



Year 5 Long Term Plan 2020-21

	Autumn 1 8 weeks	Autumn 2 8 weeks	Spring 1 / 2 10 Weeks	Summer 1/2 4 weeks 6 weeks
Theme	<b>How Green Is Green Lane?</b>	<b>How Can We Make Green Lane Greener?</b>	<b>Is change always for the better? (The impact of different groups of historical settlers upon the environment of our island)</b>	<b>Where next? The new explorers</b>
<b>Please include hook, visits, enrichment activities</b>	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.
<b>English (Include any books/texts to be used)</b>	This morning I Met a Whale Explanation texts Persuasive texts.	Swimming against the storm – Jess Butterworth.	Chronological writing: (Dairy of events, personal recounts)	Jim A Cautionary Tale Grendel A Cautionary Tale The Adventures Of Professor Branestawm  The Iron Man
<b>Poetry</b>	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	Jim A Cautionary Tale Grendel A Cautionary Tale  The Highwayman
<b>Maths</b> 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
<b>Science</b>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Materials can be changed using different processes some of which are reversible others are irreversible.</li> <li>- Sometimes new materials can be made because an existing material has been altered and this is not usually reversible</li> <li>- 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</li> </ul> <p>Extra – Human activity impacts the world's climate – geography links.</p>		<p>Science in isolation</p> <p>Pupils are taught the process of reproduction in some plants including sexual and asexual reproduction</p> <p>Pupils are taught which parts of the plants could be used to try and re-grow new plants</p> <p>Pupils are taught to pose pertinent questions that they can explore and answer how plants reproduce</p> <p>Pupils are taught to set up a practical enquiry using fair test including systematic observations and recording results</p> <p>Pupils are taught to make predictions and compare the outcomes to draw a conclusion</p> <p>Pupils are taught to use scientific knowledge and evidence to support their findings</p> <p>Pupils are taught to understand the role of reproduction in the life cycle of a plant</p> <p>Pupils will visit the Yorkshire Dales</p> <p>Pupils will compare river and canal habitats</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Different materials cause different amounts of friction which slow down or stop moving objects.</li> <li>- 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 &amp; creates biomes (links to geography)</li> </ul> <p>Pupils will grow and eat healthy food</p> <p>Pupils are taught that every living thing has to have the means of reproducing itself in order to have a life cycle and to continue the species</p>
<b>History</b>	N/A		<p><b>Have we always lived this way?</b></p> <p>Look at the different groups that have settled in the UK.</p> <p>Recap on previous knowledge and build on UK settlers.</p> <p>Romans -Saxons- Vikings-Industrial Revolution-WWI-WWII Who came? When? Where did they come from? Where did they settle? Why did they settle there? Why did they leave? What did they leave? How did they change the landscape?</p> <p>Timelines</p> <p>Examining the continuity between the way we live today and previous civilisations</p> <p>Examining how different civilisations are at different stages of development at any given time</p> <p>The impact upon the environment of all of the above.</p> <ul style="list-style-type: none"> <li>- Continuity between the way we live today and previous civilisations</li> <li>- Different civilisations are at different stages in their cycle of development at a given time</li> </ul>	<p>The Space Race.</p> <p>The Cold War</p> <p>Moon Landing</p> <p>The new explorers – private space flight. Elon Musk and hunting for new worlds.</p> <ul style="list-style-type: none"> <li>- Continuity between the way we live today and previous civilisations</li> <li>- Different civilisations are at different stages in their cycle of development at a given time</li> </ul>

<p><b>Geography</b></p>	<p>Which areas of the planet are most effected by climate change? Which biomes are most at risk? Understand that climate affects biomes, vegetation belts &amp; that climate is dependent on latitude. Skills – use different maps, research present key physical and human features and consolidate directional language</p>		<p>Has Britain always looked like this? Understand how a range of peoples that have settled in Britain have affected its natural environment and human geography. Understand how geographical locations affects human activity. Saltaire visit – Look at the environmental impact of the creation of Saltaire – mills, village, canals Skills – use different maps, research present key physical and human features and consolidate directional language - Understand how geographical location affect human activity (landscape, vegetation, settlement). - Similar geographical features may provide similar outcomes but differences cause different human activity. Continue to understand that climate affects biomes, vegetation belts &amp; that climate is dependent on latitude.</p>	<p>What would we need in a new home? - Understand how geographical location affect human activity (landscape, vegetation, settlement). -Similar geographical features may provide similar outcomes but differences cause different human activity. Continue to understand that climate affects biomes, vegetation belts &amp; that climate is dependent on latitude.</p>
<p><b>Art Artist</b></p>	<p>Form – drawing shapes as we see them. The shapes in the world we see. How to hold a pencil – drills to develop hand strength and dexterity. Do sketches of different environments as a method of recording.</p>	<p>Shading – how to use shading to create shadows, mid-tones and highlights. How can shading be used to make our forms more realistic?</p>	<p>Progression of art through periods in history – see all civ. Referenced in the history plan. Looking at how the colour palette available has increased over time. Make own pigments using natural materials. Explore tones and tints and colour mixing</p>	<p>1960s propaganda around the space race and the CW. Apply knowledge of form, shading and colour to represent the space race – application of skills and knowledge from the previous terms.</p> 
<p><b>DT</b></p>	<p>Ongoing small group projects across Year 5 and 6. Designing products to sell that repurpose rubbish produced by the school. Products to be sold for the charity – see below.   <ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer.</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> </ul> </p>		<p>Design, production and evaluation of space ship design.  How do we test design ideas?   <ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer.</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> </ul> </p>	
<p><b>RE</b></p>	<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.  Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. Suggest lines of enquiry to address questions raised by the study of religions and beliefs  Know about and understand a range of religions and worldviews;  Express ideas and insights about the nature, significance and impact of religions and worldviews;  Develop and use the skills needed to engage with religions and worldviews. <b>6 Major world religions to be taught:</b> <ul style="list-style-type: none"> <li>• Islam</li> <li>• Christianity</li> <li>• Sikhism</li> <li>• Hinduism</li> <li>• Buddhism</li> <li>• Judaism</li> <li>• Non-religious viewpoints</li> </ul> </p>	<p>How can a person's beliefs shape their hope for the future?  Religious scriptures  Know about and understand a range of religions and worldviews;  Express ideas and insights about the nature, significance and impact of religions and worldviews;  Develop and use the skills needed to engage with religions and worldviews. <b>6 Major world religions to be taught:</b> <ul style="list-style-type: none"> <li>• Islam</li> <li>• Christianity</li> <li>• Sikhism</li> <li>• Hinduism</li> <li>• Buddhism</li> <li>• Judaism</li> <li>• Non-religious viewpoints</li> </ul> </p>	
<p><b>PHSCE</b></p>	<p>See Y5 spiral curriculum.</p>			
<p><b>PREP sheet Homework</b></p>	<p>Will be dependent upon where in this unit of work Y5 has reached.</p>	<p>Prep sheet on what they have already learnt about the stone age, Romans, Saxons, Vikings, the industrial revolution and the world wars.</p>	<p>Create a fact file on a planet and research an astronaut.</p>	
<p><b>Charity</b></p>	<p>Creating products to sell at spring/summer. Money to be donated to charity.</p>			