

Year 5
Yearly Overview Long Term Plan 2022-2023

Subject	Autumn 1 How did Britain change between the end of the Roman occupation and 1066?	Autumn 2 What are the main features of South America and Brazil in particular?	Spring 1 Why were the Ancient Mayans the envy of the world?	Spring 2 What is Fairtrade and why should it matter to all of us?	Summer 1 Why do people decide to resettle (focus on immigration to North America)?	Summer 2 What did it mean to be a slave?
<p>Quality text</p> <p>Writing Outcome</p>	<p>Arthur and the golden rope <i>(Power of Reading)</i></p> <p>Free Verse Poetry Newspaper Article Writing in Role: journal Non-Chronological Report</p>	<p>Great Kapok Tree <i>(Power of Reading)</i></p> <p>Performance poetry Explanation Debate Persuasive argument Note of advice</p>	<p>Rain Player The chocolate tree - a Mayan folktale Middleworld</p>	<p>Journey to Jonesburg</p>	<p>Cosmic <i>(Power of Reading)</i></p> <p>Note writing Email Argument Leaflet List poetry Newspaper</p>	<p>There's a boy in the girls' bathroom <i>(Power of Reading)</i></p> <p>Recount letter Diary Play script Narrative</p>

Geography/
History

Key
Statements

Know why Romans left Britain.

Know who the Anglo-Saxons were and how they divided Britain up.

Know who the Vikings were and how they battled with the Anglo-Saxons.

Know how many of the words we use today originate from the Vikings or Anglo-Saxons.

Know how the Vikings and Anglo-Saxons improved Britain.

Know the names of and the key features of south American countries.

Use google Earth to find out more about a specific south American country.

Focus specifically on one south American country.

Find out about time zones and how time differs between the UK and south America.

Know more about the lives of 'street children'.

Know what was happening in Britain when the Mayans were most powerful.

Know how different the Mayans and the Egyptian pyramids were.

Know how the Mayans belief in gods created a culture of sacrifice.

Understand how the pok-ta-pok Mayan game could be described as the earliest football match.

Know why the Mayans civilization died out.

Know how different countries trade with each other.

To know why Brexit was important to all of us.

Understand what people mean by Fairtrade.

Know which countries suffer if there is not a culture of Fairtrade.

Know what is meant by sustainability, global citizenship and ethical codes.

Know the main reasons why people would decide to move from the country they lived.

Know why immigration has been important to the USA.

Know why immigration has been important to the UK.

Know how people moving into another country often recreate their cultural heritage.

Know about the importance of immigration to Australia.

Know where slaves come from.

Know where slaves were taken to.

Know why black people were enslaved.

Know about how slaves were treated.

Know about the people that tried to stop slavery.

<p>Geography/ History Objectives</p>	<p>Hi2 Vikings and Anglo-Saxons</p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Britain's settlement by Vikings and Anglo-Saxons.</p>	<p>Ge2 South America</p> <p>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America.</p> <p>Know how to use graphs to record features such as temperature or rainfall.</p>	<p>Hi2 Mayans</p> <p>A non-European society that provides contrasts with British history- Mayan civilization c. AD 900.</p>	<p>Ge2 Fair trade</p> <p>Describe and understand key aspects of 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.</p>	<p>Ge2 North America</p> <p>Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North America.</p>	<p>Hi2 Slavery</p>
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Maths

read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit

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, including through 0

round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000

read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

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.

multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000

multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

divide numbers up to 4 digits by a one-digit number using the formal written

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

solve comparison, sum and difference problems using information presented in a line graph

complete, read and interpret information in tables, including timetables

identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$]

recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

read, write, order and compare numbers with up to 3 decimal places

round decimals with 2 decimal places to the nearest whole number and to 1 decimal place

solve problems which require knowing percentage and decimal equivalents

$\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a

measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes

know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles

draw given angles, and measure them in degrees (°)

identify: angles at a point and 1 whole turn (total 360°), angles at a point on a straight line and half a turn (total 180°)

identify 3-D shapes, including cubes and other cuboids, from 2-D representations

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

convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]

understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints

	<p>add whole numbers with more than 4 digits, including using formal written methods (columnar addition)</p> <p>subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction)</p>	<p>method of short division and interpret remainders appropriately for the context</p> <p>identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers</p> <p>recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</p>	<p>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]</p> <p>compare and order fractions whose denominators are all multiples of the same number</p> <p>add and subtract fractions with the same denominator, and denominators that are multiples of the same number</p>	<p>denominator of a multiple of 10 or 25</p> <p>recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction</p>	<p>and other multiples of 90°</p> <p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p>	<p>estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>solve problems involving converting between units of time</p> <p>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</p>
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DT (Food
Technology)

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<p>Art/DT</p> <p>Key Statements</p>	<p>Create a Viking longhouse with clear areas for fire, animals etc.</p> <p>Know what a longhouse looks like, including the specific areas within it.</p> <p>Create an initial design, giving particular attention to the roof.</p> <p>Gather the resources needed to make the longhouse.</p> <p>Make the longhouse finding solution to any issues as they arise.</p> <p>Evaluate the final longhouse by checking on the original criteria.</p>	<p>Create a Brazilian montage.</p> <p>What symbolism is associated with Brazil? E.g. carnival, redeemer (modern art)</p> <p>Carry out some research about Brazil and capture what the country stands for.</p> <p>Use sketchbooks to capture the flag, football etc.</p> <p>Consider ways of linking ideas together before deciding on final montage.</p> <p>Create a final montage which captures the heart of Brazil as a country and culture.</p>	<p>Create a Mayan headdress using a range of materials with sewing included.</p> <p>Research Mayan headdresses.</p> <p>Design a Mayan headdress that would be representative of the Mayan culture.</p> <p>Gather the resources needed to make the headdress.</p> <p>Make the headdress and make amendments as needed.</p> <p>Evaluate the completed headdress and make suggestions as to how it could be improved.</p>	<p>Andy Warhol Printing and painting.</p> <p>Find out about immigration into the USA. Focus on the book 'The Arrival' by Shawn Tann.</p> <p>Research the work of Andy Warhol and talk to others about his distinctive style.</p> <p>Use sketchbooks to consider ideas especially colours as well as images.</p> <p>Create a final piece linking Warhol's work with immigration to the USA.</p>	<p>Create a rotating planetarium which has gears to show movement around the sun.</p> <p>Know the order of the planets and the distance they are from the sun.</p> <p>Design the system, taking account of the way they will move around the sun and the distance from the sun.</p> <p>Gather the resources needed to create the planetarium.</p> <p>Make the planetarium.</p> <p>Evaluate the planetarium against the original design.</p>	<p>3D clay. Kwame Akoto-Bamfo</p> <p>Research the work of Kwame Akoto-Bamfo and use sketchbooks to record some thoughts and ideas.</p> <p>Research to find photographs and pictures of slaves and try and capture their anguish.</p> <p>Use the following clip as a tutorial to make a head from a clay ball: https://www.youtube.com/watch?v=BWXa6ZRs5Co</p> <p>Use the tutorial to create own clay sculpture.</p>
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<p>Art/DT Objectives</p>	<p>DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction</p>	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</p>	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</p>
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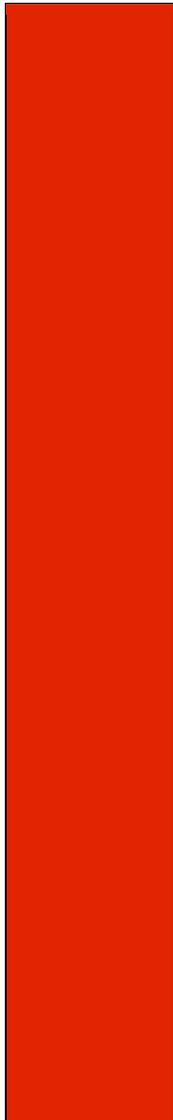
	<p>materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p>properties and aesthetic qualities</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their world</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p>			<p>properties and aesthetic qualities</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p>
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<p style="text-align: center;">Music</p>	<p>Livin' On a Prayer</p> <p>Unit theme: Rock anthems</p> <p>All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>	<p>Classroom Jazz 1</p> <p>Unit theme: Jazz and improvisation</p> <p>This Unit of Work focuses on improvising. Using two great pieces, Three Note Bossa and Five Note Swing, the pupils will learn to play the pieces and then explore improvising with the repertoire.</p>	<p>Make You Feel My Love</p> <p>Unit theme: Pop ballads</p> <p>All the learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.</p>	<p>The Fresh Prince of Bel Air</p> <p>Unit theme: Old school hip-hop</p> <p>All the learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Dancing in the street</p> <p>Unit theme: Motown</p> <p>All the learning is focused around one song: Dancing In The Street. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Reflect, Rewind and Replay</p> <p>Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
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<p style="text-align: center;">PE</p>	<p>Invasion games Tag rugby</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Invasion games Multi-skills</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Net games</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Basketball and Hockey</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Multi-skills and Netball</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Striking & fielding Rounders & cricket</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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<p style="text-align: center;">Science</p> <p style="text-align: center;">Key Statements</p>	<p>What is a force and how does it impact on the way things move?</p> <p>Know what gravity is and its impact on our lives.</p> <p>Identify and know the effect of air resistance.</p> <p>Identify and know the effect of water resistance.</p> <p>Identify and know the effect of friction.</p> <p>Explain how levers, pulleys and gears allow a smaller force to have a greater effect.</p>		<p>What do we know about living things and their habitats?</p> <p>Know the life cycle of different living things e.g. mammal, amphibian, insect and bird.</p> <p>Know about the process of production in plants.</p> <p>Know about the process of reproduction in animals.</p>	<p>Which materials can or cannot be changed back to their original form?</p> <p>Know what a reversible and irreversible change means.</p> <p>Give example of reversible and irreversible changes.</p> <p>Experiment to find which materials can be change back to their original state.</p> <p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixture might be separated, including through filtering, sieving and evaporating.</p>	<p>What do we know about Sun, Earth, Moon and the planets?</p> <p>Know about and explain the movement of the Earth and other planets relative to the sun.</p> <p>Know about and explain the movement of the Moon relative to the Earth.</p> <p>Know and demonstrate how night and day are created.</p> <p>Describe the Sun, Earth and Moon (using the term spherical).</p> <p>Know information about the planets.</p>	<p>What do we know about the life cycles of humans?</p> <p>Know about the life cycle of a human being.</p> <p>Know what the terms puberty, gestation and reproduction mean.</p>
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<p style="text-align: center;">Science Objectives</p>	<p>Sc/ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Sc/ identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Sc/ recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>		<p>Sc/ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Sc/ describe the life process of reproduction in some plants and animals.</p>	<p>SC/ 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.</p> <p>SC/ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Sc/ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Sc/ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Sc/ demonstrate that dissolving, mixing and</p>	<p>Sc/ describe the movement of the Earth and other planets relative to the sun in the solar system.</p> <p>Sc/describe the movement of the moon relative to the Earth.</p> <p>Sc/ describe the sun, Earth and moon as approximately spherical bodies.</p> <p>Sc/ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Sc/ describe the changes as humans develop to old age.</p>
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changes of state are reversible changes.
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Computing
Purple
Mash
scheme of
work

Coding
(Week 1-6)

Online Safety
(Week 7-9)

Spreadsheets
(Week 10-14)

Databases
(Week 14-18)

Game Creator
(Week 19-23)

Modelling
(Week 24-27)

Concept Maps
(Week 32)

Word processing
(Week 33-36)

<p>RE Notts syllabus and Focus challenge curriculum</p>	<p>What can we learn from great leaders and inspiring examples in today's world? Religions: World Views and free select</p>	<p>What is expected of a person in following a religion or belief? What matters most to Christian in their religion? Religions: Christianity</p>	<p>How do people's beliefs about God, the World and others, have impact an on their lives? Religions: Islam, Hinduism, Word Views</p>		<p>How are religious and spiritual thoughts and beliefs expressed in arts, architecture and in charity and generosity? Religions: World Views and free select</p>	
<p>PSHCE SCARF</p>	<p>Me and my relationships Includes emotions/ feelings/conflict resolution and friendships</p>	<p>Valuing differences Includes British Value focus</p>	<p>Keeping myself safe Includes aspects of safe internet use, drugs and relationship education</p>	<p>Rights and responsibilities Includes money/ living in the wider world and the environment.</p>	<p>Being my best Includes keeping healthy/ growth mindset/ goal setting and achievement</p>	<p>Growing and changing Includes RSE related issues</p>
<p>MFL</p>	<p>The High Street: shops and directions Asking where places are</p>	<p>Revision of days of the week Times of the day Express simple opinions Christmas - French traditions</p>	<p>Keeping fit Revision of days of the week, hobbies, likes and dislikes Keeping healthy Revision of sports/hobbies, 0-20, 30, numbers 40,50</p>	<p>Food: likes and dislikes Life in France: food, a French breakfast Preparing a traditional dessert</p>	<p>Date Weather Seasons</p>	<p>At school: revise register, date, weather Equipment Houses and homes</p>
<p>Reflection:</p>	<p>Viking marketplace</p>	<p>-</p>			<p>-</p>	<p>Art exhibition Kwame Akoto-Bamfo</p>