

## Year 5 Long Term Plan

Topic	Autumn 1 Masters of Space	Autumn 2 The Vikings	Spring 1 Atrocious Alchemy	Spring 2 Magnificent Mayans	Summer 1 Careering around the Commonwealth!	Summer 2 Magnificent Architecture
The Big Question (Assess the impact)	Big Q: Who are the true masters of space?	Big Q: How did the Vikings become so powerful in Britain?	Big Q: What does it take to become a Scientist?	Big Q: What happened to the Mayans?	Big Q: How is the world getting smaller?	Big Q: How do buildings speak for themselves?
Key Text(s)	The War of the Worlds By H.G Wells	How To Train Your Dragon By Cressida Cowell	Frankenstein By Mary Shelley	The Mystery of the Mayan Ruins By Carole Marsh  The Hero Twins	Around The World in 80 Days By Jules Verne	The Nowhere Emporium By Ross McKenzie  The Water Tower By Gary Crew
Visits/Experiences	Two-night residential to the National Forest (Space Centre, Rosliston Observatory, Conkers and Moira Furnace and Country Park)	Christmas Experience = Newstead Abbey on 11 <sup>th</sup> December  Viking Day	Science Showcase	Mayan Day	Southwell Minister	Papplewick Pumping Station  Religious buildings including St Mary's Church
Science	Earth and Space	Properties of Materials	Changes of Materials	Forces	Living Things and their Habitats	Animals including humans
History	The Vikings Vikings struggle for the Kingdom of England up to Edward the Confessor	The Space Race A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Scientists in history who made significant inventions/discoveries Marie Curie George Washington Carver Edward Jenner	The Mayan Civilisation  To learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared	The British Empire  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Magnificent Architecture  Local study and historical enquires

<b>Geography</b>	<p><b>The Vikings</b></p> <p>Physical features that influenced Viking settlement</p> <p>Name and locate counties and places within the UK as well as locating world countries that the Vikings traded with</p> <p>Trade within the Viking culture</p>	<p><b>Masters Of Space</b></p> <p>Fieldwork – Is the field a good place to build an observatory?</p>	<p><b>Atrocious Alchemy</b></p> <p>Latitude and longitude – location world points</p> <p>OS Map symbols</p> <p>Locating European countries</p>	<p><b>Magnificent Mayans</b></p> <p>Geographical similarities and differences between the UK, Europe and South America.</p>	<p><b>Careering Around the Commonwealth!</b></p> <p>Climate zones Locate the world's countries and major cities</p> <p>Investigate deserts and what it would be like to live near a desert</p>	<p><b>Magnificent Architecture</b></p> <p>Investigate land use patterns over time – local study</p> <p>Distruption of natural resources and how this has affected trade</p>
<b>Computing</b>	<p>Create digital text which includes a range of elements for a specific purpose:</p> <p>Create own quizzes – 2Quiz with a focus on evaluating final product.</p> <p>Viking games – create a Viking game based on the battles looked at</p> <p>News Report (Lindasfarne Raid)</p>	<p>Moviemaker through Literacy – WoTW music. Create own story of TWOTW</p> <p>Lego WeDo 2.0 Space Vehicle project</p>	<p>Digital literacy:</p> <p>Stop frame animation for Frankenstein story 2animate/ipads</p> <p>Online document – collaborative news report 2Write</p>	<p>Create digital text which includes a range of elements for a specific purpose:</p> <p>E- safety</p> <p>Google expedition using Google Earth</p> <p>Produce content for a webpage</p>	<p>Create digital text which includes a range of elements for a specific purpose:</p> <p>Flights Database and Excel - Spreadsheets</p> <p>Create an image for an advert</p>	<p>Use a range of devices to create music: Wonder rooms (appropriate music to accompany)</p> <p>2Code – Year 5 scheme of work for coding on Purple Mash</p>
<b>DT</b>	<p><b>The Vikings</b></p> <p>Longships with cams</p>		<p><b>Magnificent Mayans</b></p> <p>Design and evaluate a two course meal</p>		<p><b>Magnificent Architecture</b></p> <p>Crumble</p>	
<b>Art</b>	<p><b>The Vikings</b></p> <p>To develop techniques, including control and use of materials.</p>	<p><b>Masters Of Space</b></p> <p>To develop an increasing awareness of different kinds of art, craft and design</p> <p>Painting and Pastels – Peter Thorpe – Space Art</p>	<p><b>Atrocious Alchemy</b></p> <p>To develop techniques, including control and use of materials.</p>	<p><b>Magnificent Mayans</b></p> <p>To develop an increasing awareness of different kinds of art, craft and design.</p> <p>3D – Mayan Masks</p>	<p><b>Careering Around the Commonwealth!</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>.</p>	<p><b>Magnificent Architecture (Industrial Revolution)</b></p> <p>To learn about great artists, architects and designers in history</p> <p>3D structures – architecture</p>

	<b>Painting – Viking longboat</b>  <b>Viking voyage (using watercolours)</b>	<b>The Red Weed – (Peter Thorpe style)</b> <b>Artist = Peter Thorpe</b>	<b>Textiles – Monster puppets (sewing)</b>  <b>Frankenstein’s lab (water colours)</b>	<b>Project of Mayan Headdress the Mayans.</b>	<b>Perspective Art Canaletto.</b>	<b>Look at the engineering of famous bridges around the world and what has inspired them. Look at famous engineers, Isambard Kingdom Brunel, Gustave Eiffel, Antoni Gaudi</b> <b>Bridge design and build</b>  <b>Painting – Industrial landscape</b> <b>L. S. Lowry</b>
<b>PE</b>	<b>Cricket</b>  <b>Swimming</b>	<b>Health and Fitness</b>  <b>Swimming</b>	<b>Dance</b>  <b>Swimming</b>	<b>Gymnastics</b>  <b>Hockey</b>	<b>Tag rugby</b>  <b>OAA</b>	<b>Athletics – track and field</b>  <b>Tennis</b>
<b>Music</b>	<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>  <b>Livin’ on a prayer Glockenspiel / keyboard</b> <b>Charanga - games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</b>	<b>Listen with attention to detail and recall sounds with increasing aural memory.</b>  <b>Charanga</b>	<b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Improvise and compose music for a range of purposes using the inter-related dimensions of music.</b>  <b>Charanga</b>	<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>  <b>Classroom Jazz 1 Recorder/glockenspiel /keyboard</b>  <b>Three Note Bossa and Five Note Swing – charanga</b>	<b>Use and understand staff and other musical notations</b>  <b>Develop an understanding of the history of music</b>  <b>The Fresh Prince of Bel Air Glockenspiel</b>  <b>Old School Hip Hop</b>  <b>Key: A minor</b>	<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>  <b>Use and understand staff and other musical notations</b>  <b>Dancin’ in the street</b>
<b>PSHE</b>	<b>Autumn: Relationships</b>  <b>Daart program x 10 weeks. Covering the objectives below and others (see MTP)</b>		<b>Spring: Living in the wider world</b>  <b>Protecting the environment; compassion towards others How information online is targeted; different media types; their role and</b>		<b>Summer: Health and wellbeing</b>  <b>Healthy sleep habits, sun safety, vaccinations immunisation and allergies</b>	

	<b>Managing friendships and peer influence</b> <b>Responding respectfully to a wide range of people, recognising prejudice and discrimination</b>		<b>impact Identifying job interests and aspirations; what influences career choices; work place stereotypes</b>  <b>From Autumn term due to DAART: Physical contact and feeling safe</b>		<b>Personal identity; recognising individuality and different qualities; mental wellbeing</b> <b>Keeping safe in different situations; including responding in emergencies; first aid and FGM</b>	
<b>RE</b>	Inspirational people in today's world Unit 5.1	Christmas Progression	Religion and the individual: what matters to Christians? Unit 5.2	Easter Progression	Beliefs in action in the world Unit 5.4	Beliefs and questions Unit 5.3
<b>MFL Knowledge</b>	<b>To name and describe people</b> <b>To listen to sounds, rhythm and rhyme</b> <b>To have a short conversation saying 3-4 things.</b> <b>To give a response using a short phrase.</b>  <b>Rigolo unit 7</b> <b>Encore!</b>  ➤ <b>Meeting a friend Revise ways to describe people, using <i>avoir</i> and <i>être</i> phrases</b> ➤ <b>Describe people's nationality</b> ➤ <b>Discussing hobbies</b>		<b>To name and describe people and objects</b> <b>To begin to speak in sentences.</b> <b>To ask and answer questions</b> <b>To read and understand a short passage using familiar language</b>  <b>Rigolo unit 8</b> <b>Quelle heure est-il</b>  ➤ <b>Talk about free-time activities</b> ➤ <b>Learn to tell the time</b> <b>Say what activities you do at certain times</b>		<b>To read and understand a range of familiar written phrases</b> <b>To use a bilingual dictionary</b> <b>To write phrases using a model and some words from memory</b> <b>To write 2-3 short sentences on a familiar topic</b>  <b>Rigolo Unit 9</b> <b>Les Fetes</b>  ➤ <b>Say the names and dates of several French festivals.</b> ➤ <b>Identify and ask for certain presents at festivals</b> ➤ <b>Recognise and use numbers 31–60</b> ➤ <b>Give and understand more instructions</b>	