



Broadbent Fold Primary School and Nursery

Long Term Planning - Year 5 - 2023-2024

Teacher: Mrs Blomeley

Focus	Autumn 1	Autumn 2	Spring 1 and Spring 2	Summer 1	Summer 2
BV - Identify British Values	<p>We will ensure all pupils have a voice that is listened to, and demonstrate how democracy works. Class to vote for Pupil Leaders to represent Year 5 and to vote for other key roles such as Eco Warriors, Sports Ambassadors and class monitors.</p>	<p>Children are taught the rule of the law; that it is important to have rules, to ensure fairness and safety for everyone. This is evident in the school's Ready, Respectful and Safe statement. They are encouraged to establishing and setting their own class rules in the form of positive expectations.</p>	<p>Every child is valued as an individual, and we aim to allow their unique personalities to shine through. Children are encouraged to be reflective, and to learn to take responsibility for themselves. This individual liberty includes reflecting on their own work. Within our school community, they are able to develop an understanding of how the concept of personal liberty works within a society.</p>	<p>Children should learn to become strong, tolerant and respectful members of our society. They are encouraged to explore these ideas through PSHE and RE. They are encouraged to show mutual respect by celebrating and considering the needs of others, and to develop their knowledge and understanding. To show tolerance of those of different faiths and beliefs, children and staff are encouraged to discuss their own faith and cultural traditions, whilst exploring the faiths and beliefs of others. School visits to places of worship and other world faiths encourage tolerance and respect.</p>	



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Theme Question	<u>What was life like for Victorian children?</u>	<u>Can you crack the codes to become a Spy?</u>	<u>Why should the world's rainforests matter to all of us?</u>		<u>How did the Anglo Saxons change Britain?</u>	<u>What makes South America a continent of contrasts?</u>
Hooks: Trips/Visitors	A visit to George Street Chapel in Oldham to experience life as a Victorian child.	A mysterious briefcase and coded letter arrives in Y5. Spy Day! Dress up and transform the classroom into Spy Headquarters.	Link to Climate Change Adopt a rainforest animal-WWF. Crumble Coding workshop.		Visit to Tatton Park to experience life as an Anglo Saxon for a day!	South American food tasting day.
Texts:	Street Child by Berlie Doherty (Historical fiction)	Stormbreaker by Anthony Horowitz (Adventure fiction)	The Explorer By Katherine Rundell (Fiction)	Greta's Story The Schoolgirl Who Went On Strike To Save The Planet' (Non-fiction)	Explore Anglo Saxons (Non-fiction) Beowulf by Michael Morpurgo (Fiction)	Trash by Andy Mulligan (Fiction - Adventure)
Genre Focus:	Diaries Poetry	Spy Narrative Including Character and Setting Descriptions	Balanced arguments Poetry Persuasive Texts (Climate change) Playscripts		Myths and Legends Poetry: Riddles and Kennings	Biographies Non chronological reports.
Wider curriculum opportunities	Diary Writing as Victorian child (History) Space poem (Science)	Explanation or Instruction Text about Spy Gadget (D&T)	Persuasive letter to Head Teacher re Climate Change (Science) Poem (Haiku) about an aspect of Climate Change		Balanced argument (Was King Arthur real?) (History)	Persuasive brochure (Geography) Decaying and Materials in Mobiles (Science)
Significant People	Queen Victoria Harriet Tubman (Black History Week)	Alan Turing	Henri Rousseau (artist) Greta Thunberg David Attenborough		Alfred the Great	Brazilian footballers Carlos Paez Vilaro. (artist)



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<p>Science</p>	<p>Earth and Space</p> <ul style="list-style-type: none"> Describe the movement of the Earth and other planets, relative to the Sun. Describe the movement of the moon in relation to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Space Week activities</p>	<p>Forces</p> <ul style="list-style-type: none"> Know what gravity is and its impact on our lives. Identify and know the effect of air and water resistance Identify and know the effect of friction Explain how levers, pulleys and gears allow a smaller force to have a greater effect. <p>Learn about : Isaac Newton Aristotle Galileo Copernicus.</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop into old age. Link to SRE and puberty - visit by School Nurse. Know the life cycle of different living things e.g. mammals, amphibians, insects and birds. Know the differences between different life cycles. Describe the life process of reproduction in some plants and animals 	<p>Animals, including humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop into old age. (Link to SRE). 	<p>Properties and changes in materials</p> <ul style="list-style-type: none"> Compare and group materials based on their properties (e.g. hardness, solubility, etc) Know and explain how a material dissolves to form a solution Know and show how to recover a substance from a solution Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating) Know and demonstrate that some changes are reversible, and some are not Know how some changes result in the formation of a new material and that this is usually irreversible <p>Working Scientifically</p> <ul style="list-style-type: none"> Set up an investigation when it is appropriate, e.g. finding out which materials dissolve or not
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<p>History</p>	<p><u>Beyond 1066</u> <u>The Victorians</u></p> <ul style="list-style-type: none">• Know a significant turning point - The Victorians and the significance of inventions.• Know changes in aspects of social history such as crime and punishment, leisure and entertainment.			<p><u>Chronology Stone</u> <u>Age to 1066</u> <u>Anglo Saxons</u></p> <ul style="list-style-type: none">• Know how Britain changed between the end of the Roman occupation and 1066• Know about how the Anglo-Saxons attempted to bring about law and order into the country• Know that during the Anglo-Saxon period Britain was divided into many kingdoms• Know that the way the kingdoms were divided led to the creation of some of our county boundaries today• Use a timeline to show Anglo-Saxon period.	
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<p>Geography</p>		<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Know the names of and locate at least eight European countries; • Know the names of and locate at least eight major capital cities across the world; • Know the names of a number of European capitals. 	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • Know what is meant by biomes and what are the features of a specific biome <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Know the names of, and locate, a number of South or North American countries. <p><u>Geographical skills and fieldwork</u></p> <p>Know how to use graphs to record features such as temperature or rainfall across the world</p>			<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Know the names of, and locate, a number of South American countries. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • Know key differences between living in the UK and in a country in South America <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Know how to use graphs to record features such as temperature or rainfall across the world
<p>Computing / Esafety</p>	<p>Research Know how to search for specific information and know which information is real, safe and secure.</p>	<p><u>Coding - repetition</u> Develop a program that has specific variables identified.</p> <p><u>Coding - algorithms and debugging</u> Analyse and evaluate information.</p>	<p><u>Reasoning:</u> make an accurate prediction and explain why they believe something will happen (linked to programming)</p> <p><u>Crumble Coding Workshop</u> Design and make their own piece of wearable tech: light it up or make a noise when wearing it.</p> <p><u>Internet safety:</u> Recognise acceptable and unacceptable behaviour using technology</p>		<p><u>Creating Media - Video production</u> Learn how to create a video, using different camera angles. Develop the skills of capturing, editing, and manipulating video.</p>	<p><u>Data and Information</u> Learn how a flat-file database can be used to organise data in records. Order and answer questions about data.</p> <p><u>Revisit Internet Safety.</u></p>
<p>P.S.H.E and S.R..E</p>	<p>PSHE Positive Friendships SRE: Health & Well</p>	<p>PSHE Responding to hurtful behaviour. Respecting differences and</p>	<p>PSHE What makes a community? SRE: Relationships</p>	<p>PSHE: How data is shared and stored. Making decisions about money.</p>	<p>PSHE: Maintaining a balanced lifestyle. Oral hygiene and dental care.</p>	<p>PSHE: Medicines and household products. Drugs common to everyday life. Physical</p>



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	Being How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media	similarities. SRE Living in the Wider World Understand that there are basic human rights shared by all people and Societies. Children have their own special rights set out in the UN Declaration of the Rights of the Child.	To recognise and challenge stereotypes	SRE Relationships To judge what kind of physical contact is acceptable or unacceptable and how to respond	SRE: Relationships How to recognise bullying and abuse in all its forms (including prejudice based bullying both in person, online and through social media)	and emotional change. SRE :Health & Well Being How their body will, and their emotions may, change as they approach and move through puberty
Music	Charanga Unit: "Living on a Prayer" Use notation to interpret and understand music.	Charanga Unit: Jazz Improvisation as musical activities. Learn and practise Christmas Carols.	Charanga Unit: Make You Feel My Love	Charanga Unit: The Fresh Prince of Belair	Charanga Unit: Dancing in the Street	Charanga: Reflect, Rewind and Replay
Art	<ul style="list-style-type: none"> Explain some of the features of art from historical periods. Know how to show facial expressions and body language in sketches and paintings. Teach the basics of portrait drawing to sketch their own portrait of Queen Victoria. Sketch Harriet Tubman and apply shading.	<ul style="list-style-type: none"> Know how to show facial expressions and body language in sketches and paintings. Design and sketch their own Spy and Nemesis (ie with a mean expression.)	<ul style="list-style-type: none"> Know how to use line, tone, shape and colour to represent figures and forms in movement. Research the work of an artist and use their work to replicate style Know how different artists developed their specific techniques. Research the work of Henri Rousseau and his jungle prints. Create a rainforest painting using a colour wash as a background and adding colour with plants and flower.	<ul style="list-style-type: none"> Research the work of an artist and use their work to replicate a style Research and create their own version of The Bayeux Tapestry	<ul style="list-style-type: none"> Experiment with media to create emotion in art Know how to use images created, scanned and found; altering them where necessary to create art Create a symbolic piece of art to depict Brazil (or another South American nation)	



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<p>Design and Technology</p>	<p>Mechanisms Space Buggies Link to Science topic - Earth and Space.</p> <p>To design, make and evaluate a space buggy to explore the surface of - and collect samples from - Mars, to establish whether it is a suitable location to build a new colony for human life.</p>	<p>Design, make and evaluate a Spy gadget.</p>	<p>Textiles</p> <p>Make a Soft Toy based on an endangered animal Link to Rainforests and Climate change</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 group</p>			<p>Food preparation Make a South American recipe (Guacamole)</p> <p>Use a range of techniques such as peeling, chopping and slicing and know that recipes can be adapted to change the appearance, taste, texture and aroma.</p>
<p>P.E.</p>	<p><u>Tag Rugby</u></p> <p><u>Invasion Game Skills 4</u></p>	<p><u>Hockey</u></p> <p><u>Basketball</u></p>	<p><u>Gymnastics</u> Partner work over and under <u>OAA</u></p>	<p><u>Dance The Haka</u></p> <p><u>Cricket</u></p>	<p><u>Football</u></p> <p><u>Rounders</u></p>	<p><u>Athletics</u></p> <p><u>Tennis</u></p>
<p>MFL Polish</p>	<p>This unit will focus on revisiting vocabulary taught last year. Pupils will practise to greet each other and ask simple questions about name and wellbeing. They will revisit words for animals.</p>	<p>In this unit pupils will look at vocabulary for clothing and use already learnt vocabulary (colours) to describe clothes. Celebrate Polish Day and learn about the Polish emblem (the eagle)</p>	<p>Unit 3 will focus on food (fruit and vegetables and other common food and drink items). Pupils will learn to express their likes and dislikes.</p>	<p>In this Unit pupils will become familiar with the Polish words for sports and activities.</p>	<p>In this Unit, pupils will be introduced to the key vocabulary needed to describe weather. Using simple sentences pupils will create weather reports.</p>	<p>This Unit will focus on season and will use vocabulary learnt in the previous units to express their likes and dislikes about seasons/weather and give simple reasons.</p>



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<p>R.E. 2022 new syllabus</p>	<p><u>Believing strand:</u></p> <p>Why do some people believe that God exists? <i>Christians and non-religious (eg, Humanists).</i></p>	<p><u>Living strand:</u></p> <p>Green religion? How and why should religious communities do more to care for the Earth? <i>Link to climate change.</i></p>	<p><u>Expressing strand:</u></p> <p>If God is everywhere, why go to a place of worship? <i>Christians, Hindus and/or Jewish people or Muslims.</i> <u>Possible visit to Mosque.</u></p>
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