

South Bersted C.E. Primary School – Long Term Plan Year 5 – 2020 - 2021



	Autumn		Spring			Summer	
Creative Topic	<i>What does the future of Space exploration look like?</i>	<i>Are we destroying our Planet?</i>	<i>Would we survive in the Mayan Civilization?</i>	<i>What is it like to live in Mexico?</i>	<i>Should we buy Fairtrade?</i>	<i>How did the Ancient Greeks change the world?</i>	<i>Are all coastal locations the same?</i>
English Genres	Diary entries Newspaper reports Persuasive writing Texts: One Giant Leap Where We Once Stood	Discussion Explanation Narrative Poetry Texts: 'Varmints' Helen Ward. The Tin Forest	Narrative Information Text Letter Texts: The Explorer	Persuasive Writing Explanation Texts Texts: Range of non-fiction texts	Narrative Information Texts Texts: Orchard Greek Myths	Information Text Non-chronological reports Poetry Texts: Malamanda Flotsam	
Spellings	Focus on the Year 5 and 6 spelling list from the National Curriculum.		Pupils will deepen their understanding of suffixes including ate, ise, ify and ation. In addition to this, pupils will also focus on the prefix dis.			Pupils will focus on adverbials and modal verbs. In addition to this, pupils will focus on words ending in cious, tion, ant, ancy, ance and ation.	
Maths	Place Value: Pupils will read, write, order, round and compare numbers to at least 1 000 000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Addition and Subtraction: Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Multiplication and Division: Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.		Fractions, decimals and percentages: Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Statistics: Solve comparison, sum and difference problems using information presented in a line graph. Measures: Convert between different units of metric measure			Geometry: Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon. Addition and Subtraction: Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and justify why. Multiplication and Division: Solve multiplication and division multi-step problems in contexts, deciding which operations and methods to use and justify why. Fractions, decimals and percentages: Solve problems which require knowing percentage	

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	<p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Geometry – properties of shapes: Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p>		<p>(for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</p>		<p>and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. Measures: Solve problems involving converting between units of time. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. Geometry: Apply prior learning to a range of contexts and problems. Statistics: Apply prior learning to a range of contexts and problems.</p>	
Science	<p>Earth and Space: Pupils will be able to describe the movement of the Earth and other planets within our solar system. In addition to this, pupils will be able to explain the Earth's rotation and how this causes day and night.</p>	<p>Forces: Pupils investigate the impact of forces on different objects. Pupils will identify the effects of air resistance, water resistance and friction. Pupils will also investigate that pulleys and gears allow a smaller force to have a bigger impact.</p>	<p>Materials: Pupils will use their knowledge of solids, liquids and and gasses to separate materials. In addition to this, pupils will explore reversible and irreversible changes.</p>		<p>Animals including humans: Pupils will describe the changes as humans develop into old age. Pupils will use deepen their understanding of gestation periods and look for trends in data.</p>	<p>Living things and their habitats: Pupils will describe difference in life cycles. In addition to this, pupils will also describe the life process of reproduction.</p>
Computing	<p>During the Autumn term, pupils will continue to deepen their understanding of using technology safely, respectfully and responsibly. They will also gain an understanding of how to use Google Classroom to support with their learning.</p>	<p>In using a range of sources to research elements of the plastic pollution, pupils will compare a range of sources and validity of websites.</p>	<p>During the Spring term, pupils will use spread sheets for collecting and interpreting data. Pupils will also begin to explore conditional formatting.</p>	<p>Using the Learn Pads, pupils will film and edit their own TV adverts for their chocolate product.</p>	<p>During the Summer term, pupils will develop their computer programming skills by using 'Scratch' to create their own algorithms. In developing their programming skills, pupils will create their own game. Pupils will then use their understanding to create their own game linked to Theseus and the Minotaur.</p>	

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History	<p>Pupils will learn about the contributions of Neil Armstrong and Tim Peake to both international and national achievements.</p> <p>Pupils will use a range of sources to evaluate and summarise the significance of the first moon landing. In doing so, pupils will provide an account of the moon landing using more than one source.</p> <p>Before concluding the topic, pupils will consider what the future holds for space exploration.</p>	<p>Geography focus this half term.</p>	<p>Pupils will research the ancient civilization of the Mayans. In taking on the role of an historian, pupils will explore the usefulness of a range of sources whilst also considering the information available depends on the period of time studies.</p> <p>Pupils will build on their understanding of the ancient Egyptians by exploring the impact of invaders on the Maya culture and the trade of chocolate.</p>		<p>Pupils will deepen their understanding of chronology by identifying when the Ancient Greeks lived ordering events on a time line.</p> <p>Pupils will identify when and how the Greek Empire was established and the impact this had on the world.</p> <p>In addition to this, pupils will research the Ancient Greeks religious beliefs and their gods. Pupils will also explore their number system and their alphabet before learning some Ancient Greek myths.</p>	<p>Pupils will make careful observations of gothic cathedral architecture during RE and art.</p>
Geography	<p>History focus this half term.</p>	<p>Pupils will build on their knowledge from previous years by locating countries and oceans across the world.</p> <p>Through using a range of sources and their work in P4C pupils will understand how humans affect the environment, know about changes to world environments and understand why people seek to manage and sustain their environment.</p>	.	<p>Pupils will identify the topographical features of Mexico with a key focus on landscapes and coasts.</p> <p>Through courageous advocacy, pupils will consider the trade routes and impact of buying Fair Trade products.</p> <p>A</p>		<p>During this topic, pupils will develop their fieldwork skills by making comparisons in human and physical geography between Bognor Regis and Brighton.</p> <p>Using these skills, pupils will make suggestions on how they can increase the number of tourists to Bognor Regis.</p>



<p>RE</p>	<p>What does it mean if God is holy and loving?</p> <p>Pupils know that Christians believe God is omnipotent, omniscient and eternal. They know that some people do not believe God exists (i.e. Humanist's) and can say why i.e. Humanist's don't believe God is omnipotent omniscient and eternal because... Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God.</p> <p>Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account. Pupils know that not all Christian believe the same about the relationship between Creation and science. Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship.</p>	<p>Was Jesus the Messiah?</p> <p>Pupils know that Jesus was Jewish. They understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah'. And that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah. That Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like. Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to</p>	<p>What would Jesus do?</p> <p>Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. Pupils will know a range of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. (Select specific detail to retell). Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will</p>	<p>What did Jesus do to save human beings?</p> <p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>What is holiness for Jewish people: a place, a time, an object or something else?</p> <p>Talk, with respect, about what my friends and I think it would be important to rescue in a catastrophe. Talk about some things in the story of a rescued Torah scroll that made my class ask questions. I can talk about some examples of things which are holy for different religious people, including Jewish people. I can link things that are important to me, and others, with how committed I am to act on my beliefs. Say what the Burning Bush stands for and talk about a picture of the story. Tell the story of the Burning Bush and say some things Jewish people believe about what is holy.</p>	<p>What does the Qur'an reveal to Muslims about Allah and his guidance?</p> <p>Ask important questions about life that I think people would really like answered and compare my ideas with others. Talk about how religious people often have books which reveal God to them. Talk with respect for others about what is important to each of us as a source of guidance. Use the names of Allah to describe some of the different ways Muslims view what Allah is like. Tell the Muslim story of the Night of Power and say some things Muslims believe. Talk about some things in the story of the Night of Power which made your class ask questions. Describe what a Muslim might learn from the story of the Night of Power.</p>
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		answer the questions 'Was Jesus the Messiah?' supported by a reasoned argument.	vary.			Link people who are important to me with how I decide what is right to think or do i.e. who do I really listen to?
Art /DT	Pupils will mix and match colours to create atmosphere and light effects in creating their own piece of art work, based on contemporary US artist Peter Thorpe	With the rise in electric cars, pupils will design and create their own electric cars evaluating their product and suggesting improvements.	<p>Pupils will research their own Mayan foods, select the appropriate ingredients and ways of combining them to create their own dish.</p> <p>In addition to this, pupils will learn about the significance of Mayan masks before creating their own interpretations using papier-mâché and Modroc.</p> <p>In creating their own chocolate product, pupils will carry out market research before deciding on a chocolate style, flavour, target audience and packaging.</p>		Develop art techniques using shape and form to create effect in creating their own monster mythical silhouettes	Pupils will deepen their understanding of cams and create a moving toy that has a sea-side theme to it.
Music	<p>Due to COVID – 19, the overview has been adapted and may change.</p> <p>During this term, pupils will deepen their understanding of Rhythm and Pulse. Pupils will, use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Compose complex rhythms from an increasing aural memory.</p>	Pupils will continue to deepen their understanding of Rhythm and Pulse. Pupils will develop an increasing understanding of history and context of music.	Pupils will deepen their understanding of pitch and improvise with increasing confidence using own voice, rhythms and varied pitch.	In exploring instruments, pupils will play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression	<p>During the summer term, pupils will understand how rhythm, pulse and pitch work together.</p> <p>Compose complex rhythms from an increasing aural memory.</p>	

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PE	<p>Pupils will develop their throwing and catching skills by playing a range of small sided games.</p> <p>In athletics, pupils will participate in a range of activities to improve their levels of fitness. Pupils will be able to articulate the impact that exercise has on their bodies.</p>	<p>Pupils will apply their catching and throwing skills in Autumn 1 to the game of basketball.</p> <p>Pupils will participate in a range of outdoor athletics events. Pupils will learn the skills and movements needed to improve their distance in times in a range of activities.</p>	TBC	TBC	TBC	TBC
PSHE	<p>Pupils will discuss and learn about the importance of rights and responsibilities linked to their return to school and British Values. Pupils will explore a range of rules in society and what happens when those rules are broken. Pupils will also know how to deal with worries that they have at school and how to find solutions to these.</p>	<p>Pupils will learn about diversity in the UK as part of their focus on Educating Against Hate and discrimination.</p>	<p>During Spring 1, pupils will deepen their understanding of keeping safe through e-safety week and Children’s Mental Health Week.</p>	<p>In sex Relation Education, pupils will learn about the emotional and physical changes during puberty. Pupils will also learn about the importance of hygiene.</p>	<p>Through healthy lifestyles, pupils will explore the impact of social media on photoshopping learning about the impact of Body Image.</p>	<p>In building on their understanding of money from Year 4, pupils will complete the Fiver Challenge Enterprise project.</p>
French	<p>Getting to know you: To be able to ask and answer simple questions linked to greetings and emotions</p> <p>To be able to write some simple sentences using a word bank</p>	<p>All about me: To be able to name and label different parts of the body</p> <p>To use adjectives to describe their appearance</p> <p>To use a range of verbs</p>	<p>Family/Pets/Animals: To discuss and describe any family pets.</p> <p>To use adjectives to describe the house that they live in.</p> <p>To know the names of rooms and furniture in</p>	<p>Food and Drink and School: To be able to name a range of drinks.</p> <p>To know language that would be used in a French café/restaurant.</p> <p>To be able to order food</p>	<p>Holidays, Hobbies and Culture: To know the seasons of the year</p> <p>To explain what weather is like around the world</p> <p>To express where they like to go on holiday and why</p>	<p>Time: To use accurate vocabulary (including numbers) to describe periods in history.</p> <p>To learn about important periods in French history including wars with</p>

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	To say numbers up to 100.	to explain what they are doing	their house.	of different types using the correct verb and noun agreement.	To express and write about their favourite sports and hobbies	UK, Napoleon, Storming of the Bastille.
Trips and Visitors		Pupils will visit the Ford Recycling Centre				Pupils will visit Bognor Regis and Brighton to carry out a range of field work.