

Year 5

Long Term Plan 2023 – 2024

| | Autumn | Spring | Summer |
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| English Core Text | The Golden Horseman of Bagdad The Promise (4 weeks) Here We Are (3 weeks) | Mufaro's Beautiful Daughters The Wolf's Secret | The Brontes Story The Highway Man |
| Class reading for pleasure | | Moth: An Evolution Story Fourteen Wolves | King of the Sky Space-The Whole Whizz Bang Story |
| Poetry | Poems from a Green and Blue Planet | Stars with Flaming Tails | Cosmic Disco |
| Maths | Decimal fractions Money Negative numbers Short multiplication and division | Short multiplication and division Area and scaling Calculating with decimal fractions Factors, multiples and primes | Factors, multiples and primes Fractions Converting units Angles |
| Science | Physics: Forces Knowledge Endpoints Pupils know that 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. They understand that different materials cause different amounts of friction which slow down or stop moving objects. Scientific Endpoints Pupils undertake scientific investigations, making their own decisions about how to | Biology: Living Things and Their Habitats Knowledge Endpoints Pupils understand that every living thing has to have the means of reproducing itself in order to have a life cycle and to continue the species. Pupils can accurately explain the similarities and differences between the gestation and growth of different species Scientific Endpoints Pupils can select and present appropriate scientific evidence. Pupils can use scientific evidence to identify similarities, difference | Chemistry: Everyday Materials Knowledge Endpoints 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 |

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| | <p>undertake the investigation, identify causal relationships and using these to explain scientific concepts.</p> <p>Earth Science: Earth and Space Knowledge Endpoints Pupils know; 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 and that the Earth rotates on an axis which affects climate & creates biomes (links to geography).</p> <p>Scientific Endpoints Pupils can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. They can use test results to make predictions to set up further comparative and fair tests. They can report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.</p> | <p>and patterns and offer well-reasoned explanations for these. Pupils can research independently and recognise useful secondary sources.</p> <p>Biology: Plants and Animals including Humans Pupils are taught to describe the changes as humans develop from birth to old age, the changes experienced in puberty. Pupils are taught the gestation periods of animals, including humans Pupils are taught the process of reproduction in some plants including sexual and asexual reproduction including which parts of the plants could be used to try and re-grow new plants.</p> <p>Scientific Endpoints Pupils can select and present appropriate scientific evidence. Pupils can use scientific evidence to identify similarities, difference and patterns and offer well-reasoned explanations for these. Pupils can research independently and recognise useful secondary sources. They can synthesising these into concise explanations or scientific diagrams.</p> | <p>Scientific Endpoints Pupils can plan and set up a practical enquiry, make systematic and careful observations; they look for patterns, similarities and differences in their data and communicate their findings for different audiences in a variety of ways. Finally, they can evaluate the accuracy and efficacy of their methods, suggesting improvements.</p> |
| | <p>Earth Science: Seasonal changes Pupils learn about the different seasons and understand that there are changes associated with each season. They can identify weather, changes in plants, appropriate clothing for each season. They know that the Earth goes around the Sun to make these seasons happen.</p> | | |
| History | <p>Early Islamic Civilisation- What impact did early Islamic civilisations have on the modern world?</p> <p>End points Be able to compare what life was like in 900 CE in Baghdad to London.</p> | <p>Exploring Benin's Big Picture of the Past – How important is Eweka's story?</p> <p>End points Children can use a range of sources to find out about Africa's past</p> | <p>Local Study - Industrial Revolution and Victorian Life including story of Saltaire - How did the Industrial Revolution and ideas from the Victorian era impact modern Britain and the rest of the world?</p> <p>End points</p> |

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| | <p>Use different sources of evidence to recount the life of Ibn Battuta. To talk about why we should remember Baghdad 900 CE. -People of Significance Ibn Battuta</p> | <p>Children demonstrate that they understand some of the main events in Africa's past Children select information about Africa's past and justify what they consider were its most significant events Be able to find out about Benin from artefacts (Bronzes) Discuss what cause Benin to lose its Bronzes To talk about similarities and differences between living in Tudor and/or Stuart England and Benin Discuss how black people were treated in Britain Children can talk about how important Eweka's story is in Benin's past -People of Significance Eweka</p> | <p>Children to use a range of sources and evidence to talk and write about the effects of the industrial revolution on the workforce and their subsequent living conditions Recognise some vast technological changes occurred during the Victorian Era and this changed the lives of people Children to identify evidence to use, use it to conduct research, assess its reliability and bias -People of Significance Titus Salt, Queen Victoria, suffragettes, James Watts. James Hargreaves, Richard Arkwright Local Study of Saltaire</p> |
| Geography | <p>Mountains</p> <p>Enquiry Question How are mountains formed and how do they affect the world around them? End points: Children will...</p> <ul style="list-style-type: none"> • know that a mountain is a landform that rises prominently above its surroundings and is generally distinguished by steep slopes, a relatively confined summit, and considerable height • be able to describe mountains using specific geographical language • be able to name different types of mountain (fold, fault-block, volcanic and | <p>Extreme environments</p> <p>Enquiry question: Can life exist in even the most extreme environments on Earth?</p> <p>End points: Children will...</p> <ul style="list-style-type: none"> • know that an extreme environment is one where it is hard for people (and other forms of life) to survive • Understand lines of latitude and how the Earth can be divided into polar, temperate, sub-tropical and tropical zones • Know that each tend to have different climates and biomes | <p>Trade links and Fair Trade</p> <p>Enquiry question: What does Fair Trade mean and is it better for everyone?</p> <p>End points: Children will...</p> <ul style="list-style-type: none"> • know that trade is the buying and selling of goods and services that we want and need • know that trade is an important way for countries to make money or to acquire resources that are otherwise scarce or expensive • understand and explain how and why trade has changed over time (from more local to global) |

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| | <p>dome mountains), give examples and explain how they are formed</p> <ul style="list-style-type: none"> be able to name and locate on a map, significant mountains and mountain ranges including Mount Everest and the Himalayas in Asia, the Alps in Europe, the Andes in South America and the Rocky Mountains in North America be able to use field work, maps, geographical data and aerial photographs to discuss and compare human and physical processes in the Yorkshire Dales and the Rocky Mountains be able to describe the location of significant features using 4 and 6 figure grid references | <ul style="list-style-type: none"> know that a biome is a community of plants and/or animals that share characteristics based on the environment in which they live (e.g. evolved to survive in hot conditions) know and describe the different types of biome including rainforests, deserts, savannah, woodlands and tundra know and understand why some biomes are ideal for supporting life and some are considered extreme environments be able to use maps and atlases to locate different biomes and describe them in relation to the equator know the difference between weather and climate be able to compare human and physical geography of particular locations within contrasting biomes | <ul style="list-style-type: none"> know that sending goods to sell in other countries is called export know that importing is when one country buys things from another country know that Bradford has a rich history of trade, particularly in textiles know that UK exports include machinery, cars and other transport equipment, electrical and electronic equipment (including computers), chemicals, and oil, as well as financial services know that the UK imports 1/10 of its foodstuffs and about 1/3 of its machinery and transport equipment. know that the term 'fair trade' refers to trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers |
| Art | <p>End points:</p> <ul style="list-style-type: none"> To use shading to create mood and feeling. To organise line, tone, shape and colour to represent figures. To draw with perspective. To use natural materials to make own pigments. <p>Possible topics/artists: Stephen Wiltshire</p> <p>Y5 Sketchbooks:</p> <ul style="list-style-type: none"> To keep notes in sketchbooks about how they might develop their work. | <p>End points:</p> <ul style="list-style-type: none"> To create art work with a range of moods and feelings. To explain why they have chosen specific materials to draw with. Create a range of moods in their paintings. Express their emotions accurately through their paintings and sketches. Print using a number of colours. Create an accurate print design that meets a given criteria. Learn about the work of others by looking at their work in books, internet, visit galleries etc. | <p>End points:</p> <ul style="list-style-type: none"> To experiment with and combine materials and processes to design and make a 3d form. Sculpt clay and other mouldable materials. Use textile and sewing skills as part of a project eg hanging/textile book. This can include running stitch, cross stitch and backstitch. To plan a sculpture through drawing and other preparatory work. To use textile and sewing skills as part of a project. <p>Possible topics/artists: Tom Hare Pablo Picasso - sculpture</p> |

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| | To use sketchbooks to compare and discuss ideas with others. | Possible topics/artists: Jacques-Louis David Vincent Van Gogh Andy Warhol | Alexander Calder |
| DT | Designing a stuffed winter decoration <ul style="list-style-type: none"> • Designing a stuffed toy, considering the main component shapes required and creating an appropriate template. • Considering the proportions of individual components. Make <ul style="list-style-type: none"> • Creating a 3D stuffed toy from a 2D design. • Measuring, marking and cutting fabric accurately and independently. • Creating strong and secure blanket stitches when joining fabric. • Threading needles independently. • Using appliqué to attach pieces of fabric decoration. • Sewing blanket stitch to join fabric. • Applying blanket stitch so the spaces between the stitches are even and regular. Evaluate <ul style="list-style-type: none"> • Testing and evaluating an end product and giving point for further improvements. Knowledge <ul style="list-style-type: none"> • To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric. • To understand that it is easier to finish simpler designs to a high standard. • To know that soft toys are often made by creating appendages separately and then attaching them to the main body. • To know that small, neat stitches which are pulled taut are important to ensure that | TBC | TBC |

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| | the soft toy is strong and holds the stuffing securely. | | | | | |
| PSHE | Me and My Relationships Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs | Valuing Difference Recognising and celebrating difference, including religions and cultural Influence and pressure of social media | Keeping Safe Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills | Rights and Respect Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending | Being my Best Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community | Growing and Changing Managing difficult feelings puberty Managing change How my feelings help keeping safe Getting help |
| RE | Why are some places and journeys special? End points: <ul style="list-style-type: none"> Identify and explain features of some special places and journeys Suggest reasons why special places and journeys inspire people Investigate places of pilgrimage and reflect on the challenges involved in the journey | | What values are shown in codes for living? End points: <ul style="list-style-type: none"> Investigate and make connections between morals and values found in religious teachings and everyday life. Identify and explain similarities and differences between Humanist, Muslim, Jewish and Christian values Apply ideas about values and how people choose to live their lives. <ul style="list-style-type: none"> Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty Should we forgive others? End points: <ul style="list-style-type: none"> Identify and show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. Explain and apply their own ideas about Jesus' teaching about forgiveness and reconciliation. Suggest reasons for the importance of forgiveness and confession in Christian communities. | | What do Christians believe about the old and new covenants? End points: <ul style="list-style-type: none"> Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering, comparing and contrasting aspects of these world faiths, especially in relation to Abraham and Jesus. Explore the narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people. Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements. | |

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| | | Discuss and give examples of how some modern individuals have faced the challenge of forgiveness. | |
| <ul style="list-style-type: none"> • Visits • Experiences • Visitors | Visit to Bradford Cathedral Lyfta learning experiences Bikeability | Place of worship visit Habitat study Lyfta Learning experiences | Bronte Parsonage Museum Industrial Museum Whiske Hall Residential Lyfta Learning experiences |