome, Swarthmoor, Iona, Buddhism – Bodhgaya, Islam - Hajj to Makkah.</p> <p>Discuss what might make a person go on a pilgrimage. What would they benefit from it? .</p> <p>Compare experiences of places which are important to us - why? When do we go there? What is it like? Share experiences of periods of stillness, quiet reflection, awe and wonder in a place important to us.</p>	<p>Christmas and Epiphany Charity</p> <p><u>Christmas and Epiphany</u> Epiphany (Gifts and Gift bringers). Hear the story from Matthew's gospel about the visit of the wise men and other stories on the same theme e.g. Baboushka. Consider the custom of giving and receiving presents and cards and how it has become so important. Explore wishes on cards.</p> <p><u>Charity</u> How do Charities with different faith bases help others?</p> <p>CD unit – What do Christians and others believe and DO about wealth and poverty in the world?</p>	<p>Who was Jesus?</p> <p>Participate in a Community of Enquiry focusing on what legacy Jesus left to the world or whether Jesus deserved to be executed.</p> <p>Compare experiences of people in biblical stories with our own experiences and feelings. What guides us in the choices we make? What causes us pain? Do we speak out for others?</p> <p>What do Christians belief about the Prince of Peace?</p>	<p>Key figures in Christianity Easter</p> <p><u>Key Figures in Christianity</u> Investigate the lives of some key figures in Christianity from the days of the early church (e.g. Paul) through to the present.</p> <p>UC People of God unit – core learning – How can following God bring freedom and justice?</p> <p><u>Easter</u> The last Supper / Gethsemane - Explore in depth the events of Holy Week with particular emphasis of Thursday Night - The Last Supper and The Garden of Gethsemane. Link holy communion to the Last Supper and to Jewish Passover Meal. Explore themes of sadness and joy, loyalty, sacrifice and betrayal. (</p>	<p>Buddhism</p> <p>Visit a Buddhist temple, or use pictures, IT or video to discover the temple's importance to Buddhists. Study the features of the temple. Discuss experiences of visiting religious buildings and what we remember best. Reflect on the importance of doing things together and sharing rituals.</p> <p>Talk with a Buddhist monk or nun about their lifestyle or ask questions after seeing a video about the daily life of a Buddhist in Britain. Discuss why a person might take ordination and why they might find life difficult. Discuss why self discipline is important. Reflect on what it would be like to give up our possessions.</p> <p>Identify Buddhist symbols and give interpretations of the meaning of monastic symbols.</p> <p>Discuss the meaning of moral precepts in a Buddhist's daily life. Identify how the world would be if we all cultivated these. Discuss why greed, gossip, and harsh speech might be unwise actions. If we steal, are we stealing our own peace of mind? Design a poster suggesting ways in which a Buddhist might try to avoid selfishness and greed. Share feelings about what compassion means and how it may be demonstrated.</p>	<p>Books of Worship/Sacred Texts</p> <p>Investigate the different types of literature in the Bible. Ask questions about how the Bible came to be written, compiled into one unit and translated.</p> <p>Read two different Gospel accounts of the same incident or story and discuss any differences. Examine several passages from the Bible, ask questions about them and discuss possible relevance in today's world. Describe the same playground incident from two different points of view and reflect on the feelings involved. Relate this to different versions of the same story. Explore how Christians use the Bible and Jesus' teachings e.g. Bible study groups.</p> <p>UC God unit core learning – What does it mean if God is holy and loving?</p> <p>Find out how the Qur'an was revealed and how and why it is treated with respect. Research Surahs in the Qur'an which give advice on love and forgiveness e.g. Surah</p>
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Christian Values						
Art	<p>Printing</p> <p>Combine prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, to plan in sketchbook.</p> <p>Produce pictorial and patterned prints.</p> <p>Designs prints for fabrics, book covers and wallpaper.</p> <p>Makes connections between own work and patterns in their local environment.</p>	<p>Colour</p> <p>Control and experiment with particular qualities of tone, shades, hue and mood.</p> <p>Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Consider colour for purposes</p> <p>Use colour to express moods and feelings.</p>	<p>Art and Design Skills</p> <p>Develop observational drawing to create an invention.</p> <p>Create a portrait using a continuous line method.</p> <p>Upscale a drawing a paint accurately.</p>	<p>Design for a Purpose</p> <p>Design to a given criteria.</p> <p>Develop design ideas for a room interior, a coat of arms and a product to fit a given name.</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>	<p>Architecture</p> <p>Draw from observation, creating prints, drawing from different perspective and learning about the role of an architect.</p> <p>Apply understanding of composition through the process of monoprinting.</p> <p>Interpret forms from observation.</p>	<p>Every picture tells a story</p> <p>Analyse the works of Banksy.</p> <p>Make symmetry prints inspired by Rorschach.</p> <p>Use symbols to create meaningful messages.</p> <p>Develop ideas through drawing and visualisation in 2d.</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>
Computing	<p>Online Safety</p> <p>Children know who to tell if they are upset by something that happens online.</p> <p>Know how to use the SMART rules as a source of guidance when online.</p> <p>Databases Search for information on a database</p>	<p>Coding</p> <p>Plan an algorithm modelling the sequence of traffic lights.</p> <p>Use their plan to program the simulation.</p> <p>Create a program which represents a physical system.</p> <p>Create and use functions in code to make their</p>	<p>Spreadsheets</p> <p>Use formula within a spreadsheet.</p> <p>Use a spreadsheet to solve a real- life problem.</p>	<p>Online Safety</p> <p>Cite all sources when researching and explain the importance of this.</p> <p>Select keywords and search techniques to find relevant information and increase reliability.</p>	<p>3d Modelling</p> <p>Design a 3d model to fit a certain criteria.</p> <p>Word Processing</p> <p>Add and edit images.</p> <p>Change the look of text within a document.</p>	<p>Game Creation</p> <p>Design, make and evaluate their own game following research.</p>

		programming more efficient.			Add features to a document to enhance its usability.	
DT	<p>Textiles-Produce a stuffed toy</p> <p>To sew using a blanket stitch.</p> <p>Create and add decorations to fabric.</p>	<p>Mechanical Systems-Make a pop up book using a range of mechanisms</p> <p>Design a pop up book which uses a mixture of structure and mechanisms.</p> <p>Use layers and spacers to hide mechanical parts.</p> <p>Evaluate their own and peers work.</p>	<p>Structures-To design and make a bridge</p> <p>Identify a range of different bridges.</p> <p>Find and use ways to reinforce structures.</p> <p>Select from and use a wide range of materials.</p>	<p>Digital World-Make a monitoring device.</p> <p>Apply their understanding of how to strength, stiffen and reinforce more complex structures.</p> <p>Understand how key events and individuals in DT have helped shape the world.</p>	<p>Food-From farm to fork. Design and make a meal</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Investigate and analyse a range of existing products.</p> <p>Complete a food product.</p>	<p>Construction</p> <p>Develop a DIY kit for another individual to assemble their product.</p>
Geography	<p>Locate the world's countries, using maps 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>Identify the position and 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>Compare and contrast the human and physical features of the UK and Greece.</p>		<p>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 and graphs, and digital technologies.</p> <p>Name and locate rivers of the UK.</p> <p>Identify human and physical features in the UK.</p> <p>Locate cities and counties of the UK.</p> <p>Use Ordnance Survey symbols and six figured grid references.</p>			
History	<p>Ancient Greece</p> <p>To know where and when the Ancient Greek</p>		<p>A Local History Study</p> <p>Examine artefacts from the past.</p>			-

	<p>civilisation existed and order events on a timeline.</p> <p>To know some significant events from the History of Ancient Greece.</p> <p>Understand the religious beliefs of Ancient Greek people and know some of the Gods they worshipped.</p> <p>Research and describe Ancient Greek artefacts-vases.</p> <p>To know how the Greek Empire was established.</p>		<p>Describe events from the past using dates and order them on a timeline.</p> <p>Know how our locality today has been shaped by what happened in the past.</p>			
Languages	<p>Unit 7 Mon et mon école</p>		<p>Unit 8 Qu'est-ce que tu veux</p>		<p>Unit 9 Les sports French day songs</p>	
Music	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Living on Prayer</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Classroom Jazz 1</p>	<p>Use and understand other musical notations.</p> <p>Make You Feel My Love</p>	<p>Develop an understanding of the history of music.</p> <p>The Fresh Prince of Bel Air</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Dancing in the Street</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Reflect, Rewind and Replay</p>
P.E	<p>Circuit Training Football</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Play competitive games, modified where appropriate.</p>	<p>Athletics Netball</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Play competitive games, modified where</p>	<p>Rugby Gymnastics</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>Dance Invasion Games</p> <p>Perform dances using a range of movement patterns.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate, and apply</p>	<p>Orienteering Tennis</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Take part in outdoor and adventurous activity</p>	<p>Cricket/Rounders</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>

		appropriate, and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance.	basic principles suitable for attacking and defending.	challenges both individually and within a team.	
Family Days						
Visits/ Visitors		UVHS-Science Morning		UVHS transition Day STEM show	Residential Blackpool Zoo	
National / International Events		Halloween Guy Fawkes Night Remembrance Day Armistice day Children in Need St Andrew's Day	Chinese New Year Burn's Night	St David's Day Commonwealth Day St Patrick's Day April Fool's day Mother's Day	St George's Day Ascension Day Pentecost	Father's Day Wimbledon
Local Events	Lantern Procession	Dickensian Festival				Another Fine Fest
Church/ Religious Events	Harvest	Advent Christmas Nativity and Christingle	St Valentine's Day	Shrove Tuesday Ash Wednesday Easter Service Mother's Day		Summer International Buddhist Festival