




Year 5 Long Term Plan 2019-20

	Autumn 1 4 th Sept – 19 th Oct 8 weeks	Autumn 2 29 th Oct – 21 st Dec 8 weeks	Spring 1 / 2 7 th Jan – 25 th March 10 Weeks	Summer 1/2 29 th April – 24 th May 4 weeks 6 th June – 19 th July 6 weeks
Theme	<u>How Green Is Green Lane?</u>	<u>How Can We Make Green Lane Greener?</u>	<u>Is change always for the better?</u> <u>(The impact of different groups of historical settlers upon the environment of our island)</u>	<u>Where next? The new explorers</u>
Please include hook, visits, enrichment activities	Jane delivering an assembly. Plastic home and school. Ingleborough Hall. Local area walk.		Saltaire visit – environmental impact of the creation of Saltaire and the canals. Cartwright Hall + Industrial museum – to see when the damage started to accelerate.	Kerbal Space Program – inter-class rocket launch competition. Exploring Space Science Show + Imax Bottle rockets on the field.
English (Include any books/texts to be used)	This morning I Met a Whale Explanation texts Persuasive texts.	Swimming against the storm – Jess Butterworth.		The Iron Man
Poetry	An anthology of environmental poetry Confession of a Bird Watcher BY <u>CHARD DENIORD</u>	An anthology of environmental poetry The Greenhouse Effect – Carl Dennis	Once the World was Perfect – Joy Harjo	The Highwayman
Maths Follow Y5 Planning Documents Maths LTP on the network.	Place value Four Operations	Four Operations Fractions	Measurement - Perimeter and area Measurement – conversion Geometry – properties of shape	Geometry – position and direction Measurement – volume Stats
Science	<ul style="list-style-type: none"> - An understanding of reproduction within the life cycle - Every living thing has to have the means of reproducing itself in order to have a life cycle and to continue the species - Materials can be changed using different processes some of which are reversible others are irreversible. - Sometimes new materials can be made because an existing material has been altered and this is not usually reversible - Understand some materials are used for more than one thing e.g. metal can be used for coins, cans, cars - Different materials have different properties which determine their use <p>Extra – Human activity impacts the world’s climate – geography links.</p>			<ul style="list-style-type: none"> - All objects will fall due to gravity but at varying speeds dependent on the other forces acting on the object e.g. air resistance / water resistance. - Different materials cause different amounts of friction which slow down or stop moving objects. - The sun is a star at the centre of the solar system which has 8 planets. - The moon orbits the Earth and the Earth orbits the sun and the position of these are what causes day and night and the moon phases. - Recognise the Earth rotates on an axis which affects climate & creates biomes (links to geography)
History	N/A		The first settlers – no longer hunter gatherers. (Romans	The Space Race. The Cold War Moon Landing

			<p>Saxons</p> <p>Vikings</p> <p>Industrial revolution</p> <p>1st and 2nd world war.</p> <p>The impact upon the environment of all of the above.</p> <p>- Continuity between the way we live today and previous civilisations</p> <p>- Different civilisations are at different stages in their cycle of development at a given time</p>	<p>The new explorers – private space flight. Elon Musk and hunting for new worlds.</p> <p>- Continuity between the way we live today and previous civilisations</p> <p>- Different civilisations are at different stages in their cycle of development at a given time</p>
Geography	<p>Which areas of the planet are most effected by climate change?</p> <p>Which biomes are most at risk?</p>		<p>Pressures that cause people to resettle.</p> <p>What geographic features affect where people choose to settle.</p> <p>- Understand how geographical location affect human activity (landscape, vegetation, settlement). - Similar geographical features may provide similar outcomes but differences cause different human activity.</p>	<p>What would we need in a new home?</p> <p>- Understand how geographical location affect human activity (landscape, vegetation, settlement). -Similar geographical features may provide similar outcomes but differences cause different human activity.</p>
PE				
Art Artist	<p>Form – drawing shapes as we see them. The shapes in the world we see.</p> <p>How to hold a pencil – drills to develop hand strength and dexterity.</p> <p>Do sketches of different environments as a method of recording.</p>	<p>Shading – how to use shading to create shadows, mid-tones and highlights.</p> <p>How can shading be used to make our forms more realistic?</p>	<p>Art through time</p> <p>How to use colour.</p> <p>How were different colours made and what kinds of palettes were available to different historical societies?</p> <p>Make pigments in class.</p> <p>How make tints and shades.</p>	<p>1960s propaganda around the space race and the CW.</p> <p>Apply knowledge of form, shading and colour to represent the space race.</p> 
DT	<p>Ongoing small group projects across Year 5 and 6.</p> <p>Designing products to sell that repurpose rubbish produced by the school.</p> <p>Products to be sold for the charity – see below.</p> <p>♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ♣ investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>			<p>Design, production and evaluation of space ship design.</p> <p>How do we test design ideas?</p>

RE	<p>Understand the significance of key writings and teachings. Understand and make connections between key teachings in religious and non-religious worldviews. Understand some of the ways in which believers interpret story and symbolism and use language and ritual to convey meaning. Reflect on links and comparisons between their own and others' identity and experience. Formulate questions of meaning and purpose. Reflect on moral issues in their own lives, in relation to their understanding of religious and non-religious worldviews.</p>		
	<p>Why do people need to express their beliefs? Main world religions and their views upon how we should care for the planet.</p>	<p>How do our beliefs impact on our actions? Looking at significant religious stories.</p>	<p>How can a person's beliefs shape their hope for the future? Religious scriptures</p>
PHSCE	See Y5 spiral curriculum.		
PREP sheet Homework	Will be dependent upon where in this unit of work Y5 has reached.	Prep sheet on what they have already learnt about the stone age, Romans, Saxons, Vikings, the industrial revolution and the world wars.	Create a fact file on a planet and research an astronaut.
Charity	Creating products to sell at spring/summer. Money to be donated to charity.		Café Priestley in aid of carbon offsetting the school by finding third world projects.