



# Year 5 Long Term Plan 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>Earth/Sun/Moon/Forces.</b>	<b>Earth/Sun/Moon/Forces.</b>	<b>Survival</b>	<b>Survival</b>	<b>Chocolate</b>	<b>Chocolate</b>
Please include hook, visits, enrichment activities	Space centre	Ingleborough Hall	Power outage?		York Chocolate Story	
English  (Include any books/texts to be used)	Cakes in space		Kensuke's Kingdom	The Iron Man	Charlie & the chocolate factory	
Maths	Place value	Addition & Subtraction  Statistics	Multiplication & Division  Area & Perimeter	FDP	FDP	Geometry
Science	<ul style="list-style-type: none"> <li>- To know the Sun, Earth and Moon as approximately spherical bodies.</li> <li>- To know how the Earth moves (&amp; other planets) in relation to the sun and use this idea to explain day and night.</li> <li>- To know how the moon moves in relation to Earth and how this causes moon phases.</li> <li>- To know gravity is the force acting between Earth and the objects on Earth.</li> <li>N.B. pupils should be warned is it not safe to look directly at the sun even with dark glasses.</li> </ul>	<ul style="list-style-type: none"> <li>- To know air resistance, water resistance and friction are all forces that act between moving surfaces and the effects of these.</li> <li>-To know smaller forces can have a greater effect (levers, pulleys and gears).</li> </ul>	<ul style="list-style-type: none"> <li>-They can describe the changes as humans develop from birth to old age</li> <li>- They know the <u>gestation periods</u> of animals, including humans (<i>Anglo Farming</i>)</li> </ul>	<ul style="list-style-type: none"> <li>-Know that changes can occur, some are reversible some are irreversible (evaporating, filtering, sieving, melting and dissolving, burning, rusting).</li> <li>-Some changes result in the making of new materials. <i>E.g filtering water for survival</i></li> </ul>	<ul style="list-style-type: none"> <li>-They know the life process of reproduction in some plants including sexual and asexual reproduction</li> <li>- They know which parts of the plants could be used to try and re-grow new plants</li> <li>- They know the changes experienced in <u>puberty (delivered by JT and SL)</u></li> </ul>	<ul style="list-style-type: none"> <li>-To know that materials have different properties (hardness, solubility, transparency, conductivity and response to magnets).</li> </ul>
History	<b>History story – Man on the moon</b>		<b>History story –When the Vikings came King Alfred the Great</b> - To know about waves of <u>invasion</u> Anglo-Saxon/Viking ( <u>kingdoms, settlements, place names, peasants</u> )	- To know the contributions these people have made to Britain today ( <u>Danegeld, taxes</u> )	<b>History story – The chessboard?</b> - To know about Mayan civilisation around AD 900 and how this contrasted with British civilisation at the same time.	- To know about the contribution of the Mayans to life in Britain today ( <u>trade, currency, luxury, status symbol. Gods, temples</u> )
Geography	-To know about climate zones, biomes, vegetation belts and how these are affected by location		-To know about the human (settlement, land use, economic activity) and physical geography (landscape) of that		-Locate <u>North &amp; South America</u> (Modern country to be linked with the Mayans: Mexico, Belize, Guatemala) in relation	-To know about climate zones, biomes, vegetation belts and how these are affected by location within North

			which best suits survival ( <i>Links to survival/ Ingleborough/Human Development</i> ).		to the equator & <u>tropics</u> (Links to Mayans/ chocolate).	& South America. (Links to Mayans/ chocolate).
<b>DT</b>	Design Orrery of the movement of Earth, Sun and Moon.			Design settlements based on necessities of what people need to survive.		
<b>PHSCE</b>	Teamwork	Embracing differences	Conflict and resolution	Bullying	Looking after the environment	Fair Trade