King Edward Primary School Long Term Plan Year Five

Subject	Term One	Term Two	Term Three
Theme	Ancient Egyptians	Our Wonderful World	Vikings
Hook/Wow moments	Museum (Ancient Egyptian day and Being a Museum Curator)	Space Centre Residential	https://www.vikingschooldays.com/school-visits/ Viking Day
Authentic Outcomes	Children to make a guided tour Egyptian Museum showcasing work from the term. Invite parents in for this.	ICT presentation/interactive document (sway) to put on school website.	Viking Dance to parents.
Significant people studied	Martin Luther King Howard Carter—Egyptologist Ghani Mother Theresa	Valentina Tereshkova—female astronaut Steven Hawking—disabled physicist Peter Thorpe—artist Holst—composer Tim Peake—British Astronaut	Stuart Broad—local cricketer
Places visited/visitors coming in	Museum – Autumn – Ancient Egypt Bike ability (visitors) Sports leader training (visitors)	Space Centre	Perlethorpe –Viking day visit Mosque visit
Other enrichment activities	Fly a kite Learn how to ride a bike Go bird watching Go to the seaside		
English	**Key Texts Reading**		
	Narrative - Secrets of a Sun King Non-fiction - The Story of Tutankhamun by Patricia Cleveland Peck (Non-Fiction to support Secret of a Sun King) Poetry - Jabberwocky (Lewis Carroll)	Narrative – Floodland Non-fiction - Lightening Non-fiction - Earthshattering Events!: The Science Behind Natural Disasters by Sophie Williams Poetry: Tornado Poem by Kate Manning (https://www.youtube.com/watch?v=v6oTFL8Cmqs	Narrative - Viking Boy Non-fiction – The Vikings Poem: The Listeners (narrative poem)
	Writing Genres		
	1. Whole School Text *Punctuation and Grammar to be taught:* Expanded noun phrases 2. Narrative – The Nowhere Emporium (JC)	1. Narrative – Floodland (The Flood - picture book support this unit of writing) *Punctuation and Grammar to be taught:* Adverbs	1. Narrative - Beowulf by Michael Morpurgo (another adventure) *Punctuation and Grammar to be taught:* Cohesion

King Edward Primary School Long Term Plan Year Five

	Punctuation and Grammar to be taught: Ready to write 3. Narrative - Marcy and the Riddle of the Sphynx *Punctuation and Grammar to be taught:* Modal verbs 4. Non-fiction - Newspaper report – linked to the Egyptians *Punctuation and Grammar to be taught:* Parenthesis 5. Poetry: Write their own nonsense poem based on the Jabberwocky *Punctuation and Grammar to be taught:* Commas	2. Narrative: Dream Giver (literacy shed short film) *Punctuation and Grammar to be taught:* Relative clauses Explanation text - *Punctuation and Grammar to be taught:* Cohesion 4. Poetry – Refrain poem about a natural disaster *Punctuation and Grammar to be taught:* Commas	2. Narrative -Beowulf and the Sea Monster *Punctuation and Grammar to be taught:* Recap: 3. Non-fiction – non-chronological report based on an aspect of Viking life *Punctuation and Grammar to be taught:* Tenses 4. Poetry – write a narrative poem based on The Listeners *Punctuation and Grammar to be taught:* Expanded noun phrases
Maths	Place Value Addition and Subtraction Statistics Multiplication and Division Perimeter and Area	Multiplication and Division Fractions Decimals and Percentages	Decimals Properties of shapes Position and Direction Converting Units
Science	**National Curriculum Objectives**		
	Properties and changes of materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	**Earth and Space** Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative 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 **Forces** Explain that unsupported objects fall towards the	**Animals including Humans** Describe the changes as humans develop to old age **Living Things and their Habitats** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals

King Edward Primary School Long Term Plan Year Five

	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	
	Factual Knowledge		
	<u>Properties and changes of materials</u> Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical and thermal], and response to magnets **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	**<u>Earth and Space</u>** Earth is the third planet from the sun and the only world known to support an atmosphere with oxygen, oceans of liquid water on the surface, and life. **Know about and explain the movement of the Earth** and other planets **relative to the Sun** **Know about and explain the movement of the Moon relative to the Earth** **Know and demonstrate how night and day are created** Describe the Sun, Earth and Moon (using the term spherical) **<u>Forces</u>** **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 **Know that Isaac Newton was a scientist who discovered the theory of gravity**	**<u>Animals including humans</u>** To know that boys and girls develop at different rates To know what sexual and asexual reproduction is What the different physical characteristics can be seen in boys and girls as they develop **To know the key life stages of humans** **<u>Living things and their habitats</u>** **Know the difference between the life cycles of different living things e.g. mammal, amphibian, insect and bird** Know the differences between different life cycles Know the process of reproduction in plants Know the process of reproduction in animals To know what sexual reproduction is To know what asexual reproduction is
	Knowledge Progression		
	Know that identification and classification can involve the organisation of a substantial amount of information and there are agreed methods for doing this. (e.g. key, graphs)	Know that questions can be or might need to be refined through the scientific process.	Know, understand and explain what systematic changes are, how they affect the world through physical and abstract exploration.

King Edward Primary School Long Term Plan Year Five

	Know that the outcome of a fair test can inform and shape further scientific enquiries. Know that knowledge gained from previous scientific enquiries can be used to inform a more accurate hypothesis at the outset of a new enquiry.	Know that filtering data is an important step when drawing conclusions so that only the most relevant information is used.	
	Vocabulary		
	solubility, transparency, thermal (conductivity) evaporation, **dissolve, filtering,** melting, **separating**, solution, mixture, **reversible, irreversible**	**Earth and Space** **Rotation, orbit, lunar, solar system, spherical, daylight** **Forces** **Resistance, friction, gravity, mechanisms, force, Isaac Newton, Newtons (measurement)**	**<u>Animals including humans</u>** **life expectancy, prenatal, gestation, puberty** **<u>Living things and their habitats</u>** classification, **reproduction**, asexual, sexual
	Skills		
	<u>Properties of materials</u> Set up a comparative test Use test results to make predictions to set up further comparative tests Report and present findings from enquiries, including conclusions, causal relationships in oral and written forms (Identify and classifying). Use diagrams, as and when necessary, to support writing Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Observing) Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	**<u>Earth and Space</u>** Set up a fair test Report and present findings from enquiries, including conclusions, causal relationships and explanations in oral and written forms Identify scientific evidence that has been used to support or refute ideas or arguments **<u>Forces</u>** Set up a comparative test Record data and results of increasing complexity using scientific diagrams and labels Identify scientific evidence that has been used to support or refute ideas or arguments	**<u>Animals including humans</u>** Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Observing) Record data and present them in a scatter graph Report and present findings from enquiries, including conclusions and causal relationships in an oral form **<u>Living things and their habitats</u>** Make predictions/ hypothesize based on scientific knowledge

King Edward Primary School Long Term Plan Year Five

			Identify scientific evidence that has been used to support or refute ideas or arguments
		Investigations	
	Properties of Materials: **Investigation:** Which type of sugar dissolves fastest? **Type of enquiry:** Comparative test **Scientific skill**: hypothesising based on knowledge and understanding of mixtures/solutions **Investigation:** How many ways can you separate these materials? **How to separate individual materials** **Type of enquiry:** Identifying and Classifying **Scientific skill**: Evaluating – what would you do next time?	**Earth and Space:** **Investigation:** How does the length of daylight hours change in each season? **Type of enquiry:** Research **Scientific skill**: Interpreting and communicating results **Forces:** **Investigation:** How does the angle of launch affect how far a paper rocket will go? **Type of enquiry:** Fair Test **Scientific skill**: Record Data **Investigation:** Which parachute/paper spinner falls the fastest? **Type of enquiry:** Comparative **Scientific skill**: Record Data	**Animals including Humans:** **Investigation:** Are the tallest children in our school the oldest? **Type of enquiry:** Noticing Patterns **Scientific skill**: Record data **Investigation:** How do humans change physically as they get older? **Type of enquiry:** Observation over time **Scientific skill**: observing **Living things and their habitats** **Investigation:** Is there a relationship between a mammal's size and its gestation period? **Type of enquiry:** Noticing patterns **Scientific skill**: Questions in order to investigate key learning
History	**National Curriculum Objectives**		
	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.		Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
	Factual Knowledge		
	Ancient Egypt was one of the greatest and most powerful civilizations in the history of the world, it lasted for over 3000 years.		The Vikings came across the North Sea (from Scandinavia), just as the Anglo-Saxons had done 400 years earlier and were often in conflict with them.

King Edward Primary School Long Term Plan Year Five

	Egyptians lived along the banks of the river Nile for its transport and as food source. **Rosetta Stone helped to decipher the Egyptian hieroglyphics.** Ancient Egyptians developed a hierarchy which pharaohs were at the top of One famous pharaoh was Tutankhamun and Howard Carter discovered his tomb. **Gods and Goddesses were linked to aspects of the world in Ancient Egyptians** **Mummification was used to preserve the dead of important Egyptians and prepare them for the afterlife**		Not all Vikings were warriors – many came in peace **The lands that the Vikings occupied were known as Danelaw and the most important Viking British city was York** Longships were designed to sail in both deep and shallow water so that they could get close to the shore **Vikings often raided monasteries, such as Lindisfarne, looting gold.** No Vikings wore horns in their helmets **Viking believed in the Nordic Gods**
	Knowledge Progression		
	Know that the chronological position of periods studied sometimes overlap or occur concurrently. Know that small details in artefacts can build up a picture of life/society in the time studied. Know that points of view can be challenged with careful questioning. Know that certain websites and books vary in reliability and explain why. Know how and why contrasting arguments and interpretations of the past have been constructed. Know that the accuracy of interpretations – fact, fiction, opinion - should be considered and why. Know that comparisons can be made between the societal hierarchies of two (or more) ancient civilisations and explore these.		Know that by comparing and contrasting the characteristics of periods in history, this leads to an understanding of how the wider world has changed over time. Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time. Know that events can be viewed in different ways by different people Know that some consequences are positive whilst others are negative and recognise that this can often be subjective. Know that making comparisons enables us to understand and evaluate the complexity of people's lives.

King Edward Primary School Long Term Plan Year Five

			Know that deciding whether actions are classed as achievements or follies is subjective. Know that empires can expand, as well as reasons for this and ways in which it may happen.
	Vocabulary		
	Archaeologist, **hieroglyphs**, Howard Carter, **mummification**, pharaoh, pyramids, **Rosetta Stone,** sarcophagus, tomb, Tutankhamun artefact, empire, **hierarchy**,		Anglo-Saxons, Danelaw, **Jorvik**, Lindisfarne **monastery, longboat**, Norse, **raid**, Scandinavia, warrior conquer, invasion, settlement, trade
	Skills		
	Place events, people and/or changes within a period studied, on a timeline Use a timeline to identify concurrent time periods Know, understand and use relevant terms and period labels, including ancient, modern, BC, AD, century, decade, ancient civilisations, Stone Age, Bronze Age, Iron Age Identify key dates, features, characters and events of the time studied Recognise and explain diversity within the societies studied e.g. differences between men and women Compare accounts of events from different sources in more detail Explain and give reasons for different versions of events		Place events, people and/or changes within a period studied, on a timeline Examine causes and results of historical events, situations and changes, and explain the impact on people Compare aspects of life at the beginning and end of a period studied Use a wider range of sources such as pictures, photographs stories, artefacts, reference books, websites, visits, visitors, biographies, comparisons, timelines, relevant data and conflicting points of view to find out about the past Begin to identify primary and secondary sources of information Raise questions about life in the past and use some relevant sources to help find, select and record the answers Recall, select and organise historical information to produce structured work, making some reference to dates and historical terms Place periods on a timeline with other taught periods
	National Curriculum Objectives		

King Edward Primary School Long Term Plan Year Five

Geography	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	Factual Knowledge		
	Egypt is in Africa and is semi-desert. **The Nile is Egypt's main river and the longest river in Africa.** Egypt has seasonal changes which affect the physical landscape.	**Earthquakes happen when two tectonic plates of the Earth's crust suddenly slip.** I know the main features of a volcano. **An earthquake is a sudden violent shaking of the ground that cannot be controlled by humans.**	Scandinavia was the name given to a collection of countries, Norway, Denmark and Sweden. **The Viking name for York was Jorvik.** Danelaw was the name given to the land in England that the Vikings ruled. **The Vikings raided and settled in eight countries.**

King Edward Primary School Long Term Plan Year Five

	I know that the river Nile was used to support life through settlements, trade and agriculture.	Seismic waves are used to measure the size of an earthquake. **A volcano is an opening in the earth's crust which lava, volcanic ash, and gases escape.** Volcanoes erupt when molten rock called magma rises to the surface. **The Earth is made of four layers – crust, mantle, inner core and outer core.**	**The climate of Scandinavia was a contributing factor to them settling in Britain.**
	Knowledge Progression		
	To know how a region's similarities or differences in relation to another can be exploited to benefit the people that live there. To know that a location's human features can exist because of its physical features. To know that physical features of a location can produce negative implications affecting the people that live there. E.g. volcanoes and tectonic plates. To know how maps can change over time to match the context of an area. E.g. industry being replaced by housing. To know that grid references can be used to give precise locations. To know that the positioning of symbols on a map is important and must be accurate.	Understand that environments change over time due to natural processes. To know how a region's similarities or differences in relation to another can be exploited to benefit the people that live there. To know that physical features of a location can produce negative implications affecting the people that live there. E.g. volcanoes and tectonic plates.	To know how a region's similarities or differences in relation to another can be exploited to benefit the people that live there. To know that a location's human features can exist because of its physical features. To know that physical features of a location can produce negative implications affecting the people that live there. E.g. volcanoes and tectonic plates. To know how maps can change over time to match the context of an area. E.g. industry being replaced by housing.
	Vocabulary		
	dry, semi-desert, **trade**, **agriculture**, seasons, Nile, exploit, flooding, **fertile**, harvest, **settlement**	**natural disaster**, crust, **tectonic plates**, seismic waves, magnitude, lava, **dormant**, **eruption**, molten rock, magma, mantle, core	Scandinavia, Jorvik, raid, settlement
	Skills		

King Edward Primary School Long Term Plan Year Five

	Explore a variety of maps and the globe to locate specific places including: - A range of countries across the seven continents. Identifying and compare; human and physical characteristics of a variety of places and their key topographical features, land-use patterns and understand how some of these aspects have changed over time. Describe and understand key aspects of: - Physical geography including biomes and vegetation belts, volcanoes and earthquakes. - Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Explore a variety of maps and the globe to locate specific places including: - A range of countries across the seven continents. Identifying and compare; human and physical characteristics of a variety of places and their key topographical features, land-use patterns and understand how some of these aspects have changed over time. Describe and understand key aspects of: - Physical geography including volcanoes and earthquakes.	Explore a variety of maps and the globe to locate specific places including: - A range of countries across the seven continents. Identifying and compare; human and physical characteristics of a variety of places and their key topographical features, land-use patterns and understand how some of these aspects have changed over time. Compare a region of the United Kingdom with a region in Europe and a region in North or South America by: - Looking at their geographical location - Studying their human and physical features Describe and understand key aspects of: - Physical geography including biomes and vegetation belts, volcanoes and earthquakes. - Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - Use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Art	**National Curriculum Objectives**		
	Pupils in KS2 should be taught: Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.		

King Edward Primary School Long Term Plan Year Five

	Sculpture - Canopic Jars	**Painting – Artist Study: Peter Thorpe (space art)**	**Drawing – Link to History – Longboats, landscapes, artefacts etc**
	Factual Knowledge		
	To know that the heads of canopic jars were one of the four sons of Horus. **To know that canopic jars were decorated with hieroglyphs** **To know that slip is a mixture of clay in water that is used as a glue.**	**To know that Peter Thorpe created abstract paintings of space.** **To know that the warm colours are yellow, red and orange (associated with warmth/sun)** **To know that the cold colours are green, blue and purple (linked to ice, water, coolness)**	To know that Viking longboats had detailed carvings etched into the sides. **To know that tone means light and dark in a piece of artwork to make it look 3 dimensional and realistic.** **To know that observation drawings are drawing what you can see as realistically as possible.**
	Knowledge Progression		
	To know that shape form and detail can be used to create sculpture. Know that slip can be used to join elements together.	Know that colours, tones and tints can enhance the mood of a piece (warm/cold colours). Know that I can create different textures. Know that the styles of other artists can influence their own work.	Know that shading can show mood and feeling. Know that layering can be done to create detail and depth.
	Vocabulary		
	Proportion, Malleable, **Carving**, Mould, **Cross-hatching**, **Slip**, **smoothing**	Tertiary, **Warm/cold colours,** Media , Contrast, **abstract, complimentary,** back ground, foreground.	Refine, Alter, Observational, Depth, Tone, Form, Detail, Directional, Viewpoint
	Skills		
	Plan a sculpture through drawing and other preparatory work. Add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials. Create sculpture and constructions with clay	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Create imaginative work inspired by an artist Show increasing independence and creativity with the painting process. Experiment with creating different effects and texture in painting.	Make informed choices in drawing including paper and media. Work in a sustained and independent way from observation, experience, and imagination. Layer colours to create depth of colour and tone.
DT	**National Curriculum Objectives**		
	Design 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 groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make**		

King Edward Primary School Long Term Plan Year Five

	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world		
	Factual Knowledge		
	Egyptian Necklace To know that textiles need to be measured, marked out, cut and shaped accurately. To know the importance of a seam allowance when making a product with textiles	**STEM Project -Making Rocket** To understand how mechanical systems such as cams, pulleys and gears create movement To know that series circuits can also incorporate bulbs buzzers and switches.	**Viking Cookery** To know what the Vikings diet consisted of. To understand seasonality To understand what makes a healthy and varied diet To understand that foods are either grown reared or caught.
	Knowledge Progression		
	Draw up a specification for their design- link with Mathematics and Science. Learn about designers, engineers and chefs who have developed ground-breaking products Use results of investigations, information sources, including ICT when developing design ideas. With growing confidence select appropriate materials, tools and techniques. Confidenly apply a range of finishing techniques, including those from art and design.	Generate, develop, model and communicate their ideas through discussion, annotated sketches and cross-sectional drawing Safely use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Think about how they would do differently next time
	Vocabulary		
	mark out, pattern, stitch, seam, aesthetics	mechanical systems, cams, pulleys, gears, circuit, components, bulbs, buzzers, switches.	Seasonality, healthy, grown, reared, caught, processed, healthy Viking diet
	Skills		
	<u>Design</u> Use internet for research and design ideas	Refine product after testing Grow in confidence about trying new /different ideas	Explain how to be safe / hygienic and follow own guidelines

King Edward Primary School Long Term Plan Year Five

	Begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose Create own design criteria Produce a logical, realistic plan and explain it to others. Make design decisions considering time and resources. **Make** Use selected tools/equipment with good level of precision Mainly accurately measure, mark out, cut and shape materials/components Mainly accurately assemble, join and combine materials/components **Evaluate** Evaluate quality of design whilst designing and making Evaluate ideas and finished product against specification, considering purpose and appearance. **Technical knowledge -Textiles** Think about user and aesthetics when choosing textiles Think about how to make product strong and look better Think of a range of ways to join things	Begin to understand how mechanical systems such as cams, pulleys and gears create movement **Technical knowledge – Electrical systems** Incorporate switch into product Confidently use number of components in circuit Begin to be able to program a computer to monitor changes in environment and control product	Present product well - interesting, attractive, fit for purpose understand food can be grown, reared or caught in the UK and the wider world Describe how recipes can be adapted to change appearance, taste, texture, aroma Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source Use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
Music	**National Curriculum Objectives**		
	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations	Play and perform in ensemble contexts, using voices and playing musical instruments Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
	Singing **Listening & Appraising**	**Composition** **Listening & Appraising**	**Playing instrument – tuned instrument** **Listening & Appraising**

King Edward Primary School Long Term Plan Year Five

	Factual Knowledge		
	Voices can be used to show the characters feelings using expression. Structure is the contrasting sections that make up the song Ascending note patterns means the pitch is going up Descending note patterns means the pitch is going down.	Holst was an English composer in the 20th century. Crescendo is when you are gradually getting louder A coda is the ending of the piece A triplet is 3 quavers = 1 crotchet (1 beat)  A rhythmic ostinato is a repeating rhythm/ an ostinato is a repeating pattern	Piano (not the instrument!) is a quiet dynamic Forte is a loud dynamic Untuned percussion creates the pulse.
	Knowledge Progression		
	To know that everything performed must be planned and learned. You must perform with your voice clearly and with confidence To recognise the connection between sound and symbol **To hear and recognise the instruments heard in songs**	To know and be able to talk about the different ways of writing music down, using staff notation and/or symbols To know and recognise the notes C, D, E, F, G, A, B and C in the treble clef To know a composition is something created by you which can be kept in some way. To know a composition has a pulse, rhythm and pitch that work together and are shared by tempo, dynamics and structure. **To know and identify the main sections of the songs**	To know 5 songs or pieces of music, know who they are by, the musicum style (including style indicators/characteristics), the historical context of the songs and some of musical dimensions. To know how to play a musical instrument with the correct technique. You must perform with your instrument clearly and with confidence To know the instruments they might play of be played in a band or orchestra **A performance involves communicating thought and feelings about the music**
	Vocabulary		
	crotchet, quaver, quaver rest, triplet, chant, ostinato	crescendo, motif, ostinato, coda, pulse, march	melody, major, minor, pitch, rhythm, pulse, dynamics, structure, forte, piano
	Skills		

King Edward Primary School Long Term Plan Year Five

	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To sing in unison with clear diction, controlled pitch and sense of phrase. To begin to identify the relationship between sounds and how music can reflect different meanings. To maintain my own part and be aware how the different parts fit together. To listen to and recall a range of sounds and patterns of sounds confidently.	To create increasingly complicated rhythmic and melodic phrases within given structures To recognise and use a range of musical notations including staff notation. To create increasingly complicated rhythmic and melodic phrases within given structures. To describe, compare and evaluate different types of music beginning to use musical words. **To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.**	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To maintain my own part and be aware how the different parts fit together. To comment on the success of own and others work, suggesting improvements based on intended outcomes. To begin to identify the relationship between sounds and how music can reflect different meanings.
Computing	**National Curriculum Objectives**		
	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content that accomplish given goals,	Understand how computer networks offer opportunities for communication and collaboration acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Design, write and debug programs Solve problems by decomposing programs into smaller parts Use logical reasoning detect and correct errors in algorithms and programs Use selection, and repetition in programs
	Factual Knowledge		
	<u>Green screen video creation</u> **Know how video editing tools in programs are used to refine pieces or compositions**	**<u>Digital literacy - Pod casts linking to safer internet day</u>** **Know what constitutes as an online community.** **Know how to get help for someone – including themselves – that is being bullied online and the strategy to use in different situations (e.g. block or report)** **Know some of the independent services who can support them with online difficulties**. Know that information which is easily editable may	**<u>Coding – Code.org</u>** **Know that repeated code can be used in the form of a function and how to use them.** **Know that functions make programming more efficient** Know that to debug and locate errors, a systematic approach should be used

		not be trustworthy and how this can lead to fake news and misinformation. Know how online questionnaires are used to collect information and data relating to specific subject or topic **Know what a podcast is, who they are for and why they are used.**	
	Knowledge Progression		
	Know that multiple considerations and edits need to be used to improve the quality of videos where green screen clips are combined. e.g. clothing, 'masks', transparency. Know how multiple programs may be combined to create an overall piece of media.	Know professional services that can offer online support (e.g. Childline, COEP) Know that a podcast is a digital audio file made to provide information or discuss key topics	Know that commands which achieve a specific task can be grouped together as a function.
	Vocabulary		
	green screen, imported sound, sound effect, transition, **video editing**, export, format, **mask**	Blocking, community, **fake news**, helpline, legal, misinformation, networking, **online-community**, social media, data, **voice over, podcast**	algorithm, bug, conditionals, debug/debugging, **event**, **function**, if, if/else, input, loop, output**,**
	Skills		
	I can record a green screen clip, editing its mask to precisely cover the foreground I can create a video – using animation or green screening – for a specific audience, including a range of video editing tools and added sound	I can identify some of the communities in which I am already involved and make positive contributions to a class online-community I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline) I can explain why some information I find online may not be honest, accurate or legal (including fake news and misinformation) I can create and publish my own online questionnaire. I can analyse and evaluate the results of my questionnaire by exporting the data.	I can use repetition (loops), conditionals ('IF' statements) and selection within a program I can group commands as a procedure (function) to achieve a specific outcome within a program I can use conditions in repetition commands I can solve problems by decomposing them into smaller parts and then use this strategy confidently to debug I can evaluate existing algorithms and identify and correct errors through debugging I can program a floor robot or similar device (Spheros)

King Edward Primary School Long Term Plan Year Five

		I can add voice overs and edit sound clips (volume, pitch, fade, effect) to create a podcast about a specific theme or topic	
MFL	**National Curriculum Objectives**		
	Phonics 3 and The Date	**What is the Weather?**	**At the Team Room**
	Meets Objectives: 1, 3, 4, 5, 6, 7, 9, 10 *Please see MFL national curriculum document for reference.*	Meets Objectives: 1, 3, 4, 5, 6, 7, 9, 10, 11 *Please see MFL national curriculum document for reference.*	Meets all National Curriculum Objectives. *Please see MFL national curriculum document for reference.*
	Factual Knowledge		
	To know the seven days of the week. **To know the twelve months of the year**. To know how to ask 'what is the date?' To know how to say 'today it is'. To know how to ask 'when is your birthday?' and say when your birthday is. To know numbers 1-31	**To know five weather types.** **To know how to ask 'What weather is it today?'** **To know how to say 'it is'.** To know north, south, east and west.	**To know five food nouns.** **To know five drink nouns.** To know how to ask 'what would you like?' **To know how to say I would like.** To know how to ask for the bill.
	Skills Progression		
	Vocabulary		
	Days of the Week **12 months of the year.** What is the date ? My birthday is… When is your birthday ?	**What is the weather ?** **It is hot/cold** **Rainy / Snowy / Windy / Sunny / Stormy** North, South, East and West	**Crossiant, pain au chocolat, brioche, cheese sandwich and crepe** **Coca cola, hot chocolate, cafe au lait, orange juice and lemonade** **I would like** The bill please

King Edward Primary School Long Term Plan Year Five

RE	**<u>Locally Agreed Syllabus</u>** <u>Inspirational people in today's world</u>: What can we learn from great leaders? 5.1 **To be taught Autumn 1**	Holi **To be taught Spring 1**	**<u>Locally Agreed Syllabus</u>** <u>Beliefs and questions</u> Islam and Hinduism 5.3 **To be taught Summer 1**
	<u>Factual Knowledge</u> *Key Question – What can we learn from great leaders and inspiring examples in today's world?* **Great leaders are usually people who have faced challenge and overcome it.** **Key leaders can be sources of wisdom for religious believers.** Mother Teresa founded the Missionaries of Charity and was awarded the Nobel Peace Prize Dr Martin Luther King was a black American Christian minister and activist who believed in peaceful protests. Mohandas Ghandi was a leader of India's independence movement and believed in non-violent protests.	**<u>Factual Knowledge</u>** Holi is celebrated throughout India and beyond. **Bonfires are lit on the first day of Holi to remind Hindus of the story of Holika and Prahlad.** **Coloured paint is thrown on the second day of the festival.**	**<u>Factual Knowledge</u>** *Key Question – How do people's beliefs about God, the world and others have impact on their lives?* *<u>Islam</u>* **There are Five Pillars of Islam, which are**: Profession of Faith (shahada), Prayer (salat), Alms (zakat), Fasting (sawm) and Pilgrimage (hajj). Muhammad is the Messenger of God and is central to Islam. Muslim people say 'Peace be upon him' when saying Muhammad's name. It is a sign of great respect and honour. **Muslims pray 5 times a day** every day and must face The Kaaba, a building in the centre of Mecca. <u>Hinduism</u> **Hindus worship gods and goddesses in the home and the Mandir** Hindus are taught about harmlessness (ahimsa) on what they eat and how they treat animals. For Hindus, Brahman is the Ultimate Reality, the supreme God
	<u>Vocabulary</u> Christian, spiritual, inspirational, vision, community, commitment, values, **devotion**, respect, charity, **missionary, civil rights**, freedom.	**<u>Vocabulary</u>** Holi, Hinduism, festival, colour, celebrated, India, Bonfires, **Holika, Prahlad,**	**<u>Vocabulary</u>** **5 Pillars**, Prophet, **Allah**, akhlaq, murtis, **Brahman,** gods and goddesses, dedication, pilgrimage, Kaaba, Mecca, respect, karma, ahimsa
	Knowledge Progression		
	Know that there are similar and different viewpoints, and ideas about: ethical questions, shared values and community responsibilities.		Know that there are similar and different rituals, acts of worship and prayer, for religious families and communities, and know that these practices have significance.

King Edward Primary School Long Term Plan Year Five

	<u>What matters to Christians?</u> What is expected of a person in following a religion or belief? 5.2 **To be taught Autumn 2**	Passover **To be taught Spring 2**	<u>Beliefs in action in the world</u>: How are religious and spiritual thoughts and beliefs expressed? 5.4 **To be taught Summer 2**
	<u>Factual Knowledge</u> *Key Question – What is expected of a person in following a religion or belief?* **Many Christians are devoted and committed to their religion.** **Bread and wine are important parts of Christianity as it represents the body and the blood of Christ.** Christians try and follow the teachings of Jesus to love your enemies. The Christian community helps people to live a good life, and Christians' use of ideas such as Trinity, forgiveness or inspiration.	**<u>Factual Knowledge</u>** Passover is one of the most important Jewish festivals. **It commemorates the time Moses led the Israelite slaves to freedom over 3,000 years ago.** **The word Passover refers to the final plague of Egypt, when God 'passed over' the houses of the Israelites and killed the first born sons of the Egyptians.** After this Plague, Pharaoh set the Israelites free and they were led into the desert by Moses. This is known as Exodus. **The Seder plate is a special plate containing symbolic foods**	**<u>Factual Knowledge</u>** *Key Question – How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?* **Different religions adorn their places of worship with a variety of art and architecture.** These places create space for individuals spiritual lives. Christianity, Judaism, and Islam are places for communal worship and participation. Muslims use geometric shapes in their mosques, not the human form. **There are variety religious charities** - such as Tzedek (a Jewish development charity) and Christian Aid and Muslim Hands (based in Nottingham) that express spiritual ideas.
	<u>Vocabulary</u> Christian, spiritual, festival, **Eucharist**, symbol, Gospel, **Trinity - Father, Son and Holy Spirit**, community, commitment, forgiveness, devotion, Jesus Christ – the son of God.	**<u>Vocabulary</u>** **Moses,** Exodus, **plague,** Egyptians, God, Jewish, Pharaoh, slavery, Israelites, **seder plate**	**<u>Vocabulary</u>** Muslim, Hindu, Christian, spiritual, **charity,** place of worship, devotion, **community**, commitment, values, compassion, religious buildings, **architecture**
	Knowledge Progression		
	Know that there are a set of behaviours which can be followed by a person or persons practising a religion or belief.		Know that there are similar and different rituals, acts of worship and prayer, for religious families and communities, and know that these practices have significance. Know that there are similar and different viewpoints, and ideas about: ethical questions, shared values and community responsibilities.
PHSE	**<u>Talking Points</u>** **<u>Consent unit -</u>**	**<u>Talking Points</u>** What is peer pressure?	**<u>Talking Points</u>** Why is change so scary?

King Edward Primary School Long Term Plan Year Five

	Can I set goals for me? How does alcohol damage my health? Can my mind get ill? How do I make a choice? Should my head rule my heart? Why is change so scary?	What if I am uncomfortable? What is loss? Is my relationship unhealthy? What is a relationship commitment? What is a stereotype? What is prejudice? **The GREAT Project:** Healthy relationships Domestic abuse Excuses and choices Respecting each other	How do I challenge someone's views? What is a debt? Who pays tax and what does it do? Who chooses to run our country? Can I save money and the environment? **RSE** To explore the emotional and physical changes occurring in puberty To understand male and female puberty changes in more detail and the impact on the body To explore ways to get support during puberty
	Knowledge Progression		
	Know some of the effects of alcohol on the body. Know that sometimes our mind can get ill and this can affect our mental health. Know strategies to help/improve our mental health if we have negative thoughts and worries.	Know that peer pressure exists and the different forms this may take.	
PE	**Swimming** (Water Meadows) **Tag Rugby** (Year 5/6 Unit) **Football** (Year 5/6 unit)	**Badminton** (Year 5/6 unit) **Fitness** (Year 5/6 unit) **Athletics** (Year 5 unit) **Dance** ***Specialist dance coach based around topic theme **Basketball** (Year 5/6 unit)	**Tennis** (Year 5 Unit) **OAA** (Year 5/6 unit) **Cricket** (Year 5/6 Unit) **Gymnastics** (Year 5 unit)