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.	**No Ballet Shoes in Syria – Catherine Bruton.** **To use if, if, if then sentences.** To identify subject, verb, object in sentences. To write a description of Manchester compared to Syria. To identify phrases and clauses. To use expanded noun phrases. To write a diary entry. To write a flashback. To write an explanation text. **Holes by Louis Sachar.** To use determiners To revise the difference between a phrase and a clause. To move clauses within sentences. To use imperative verbs. To use casual conjunctions and adverbials. To write a setting description. To write a letter of complaint. To write a balanced argument.	**Skellig by David Almond.** To use apostrophes for omission. To use apostrophes for permission. To use modal verbs. To use modal verbs in a narrative. To use a variety of sentence openers (DADWAVERS) To use a variety of sentence openers in a setting description. To use past progressive tense. To create suspense in a scene using past progressive tense. To look at setting description examples. To write a persuasive advert. To create suspense in my writing. To plan a setting description. To draft a setting description. To write a setting description.	**Wonder by R J Palacio** To use present progressive tense. To write a section of the narrative exemplifying past and present progressive tense. To use similes and metaphors. To write a description of August using similes and metaphors. To use direct speech. To write a conversation between mum and dad. To use personification. To write a description using personification. To write a diary entry about Daisy. To write a diary entry from Via's perspective. To write a letter to Eddie from August. To review poetry examples and magpie key features. To plan a poem. To draft a poem. To write a poem.	**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	**Statistics** Solve comparison, sum and difference problems using information presented in line graphs Complete, read and interpret information in tables, including timetables	**Fractions and decimals** Compare and order fractions whose denominators are all multiples of the same number	**Decimals and percentages.** Decimals up to 2 d.p. Decimals as fractions (1) Decimals as fractions (2) Understand thousandths Thousandths as decimals Rounding decimals Order and compare decimals	**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** **<u>Addition and subtraction</u>** **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** **<u>Area and Perimeter</u>** **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 square metres (m2) and estimate the area of irregular shapes**	**<u>Fractions and decimals</u>** **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.**	**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.**	**Understand percentages** **Percentages as fractions and decimals** **Equivalent F.D.P.** **Adding decimals within 1** **Subtracting decimals within 1** **Complements to 1** **Adding decimals – crossing the whole** **Adding decimals with the same number of decimal places** **Subtracting decimals with the same number of decimal places** **Adding decimals with a different number of decimal places** **Subtracting decimals with a different number of decimal places** **Adding and subtracting wholes and decimals** **Decimal sequences** **Multiplying decimals by 10, 100 and 1,000** **Dividing decimals by 10, 100 and 1,000**	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.

Science					
	Earth, Sun and Moon **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.**	**Forces** **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.**	**Properties & changes of material** **How can we compare and group together everyday materials?** **How can we separate a mixture?** **Are all changes irreversible?** **What is a solution?** **Plan a fair test.** **To investigate everyday materials.**		**Living Things and their Habitats** 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					
Victorians and Titus Salt. **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?** **Music – Don't Stop Believing by Journey.** **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.**	**Music – Christmas** **Boom whackers – Frosty the Snowman.** **Art – Drawing, David Hockney.** **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.**	**Geography – China** **Where in the world is China?** **What and where are the two major rivers in China?** **Who lives in China?** **What impact did the Grand Canal have on China?** **How do Chinese people celebrate Chinese New Year?** **Which World Heritage Site has had the biggest impact on the world – Saltaire or the Grand Canal?** **Music – Ravi Shankar and South Asian Music.**	**Geography - Australia** **Where in the world is Australia?** **What are the four main landform regions of Australia?** **Who lives in Australia?** **What is meant by the terms rural and urban?** **Comparison of Australia and China.**	**History – Ancient Egyptians** **What did the earliest civilisations have in common?** **How did the Ancient Egyptian Empire begin?** **Why is Ancient Egyptian history so famously difficult to understand?** **What were the most impressive achievements of Egyptian civilisation?** **What was society like in ancient Egyptian?** **Design and technology.** **Fruit Cocktails:** **Can I explain what is needed for a healthy diet?** **Can I explore and evaluate existing products?** **Can I design my own smoothie product?** **Can I peel, chop and grate ingredients?**	**Grid referencing** To use four and six figure grid references to locate places on a map **Rivers** 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.

				Can I design my own packaging? **Can I evaluate my fruit cocktail?** **<u>Lavender Bags.</u>** **Can I explore and evaluate existing products?** **Can I design my own lavender bag product?** **Can I use the sewing techniques shown?** **Can I create my own lavender bag?** **Can I evaluate my own lavender bag?**	
Computing.					
<u>Databases</u> **Interrogate, create and evaluate own databases.** **<u>Coding</u>** **To create a maths quiz using if…else…otherwise.**	**<u>Spreadsheets.</u>** **Learn how to populate spreadsheets and use formulae.** **<u>Game creating.</u>** **To plan, design, create and evaluate a game.**				
PSHE					
<u>Physical health and well-being in the media</u> **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 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**	**<u>Physical health and well-being in the media</u>** **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**	**<u>Keeping safe and managing risk</u>** **Pupils learn about keeping safe online** **Pupils learn how to stay safe when communicating with other people online.** **Pupils learn that violence within a relationship is not acceptable.** **Pupils lean about problems that can occur when someone goes missing from home.**	**<u>Mental health and well-being – dealing with feelings</u>** **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**	**<u>Drug, alcohol and tobacco education: Different influences</u>** **To learn about the risks associated with smoking drugs,** **including cigarettes, e-cigarettes, shisha and** **cannabis** **To learn about different influences on drug use – alcohol,** **tobacco and nicotine products** **To learn strategies to resist pressure from others about whether to use drugs – smoking drugs and** **alcohol**	**<u>Mental health and well-being – dealing with feelings</u>** 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
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?**		**<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.**		**<u>What do Christians believe about old and new covenants?</u>** **What do we understand about the word 'covenant'?** **Why is Abraham important to Christians?** **What do we know about the prophets and leaders from the Old Testament?**	

What do Sikhs consider more important than pilgrimage? **Why are some places special to more than one religion?**		**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.**		**What do Jews and Muslims believe about these leaders from writings in the Torah and the Quran?** **What do these three faiths share and where do they differ?** **What do we know about Moses, the escape from slavery and the Ten Commandments?** **Why is Moses important to Christians and Jews?** **Why is King David important to Jews and Christians?** **What do the stories of Jesus' birth tell us about Christian beliefs about him?** **What does 'incarnation' mean to Christians?**	
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** **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**	**<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>Tchoukball</u>** **Throw the ball with some degree of accuracy toward a low target** **Remember the 4 coaching points for catching** **Take 3 steps after catching, & passing it accurately** **Understand the objective of shooting & how points are scored** **Understand the terminology rebounding, forbidden zone** **Start to put together some of the things learnt into game situations** **<u>Swimming</u>**	**<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.** **I can practice a throw in from the side line.** **I can look at different strategic attack and defence formations.** **<u>Swimming</u>**	**<u>Badminton</u>** **To demonstrate good control of the equipment used to play badminton** **To demonstrate good control of power and accuracy of forehand and backhand stokes** **To be able to accurately serve underarm over a target or net** **To develop improved accuracy of hitting the shuttle-cock using overhead stroke (smash/lob)** **To build up a rally (x7+ shots) focusing on accuracy of stroke** **To take part in opposed conditioned games using a variety of strokes using the correct scoring system** **<u>Rounders</u>** **To use hand-eye co-ordination to catch the ball consistently with one and two hands** **To develop a safe and effective overarm throw** **To bowl a variety of deliveries underarm** **To choose the most effective fielding technique for the situation**	

				To further develop backstop techniques and skills **To learn batting control (appropriate shot for ball received and game situation)** **To run effectively between bases (communicating with batters on other bases)** **Communicate with team mates and use all skills learned by playing in a mini tournament**	