



Ings Farm Primary School Long Term Planning  
**YEAR 5 2019-2020**

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<b>ENGLISH (E)</b> SPOKEN LANGUAGE	Ongoing skills					
READING	Ongoing skills					
• Word reading						
• Comprehension	Ongoing skills					
WRITING	Ongoing skills					
• Spelling & Handwriting and Presentation						
• Vocabulary, Grammar & Punctuation	Ongoing skills					
• Narrative (include outcome)	6 weeks. Myths, Legends and Fables. Children to create and write their own Myth, Legend or Fable.  Fairness Social justice		3 weeks Play scripts. Children to write a Play script for a silent movie - Rock, Paper and Scissors..  2 weeks Narrative writing. To write a story based on characters from a section of the animation 'The Piano'. Thinking about - Actions of Governments, respect, empathy, fairness, actions of citizens.	2 weeks, Narrative poetry Write a story based on the Poem 'The Highway Man' by Alfred Noyes.	3 weeks, stories based in another culture. Work based on 'The Kapok Tree' by Lynne Cherry. Children to write a story showing evidence that it is based in a different culture.  Respect, diversity, empathy, actions of citizens, sustainable developments.	3 weeks, narrative writing. Write two diary entries showing contrasting characters from the book 'There's a boy in the girl's bathroom'.  Social injustice, challenging perceptions, self-esteem, reflection and evaluation and empathy

<ul style="list-style-type: none"> <li>Non Narrative (include outcome)</li> </ul>		<p>2 weeks. Explanation texts. How machines work, create their own machine and explain how it works.</p> <p>3 weeks. Non chronological reports. Write a newspaper report about famous American landmarks.</p>	<p>1 week, Non chronological report. Children to write an information text about the Tudors.</p>	<p>2 weeks, News Paper report based on the events surrounding The Highwayman.</p>	<p>2 weeks, Persuasive writing. To write a persuasive letter to the woodcutter or manufacturer to persuade them not to cut down the Kapok tree.</p> <p>Poverty, climate action</p>	<p>2 weeks, persuasive writing. Produce a leaflet about the Mayan civilization.</p>
<ul style="list-style-type: none"> <li>Poetry (include outcome)</li> </ul>	<p>1 week. Poetry, using Imagery. Children to write a poem about animals/creatures from Myths, Legends and Fables.</p> <p>Empathy &amp; Care</p>	<p>1 week Poetry. Write own poem relating to Winter or Christmas.</p>		<p>2 weeks, Narrative poetry Write a story based on the Poem 'The Highway Man' by Alfred Noyes.</p> <p>1 week, Descriptive poetry. Write a poem using metaphors and /or similes.</p>		<p>Performance poetry, the Night Mail by WH Auden. Write poetry based on the format from 'The monster that ate the universe'. Perform own poem.</p>
<b>MATHEMATICS (M)</b>						
NUMBER						
<ul style="list-style-type: none"> <li>Number and place value</li> </ul>	1 week		1 week	1 week		
<ul style="list-style-type: none"> <li>Addition and subtraction</li> </ul>	3 weeks				1 week	1 week
<ul style="list-style-type: none"> <li>Multiplication and division</li> </ul>	3 weeks	1 week			1 week	2 weeks
<ul style="list-style-type: none"> <li>Fractions</li> </ul>			3 weeks	1 week Could link to % of profits for different countries.	2 weeks	
MEASUREMENT		2 weeks		1 week		1 week
GEOMETRY		1 week	1 week	1 week	1 week	
<ul style="list-style-type: none"> <li>Properties of shapes</li> </ul>						
<ul style="list-style-type: none"> <li>Position and direction</li> </ul>			1 week	1 week		1 week
STATISTICS		2 weeks How many people are in poverty in various countries -compare world food organisation hunger statistics.			1 week Statistics/graphs/tables related to comparisons between two countries. (Average life span in different countries- why?)	1 week

<b>ART &amp; DESIGN (A&amp;D)</b>  <i>Cross Curricular Links</i>	Greek Sculpture  History Literacy		Tudor Portraits  History ICT			William Turner
<b>COMPUTING (C)</b>  <i>Cross Curricular Links</i>	Power Point-Ancient Greeks  History Literacy	Spreadsheet  Geography - USA Discussions of sustainable food/farming.	Database  Science - Space	Programming - Scratch  Geography - Rivers	Programming - Lego WeDo  Geography- The rainforest	Collaborative writing (Purple Mash)  History - The Mayans
<b>DESIGN &amp; TECHNOLOGY (D&amp;T)</b>  <i>Cross Curricular Links</i>		Food  Geography-USA Discussions of fair-trade Burgers, deforestation, responsible consumption and production.		Bridges -Structure  Geography-Rivers	Textiles  Science-All living things Geography, Brazil- Rainforest animals  Deforestation and demise of creatures.	
<b>GEOGRAPHY (G)</b>  <i>Cross Curricular Links</i>		USA- Pollution, changes of homes to cope with Tornadoes.  DT Link with Food Literacy		Rivers-  DT- Bridges Global Goal 9. Industry, innovation, and infrastructure. Comparison of bridges in this country and questioning why the differences.	Brazil  ICT-Digital text DT- Textiles Literacy/GuidedReading	
<b>HISTORY (H)</b>  <i>Cross Curricular Links</i>	Ancient Greece  DT- Greek Sculptures ICT- Presentation.		Tudors  Art-Tudor Portraits			Mayans  Literacy-Non Chronological reports, Computing research (collaborative writing).

<p><b>LANGUAGES (L)</b></p>	<p>Term 1a. <b>Unit 13: Ma famille (My family)</b></p> <p><b>Learning Outcomes</b>  <b>In this unit pupils will:</b>  Learn to talk about their family  Give an oral presentation</p> <p>Term 1b. <b>Unit 14: On fait la fête (Let's celebrate)</b></p> <p><b>Learning outcomes</b>  <b>In this unit pupils will:</b>  Learn how to ask and say when their birthday is in French  Find out about birthday celebrations in French</p>		<p>Term 2a. <b>Unit 15: Cher Zoo (Dear Zoo)</b></p> <p><b>Learning outcomes</b>  <b>In this unit children will:</b>  Learn names for zoo animals  Learn and use some adjectives to describe zoo animals  Use past tenses to recount a zoo visit</p> <p>Term 2b. <b>Unit 16: Le petit déjeuner (Breakfast)</b></p> <p><b>Learning Outcomes</b>  <b>In this unit pupils will:</b>  Develop their awareness of typical breakfast food and drink in France  Learn to order a range of food and drink  Learn to express and understand likes and dislikes with regard to food/drink  Learn to express and understand opinions</p>		<p>Term 3a. <b>Unit 17: Vive le temps libre (Our free time)</b></p> <p><b>Learning outcomes</b>  <b>In this unit pupils will:</b>  Learn to talk about more hobbies  Learn to use the future tense  Design a poster about themselves</p> <p>Term 3b. <b>Unit 18: À la plage (At the beach)</b></p> <p><b>Learning outcomes</b>  <b>In this unit pupils will:</b>  Learn some nouns and verbs to describe a beach scene  Learn to read, understand and write instructions to create a beach scene  Learn how to order and pay for ice creams</p>	
<p><b>Cross Curricular Links</b></p>						
<p><b>MUSIC (🎵)</b></p>	<p><b>Don't Stop Believin' Rock</b>  Cover versions, 80s music, literacy links, analysing performance.</p>	<p><b>Christmas Show Songs</b>  Christmas</p>	<p><b>Classroom Jazz 1</b>  Jazz  History of music - Jazz in its historical context</p>	<p><b>Benjamin Britten- A Tragic Story</b>  Britten (Western Classical music), Blues, Trad Jazz  Literacy and history,    Britten100.org,  www.fridayafternoons.co.uk. The historical context of Latin and South African music.</p>	<p><b>Stop!</b>  Grime, Classical, Bhangra, Tango, Latin Fusion    Composition, bullying.</p>	<p><b>Reflect, Rewind and Replay</b>  Western Classical music and your choice from Year 5    Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
<p><b>Cross Curricular Links</b></p>						
<p><b>PHYSICAL EDUCATION (PE)</b></p>	<p><b>Gymnastics</b>  Skills to develop</p>	<p><b>Gymnastics</b>  Skills to develop</p>	<p><b>Netball</b>    <b>Dance</b></p>	<p><b>OAA</b>    <b>Line Dancing</b></p>	<p><b>Athletics</b>    <b>Rounders</b></p>	<p><b>Athletics</b>    <b>Volleyball</b></p>

	performance in Invasion games.	performance in Invasion games.	Space - planets dance			
Cross Curricular Links						
PSHE (PSHE)	Understand we all have rights and responsibilities. How to act responsibly. How to face new challenges positively. Think about and develop strategies in dealing with uncomfortable feelings.	Bullying- what it is, verbal bullying, positive actions to prevent it.  Relationships- acceptance of friendships and different relationships.  Understanding - What and how we say something can make a difference in difficult situations.  Use problems solving skills peacefully.	Learning- being effective, setting goals, recognising achievements.  Drugs- medicines/drugs, making responsible choices, coping with peers, law and drugs.	Friendships- agreeing and disagreeing with friends.  Recognising self-worth.  Environmental issues.  People in the community.	Relationships- making people feel good and understanding put downs.  Puberty- changes to the body.	Change-responding to change,  Duties and responsibilities.  Reflecting on a year's work.
Cross Curricular Links						
RELIGIOUS EDUCATION (RE)	Islam-why is Mohammed important to Muslims?	Islam-what is the Qur'an? (importance of it)  Chritianity- Why is the birth of Jesus important to Christians?	Sacred places.	Christianity- What happened at the last supper?	Christianity-what do Christians believe about God? Why and how do Christians celebrate Passover?	Creation Story, and the big bang/evolution theory. Christianity- How do different Christian groups differ in their faith?
Cross Curricular Links						
SCIENCE (S)	Properties and change of Materials.	Properties and change of Materials	Earth and Space	Forces	Living things and their habitats	Animals including Humans
Cross Curricular Links			ICT- Database		DT- Textiles	
EDUCATIONAL VISITS (EV)	Visit local Mosque.		National Space Centre/ Life Centre	Rivers/bridge visit? (Possible)		

