

Year 5 long term plan



Eynsham Community
Primary School
Everybody Learning, Every Day.

Speaking and listening	2
Reading and writing objectives	3
Grammar, Punctuation and Spelling objectives.....	4
Maths Yearly Overview	8
Maths: Y5 Autumn Term	9
Maths: Y5 Spring Term	10
Maths: Y5 Summer Term	11
Science	13
Art and Design	15
Computing	16
Design and Technology	18
Geography	19
History	19
Modern Foreign Languages (French).....	20
Music	21
Religious Education	22

Speaking & Listening Objectives

(Across Years 1 to 6)

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication to others
- select and use appropriate registers for effective communication

Year 5 – English Curriculum

New National Curriculum Objectives to be taught across years 5 and 6

Reading objectives

Comprehension

Children should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions.
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Writing objectives

Composition

Children should be taught to:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as a model for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- use a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to grammar and vocabulary to enhance effects and clarify meaning
- ensuring the consistency and correct use of a tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-reading for spelling and punctuation errors

Handwriting

Children should be taught to:

Write legibly, fluently and with increasing speed by:

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
 Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

- Provide reasoned justifications for their views.

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of the new words that they meet.

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- choosing the writing implement that is best suited for a task.

Spelling

Children should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example; knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically; as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Grammar and Punctuation Objectives

Pupils should be taught to:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Use of relative clauses beginning with who, which, where, why or whose. Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly).	Use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. NB: All terms in bold should be understood (see Glossary for meanings)

Narrative Text Structure	Non-narrative Text Structure	Sentence Construction	Word Structure/ Language
<p>Planning Tools:</p> <p>Story map</p> <p>Plot matrix</p> <p>Boxing up story grid</p> <p>Telling stories/ Drama:</p> <p>Plan and tell stories to explore narrative view point e.g. retell a familiar story from the point of view of another character.</p> <p>Use spoken language imaginatively to entertain and engage the listener.</p> <p>Character:</p> <p>Look for evidence of characters changing during a story and discuss possible reasons.</p> <p>Recognise that characters may have different perspectives on events in the story.</p> <p>Develop characterization by showing the reader what characters say and do and how they feel and react at different points in the story.</p> <p>Settings:</p>	<p>Non-Fiction</p> <p>(Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Independent planning across all genres and application</p> <p>Secure use of a range of layouts suitable to text.</p> <p>Structure:</p> <p>Introduction/Middle / Ending.</p> <p>Secure use of paragraphs:</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Types of sentences:</p> <p>Statements/ Questions/ Exclamations / Commands</p> <p>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions:</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words</p> <p><i>e.g. someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using</p>

<p>Know that different types of story have typical settings.</p> <p>Know that real-life stories can be based in different times or places.</p> <p>Story structure:</p> <p>Recognise that story structure can vary in different types of story.</p> <p>Recognise that plots can have high and low points.</p> <p>Analyse more complex narrative structures and narratives that do not have a simple linear chronology e.g. Parallel narratives, flashbacks.</p> <p>Experiment with different ways to open a story- e.g. description – character or setting / action / dialogue.</p> <p>Plan and write complete stories using a more complex 5 part structure:</p> <ul style="list-style-type: none"> - writing could start at any point - Introduction – should include action/ description/ dialogue - Build up – further develop suspense techniques - Problem/ dilemma – may be more than one to be resolved, events may happen simultaneously (e.g. meanwhile..) - Resolution – clear links with the dilemma - Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question. 	<p>Use a variety of ways to open texts and draw reader in and make the purpose clear.</p> <p>Link ideas within and across paragraphs using a full range of conjunctions and signposts.</p> <p>Use rhetorical questions to draw reader in.</p> <p>Express own opinions clearly.</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader.</p>	<p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i></p> <p><i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g.</p> <p><i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i></p> <p><i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –‘ed’ clause e.g.</p> <p><i>Poor Tim, exhausted by so much effort, ran home.</i></p> <p><i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques</p> <p>e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g.</p>	<p>suffixes (e.g. ate; -ise; -ify)</p> <p>Verb prefixes</p> <p>e.g. dis-, de-, mis-, over- and re-</p>
--	---	--	--

<p>Vary conjunctions within paragraphs to build cohesion into a paragraph.</p> <p>Use change of place, time and action to link ideas across paragraphs.</p> <p>Adapt writing for a particular audience.</p> <p>Aim for consistency in character and style.</p> <p>Viewpoint:</p> <p>Know that authors have particular styles and may have a particular audience in mind.</p> <p>Note who is telling the story – does the author ever address the reader directly?</p> <p>Check whether the viewpoint changes at all during the story.</p>		<p><i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (<i>perhaps, surely</i>)</p>	
--	--	--	--

Year 5 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction		Statistics		Number – Multiplication and Division		Perimeter and Area		Consolidation
Spring	Number – Multiplication and Division			Number – Fractions						Number – Decimals & Percentages		Consolidation
Summer	Number – Decimals				Geometry- Properties of Shapes			Geometry- Position and Direction	Measurement- Converting Units		Measures Volume	Consolidation

[Credit: White Rose Maths](#)

Year 5 Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<p>Number – Place Value Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</p> <p>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>			<p>Number- Addition and Subtraction Add and subtract numbers mentally with increasingly large numbers.</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>		<p>Statistics Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables including timetables.</p>		<p>Number – multiplication and division Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply and divide whole numbers by 10, 100 and 1000.</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p>			<p>Perimeter and Area Measure and calculate the perimeter of composite rectilinear shapes in cm and m.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, cm^2, m^2 estimate the area of irregular shapes.</p>		<p>Consolidation</p>

Credit: White Rose Maths

Year 5 Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<p><u>Number – Multiplication and Division</u> Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</p> <p>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.</p> <p>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p>			<p><u>Number: Fractions</u> Compare and order fractions whose denominators are multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $\frac{2}{c} + \frac{4}{c} = \frac{6}{c} = 1\frac{1}{c}$]</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$]</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>						<p><u>Number: Decimals and Percentages</u> Read, write, order and compare numbers with up to three decimal places.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p>			<p>Consolidation</p>

Year 5 Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
<p><u>Number: Decimals</u> Solve problems involving number up to three decimal places.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>				<p><u>Geometry- Properties of Shapes and Angles</u> Identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees ($^{\circ}$)</p> <p>Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90°</p>			<p><u>Geometry- position and direction</u> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>		<p><u>Measurement- converting units</u> Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Solve problems involving converting between units of time.</p>		<p><u>Measures Volume</u> Estimate volume [for example using 1cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>Use all four operations to solve problems involving measure.</p>		<p>Consolidation</p>

Science long-term planning: Year 6

Autumn

Spring

Summer

Working scientifically

Ongoing throughout science learning

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.
- Present findings in written form, displays and other presentations.
- Use test results to make predictions to set up further comparative and fair tests.
- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

Biology:

Animals and humans

- Describe the changes as humans develop to old age.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.
- Describe the ways in which nutrients and water are transported within animals, including humans.

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.
- Describe how living things are classified into broad groups according to common observable characteristics.
- Give reasons for classifying plants and animals based on specific characteristics.

Chemistry: Investigating materials

materials

- Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.
- Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- 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, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.

Physics:

Movement, forces and magnets

Magnets

- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.
- *Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.*
- *Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.*
- Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.

Earth and 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.

Art and Design long-term planning: Year 5 and 6

Skills	Media	
To develop ideas	n/a	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
To master techniques	Painting	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built

		<p>world.</p> <ul style="list-style-type: none"> • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
	Collage	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	Sculpture	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
	Drawing	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g.

	<p>reflections, shadows, direction of sunlight).</p> <ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
Print	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
Textiles	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
Digital media	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).

To take inspiration from the greats (classic and modern)	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.
--	--

Computing long-term planning: Year 5 and 6

To code (using Scratch)	Motion	<ul style="list-style-type: none"> • Set IF conditions for movements. Specify types of rotation giving the number of degrees.
	Looks	<ul style="list-style-type: none"> • Change the position of objects between screen layers (send to back, bring to front).
	Sound	<ul style="list-style-type: none"> • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.
	Draw	<ul style="list-style-type: none"> • Combine the use of pens with movement to create interesting effects.
	Events	<ul style="list-style-type: none"> • Set events to control other events by 'broadcasting' information as a trigger.

	Control	<ul style="list-style-type: none"> • Use IF THEN ELSE conditions to control events or objects.
	Sensing	<ul style="list-style-type: none"> • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
	Variables and lists	<ul style="list-style-type: none"> • Use lists to create a set of variables.
	Operators	<ul style="list-style-type: none"> • Use the Boolean operators <p>() < ()</p> <p>() = ()</p> <p>() > ()</p> <p>()and()</p> <p>()or()</p> <p>Not()</p> <p>to define conditions.</p> <ul style="list-style-type: none"> • Use the Reporter operators <p>() + ()</p> <p>() - ()</p> <p>() * ()</p> <p>() / ()</p>

		<p>to perform calculations.</p> <p>Pick Random () to ()</p> <p>Join () ()</p> <p>Letter () of ()</p> <p>Length of ()</p> <p>() Mod () This reports the remainder after a division calculation</p> <p>Round ()</p> <p>() of ().</p>
	To connect	<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online.

		<ul style="list-style-type: none"> • Understand how simple networks are set up and used.
To communicate		<ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications.
To collect		<ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

Design Technology long-term planning: Year 5 and 6

Skill	Context	
To master practical skills	Food	<ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques.

		<ul style="list-style-type: none"> • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
Materials		<ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
Textiles		<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
Electricals and electronics		<ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).
Computing		<ul style="list-style-type: none"> • Write code to control and monitor models or products.
Construction		<ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).

	Mechanics	<ul style="list-style-type: none"> • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.
To design, make, evaluate and improve		<ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
To take inspiration from design throughout history		<ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.

Geography long-term planning: Year 5

Autumn

Spring

Summer

To investigate patterns	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
To communicate geographically	<p>Ongoing throughout geography learning</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard

	<p>Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <ul style="list-style-type: none"> • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
--	---

History long-term planning: Year 5

Autumn **Spring** **Summer**

To investigate and interpret the past	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.
To build an overview of world history	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times.

	<ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.
To communicate historically	<p>Ongoing throughout history learning</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Modern Foreign Languages (French) long term planning:
Year 5 and 6

To read fluently	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials.
To write imaginatively	<ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words.

To speak confidently	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty.
To understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

Music long term planning: Year 5 and 6

To perform	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round.
------------	--

	<ul style="list-style-type: none"> • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
To compose	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
To transcribe	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols.

	<ul style="list-style-type: none"> • Use and understand simple time signatures.
To describe music	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context.

	<ul style="list-style-type: none"> • Describe how lyrics often reflect the cultural context of music and have social meaning.
--	--

Religious Education long term planning: Year 5 and 6

Year 5 and 6	
To understand beliefs and teachings	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.
To understand practices and lifestyles	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.
To understand how beliefs are conveyed	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs.

To reflect	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.
To understand values	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.