Hollingwood Primary School – Long Term Plan – This is a working document and subject to updating and change					Year 5
HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
Literacy					
Journey by Aaron Becker/Lion the Witch and the Wardrobe by C.S.Lewis. To use ing ed sentences. To write a story opener using ing ed sentences. To add subordinate clauses using conjunctions. To describe a scene using complex sentences. To use fronted adverbials. To construct a setting description incorporating fronted adverbials. To develop vocabulary. To use similes. To write a poem about the magic carpet. To construct a paragraph. To construct a paragraph using my own topic sentence. To write a diary entry. To write a setting description. Spellings – Year 5/6 spelling words. **The Boy at the Back of the Class by Onjali Rauf.** To use outside (inside) sentences. To write a recount of Ahmet's first day using outside (inside) sentences. To punctuate speech correctly. To write a scene with dialogue. To use parenthesis. To write a narrative using parenthesis. To use relative clauses. To use relative clauses in a diary entry. To write a story opener. To write a story opener in first person.	**The Boy at the Back of the Class by Onjali Rauf.** To describe an exotic fruit. To plan a persuasive letter in support of refugees. To write a persuasive letter in support of refugees. **The Highwayman by Alfred Noyes.** To use noun which/where/who sentences. The use name adjective pair sentences. To use as -ly sentences. To be able to identify figurative language. To look at example narratives. To write a character description using powerful adjectives. To write a diary entry. To write part of the story from a character's perspective.	**Dragon Slayer** To write a diary entry Outside(inside) sentences Use a range of sentence openers - ISPACED Relative clauses Parenthesis To develop vocabulary and use a dictionary Commas to separate clauses To write a story ending To write a set of instructions. **Spelling** – Year 5/6 spelling patterns **Tales of Terror – The Black Ship, Piroska** Story ending Use of semi-colons Verb person sentences Homophones Appropriate use of vocabulary Informal letters Predictions	**Tales of Terror – The Black Ship, The Scrimshaw Imp and Piroska.** Features of a newspaper Effective word choices Writing a newspaper report Diary writing Adjectives Fronted adverbials Use of brackets. Semi-colons Phrases Alliteration Similes Empathy with a character Synonyms Predictions **Spelling** – Year 5/6 spelling patterns and word list	**Poetry – The Highway Man** Figurative language Character description using powerful adjectives Diary entry Story from a characters perspective. **Spelling** – Year 5/6 spelling patterns and word list **Holes – Instruction writing** Determiners Move clauses within sentences Imperative verbs Prefixes and suffixes Setting descriptions Letter of complaint	**Holes – Instruction writing** Prefixes and suffixes Setting descriptions Letter of complaint **The Lego Story** Chronological report Adverbial phrases Modal verbs Apostrophes Subordinating and coordinating conjunctions. Inverted commas in dialogue Formal letter writing.
Numeracy					
Number and place value Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	**Multiplication and division** Identify multiples and factors, including finding all factor pairs Solve problems involving multiplication and division including using their	**Area and Perimeter** Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm2) and	Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction	**Measures** Convert between different units of measure (e.g. kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and gram; litre and millilitre)	**Geometry** Identify 3-D shapes, including cubes and cuboids, from 2-D representations Know angles are measured in degrees; estimate and measure them and draw a given angle, writing its size in degrees (o)

Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Solve number problems and practical problems that involve all of the above Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit **Addition and subtraction** Add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	knowledge of factors, multiples, squares and cubes Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers Multiply and divide numbers mentally drawing upon known facts Divide numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign **Statistics** Solve comparison, sum and difference problems using information presented in line graphs Complete, read and interpret information in tables, including timetables **Area and Perimeter** Measure and calculate the perimeter of composite rectilinear shapes in	square metres (m2) and estimate the area of irregular shapes **Fractions and decimals** Compare and order fractions whose denominators are all multiples of the same number Recognise mixed numbers and improper fractions and convert from one form to the other Add and subtract fractions with the same denominator and related fractions; write mathematical statements >1 as a mixed number (e.g. 2/5 + 4/5 = 6/5 = 11/5) Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions (e.g. 0.71 = 71/100) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Round decimals with two decimal places to the nearest whole number and to one decimal place Read, write, order and compare numbers with up to three decimal places Solve problems involving number up to three decimal places Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator hundred, and as a decimal fraction Solve problems which require knowing percentage and decimal equivalents of 1/2 1/4 1/5 2/5 4/5 and those with a denominator of a multiple of 10 or 25.	Solve problems which require knowing percentage and decimal equivalents of 1/2 1/4 1/5 2/5 4/5 and those with a denominator of a multiple of 10 or 25.	Understand and use basic equivalences between metric and common imperial units and express them in approximate terms Recognise and estimate volume (e.g. using 1 cm3 blocks to build cubes and cuboids) and capacity (e.g. using water) Solve problems involving converting between units of time Solve problems involving addition and subtraction of units of measure (e.g. length, mass, volume, money) using decimal notation.	Identify: multiples of 90o, angles at a point on a straight line and 1/2 a turn (total 180o) , angles at a point and one whole turn (total 360o) reflex angles, and compare different angles Draw shapes using given dimensions and angles State and use the properties of a rectangle (including squares) to deduce related facts distinguish between regular and irregular polygons based on reasoning about equal sides and angles Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

	centimetres and metres calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes				
Science					
	<u>Earth, Sun and Moon.</u> Describe movement of Earth, & other planets, relative to Sun. Describe Sun, Earth & Moon as approximately spherical bodies. Identify scientific evidence that has been used to support or refute ideas or arguments. Idea of Earth's rotation to explain day/ night & apparent movement of sun across sky. Planning different types of scientific enquiries to answer questions including recognising and controlling variables when necessary. Describe movement of Moon relative to Earth. To show what the children have learnt throughout the topic - mind map.	**<u>Forces – May the Force be with you.</u>** To develop scientific vocabulary. To identify the effects of air resistance, water resistance and friction. To take measurements using a range of scientific equipment. To report and present findings. To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To plan different types of scientific enquiries to answer questions. To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	**<u>Properties & changes of material</u>** To compare and group everyday materials To compare and contrast different solids according to their properties To investigate mixtures and solutions and how to separate them.	**<u>Properties & changes of material</u>** To investigate everyday materials To plan a fair test.	**<u>Living Things and their Habitats</u>** To develop scientific vocabulary To identify different groups of living things To understand what a life cycle is To compare the differences between life cycles of mammals and birds To be able to research to find the answer to a scientific question To plan a fair test To observe changes To create a time line indicating the stages in growth and development of a human
Non-core					
<u>Victorians and Titus Salt.</u> Who was Titus Salt and is he significant? Was Titus Salt a good employer? Why is Saltaire a World Heritage Site? What was Titus Salt's legacy? **<u>Music – Don't Stop Believing by Journey.</u>** Where did rock music originate from? Who are the band journey? What is Bon Jovi's history as a rock star? Listening and appraising Performing Singing.	**<u>Music – Christmas.</u>** Boom whackers – Frosty the Snowman. **<u>Art – Drawing, David Hockney.</u>** Who is David Hockney? What work did David Hockney produce? How did Hockney use colour? How do you draw with perspective? Draw the outline of a landscape, focusing on perspective. Add colour to your landscape. Evaluate how effectively we have reproduced Hockey's work.	**<u>Pakistan -</u> a study to extend their knowledge & understanding beyond the UK.** Locate largest urban areas on a map and use geographical symbols Create a bar graph of populations of different cities in Pakistan. To ask geographical questions regarding the physical and human geography of Pakistan To investigate the trade routes between the UK and Pakistan.	**<u>Pakistan -</u> a study to extend their knowledge & understanding beyond the UK.** Where it is? Location to world, continents, countries, local map work of Pakistan.Using maps/globes/atlases/ Google Earth etc. Keys/symbols. Understanding the difference between physical and human geography.	**<u>Tudors</u>** Who wealthy people were different to poorer people To see the significant advancements and changes to medicine	**<u>Grid referencing</u>** To use four and six figure grid references to locate places on a map **<u>Rivers</u>** I can explain the water cycle I can explain the key rivers of the UK I can locate the rivers of the world To describe the key features of a river system To use atlases and maps River usage To explain the impact of damming rivers.

		To compare two different regions: one in the UK and one in Pakistan. To create a mind map.	Creating bar charts of the population of the major cities in Pakistan. Persuasive writing – selling Lahore as a holiday destination. Understanding what cause floods and earthquakes and the impact of these.		
Computing.					
Databases Interrogate, create and evaluate own databases. **Coding** To create a maths quiz using if…else…otherwise.	**Spreadsheets.** Learn how to populate spreadsheets and use formulae. **Game creating.** To plan, design, create and evaluate a game.	**Coding** Using the scratch programme Children will work through a series of coding activities, working at their own pace. Understanding the step-by-step nature of computer programmes. Using sequence, selection and repetition in programmes.			
PSHE					
Physical health and well-being in the media. To know that food and drink adverts can use misleading marketing messages in order to make a product seem healthier for consumers We are able to compare the health benefits of a food or drink product in comparison with an advertising campaign To identify advertising as one influence on people's choices about food and drink We are able to analyse how the media portray celebrities To recognise that celebrities can be presented as role models and that	**Physical health and well-being in the media.** To understand that images can be changed or manipulated by the media and how this can differ from reality We can describe how the media portrayal might affect people's feelings about themselves To accept and respect that people have bodies that are different	**Drug, alcohol and tobacco education** To learn about the risks associated with smoking drugs including cigarettes, e-cigarettes, shisha and cannabis. To understand there are risks associated with all smoking drugs. To learn about different influences on us. To understand and describe strategies that people can use if they feel under pressure in relation to drug use.		**Stereotypes, prejudice and discrimination** To learn about stereotypes. To understand the term discrimination. To learn about prejudice and discrimination and how this makes people feel.	**Mental health and well-being – dealing with feelings** To learn about a wide range of emotions and feelings and how these are experienced in the body To learn about times of change and how this can make people feel To learn about feelings associated with loss, grief and bereavement

they may be a good or not-so-good role model for young people We can explain why we need to be cautious about things we see, hear or read about in the media					
RE					
<u>Special places.</u> What is it like to visit the Western Wall if you are Jewish? What is it like to visit Makkah if you are Muslim? Which places or journeys are special to Christians, and why? What do Sikhs consider more important than pilgrimage? Why are some places special to more than one religion?		**<u>What values are shown in codes for living?</u>** To think about the idea of a code for living. To understand that there are different religious beliefs. To think carefully about the Christian ideas of values. To begin to understand that the impact of our values can make people happy or unhappy. To describe aspects of the life and teachings of Prophet Mohammed and how he has influenced the lives of Muslims. To think carefully about the Jewish ideas of values. To understand the value of peace.		**<u>Symbols and Symbolism</u>** To be able to understand how symbols and signs represent and meaning. To identify Islamic symbols. To know who Muhammed is and why he is significant to Muslims. Creating a fact file. To know symbols used in Hinduism. To know how and why Hindu's celebrate Diwali.	
Physical Education					
<u>Swimming.</u> **<u>Basketball.</u>** To demonstrate consistent accurate passing (over a range of distances) and dribbling techniques, whilst under pressure To begin to pivot (when looking for passing opportunities) To further develop ABC techniques to keep control of ball in a competitive situation To choose appropriate tactics to move the ball towards the opponent's basket and shoot with improved accuracy To understand the importance of 'getting free' (by moving away, coming back or dodging) in order to receive a pass	**<u>Swimming.</u>** **<u>Sports Hall Athletics.</u>** Obstacle relay. Relay. Chest push. Standing long jump. Standing triple long jump. Vertical jump. Soft javelin. Speed bounce.	**<u>Netball –</u>** Identify and complete the different passes sued in Netball. Understand the rule of footwork. Understand that marking helps intercept the ball and dodging enables a player to get away from a marker. Complete the different types of dodges State the difference between attacking skills and defending skills. Shoot accurately in a range of ways Identify the different positions in Netball and the different areas players can be in.	**<u>Netball –</u>** Identify and complete the different passes sued in Netball. Understand the rule of footwork. Understand that marking helps intercept the ball and dodging enables a player to get away from a marker. Complete the different types of dodges State the difference between attacking skills and defending skills. Shoot accurately in a range of ways		**<u>Swimming</u>** **<u>Cricket</u>**

To be able to demonstrate a range of defending skills and understand how to mark an opponent To use all skills effectively in small sided team games		I can practice a throw in from the side line. I can look at different strategic attack and defence formations. Swimming	Identify the different positions in Netball and the different areas players can be in. I can practice a throw in from the side line. I can look at different strategic attack and defence formations. Swimming		