

Year 5

Long Term Plan

1. Autumn
2. Spring
3. Summer



“Learn. Believe. Achieve.”
Resilient, Persistent, Self-Motivated, Creative
Risk Takers, Good Citizens, Entrepreneurial

| Year 5 | Maths <small>Herts suggested</small> | English <small>Herts suggested</small> | Science | Computing | Art | DT | Geography | History | Music | Performing Arts |
|--------|---|--|---|---|--|--|--|---|--|---|
| | Term 1: place value and rounding large numbers; interpret negative numbers; place value (3dp); multiply and divide by 10, 100 and 1000; multiples, factors; common factors; prime and composite numbers; multiply and divide mentally; solve problems; add and subtract using a range of methods; formal written method for addition, subtraction, multiplication, short division, fractions (equivalent/compare and order/add/subtract) | Term 1 Narrative: traditional tales (legends) Non-Fiction: Recount Explanation Poetry: cinquain | Working Scientifically Animals, including Humans - changes to old age Properties and Changes to Materials - Compare and group - Solutions - Separating mixtures, incl. filtering, sieving, evaporating - comparative and fair tests - reversible/ irreversible changes | Using Technology Safely Book Project - use software to create an interactive book. (eg) choose-your-own-adventure in Twinery; Book Creator for iPad; interactive story in Powerpoint | Cultural Understanding Clay Sculpture Project - master use of texture, form and space through the work of an artist Artist from Another Culture Project - develop techniques through a great artist, designer or architect | Cultural Understanding Inventor Project - develop a prototype with a specific function, communicating ideas through annotated sketches and diagrams (eg) design a toy/gadget | Cultural Understanding Fieldwork - outdoor learning at every opportunity Town Planner Project - field study of local area - key human and physical characteristics (eg) Redesign Fairlands based on collected data | Cultural Understanding Re-Imagining Stevenage - local history study - focus on future development (eg) council chambers trip/ Stevenage museum | Cultural Understanding Music Technology Project - compose using musical software - structure - texture (eg) compose dance music | Mime Project: Convey emotions through mime Creatively convey emotion through a mime performance |
| | Term 2: problem solving using all 4 operations; fractions (multiply by whole numbers/solve problems); converting units of measure; area; volume; capacity; percentages; 3D shapes from 2D representations; reflection and translation; perimeter; angles (estimate, draw, measure, compare, identify unknown angles) | Term 2 Narrative: Suspense and mystery Non-Fiction: Persuasion Instructions Poetry: Spoken word/rap | Earth and Space - planet movement around the sun - moon movement around the Earth - day and night in terms of Earth's rotation | Game Design Project using SCRATCH - create a simple game using selection and variables skills | Reflections and Shadows Project - master use of painting and drawing skills through the eyes of an artist | Structural Engineer Project - design and build a quality structure focusing on strength Eg) a bridge | | Groovy Greeks Project - Greek life and achievements - influence on Western World - one or more significant figures | Ukelele Project - chords - timbre Eg) play songs with simple chords | Drama Project: Stand up Comedy Research a performing arts project and develop creative ideas |
| | Term 3: formal methods for division and multiplication in increasingly complex problems; scaling problems; conversion of imperial and metric units; fractions, decimals and percentage problem solving; | Term 3 Narrative: Fiction from our literary heritage Non-Fiction: | Living Things and their Habitats - life cycles (incl. mammal, amphibian, insect, bird) - life process of reproduction in some plants and animals | Animation Project - use software to create an animation (eg) stop motion using iPads; short film in SCRATCH; stick figure | Digital Media Project - experiment with any aspect of digital media | Mechanical Engineer Project - explore and build with cams and levers Eg) moving toy | Mountain Project - compare mountains in the UK, Europe and North or South America | Lost Civilisations Project - achievements of the earliest civilisations - overview AND in depth focus: The | Rhythm and Blues Project - use voices with increasing accuracy, fluency, control and expression | Mask Project Use masks in performance |

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| | reading timetables; calculating with time; solve problems involving the 4 operations; regular/irregular polygons; properties of rectangles; statistics (charts/tables); roman numerals | Report Discussion Poetry: Take one poet | Forces -gravity -air resistance, water resistance, friction -levers, pulleys, gears | animation using Pivot animator | (eg) photograph weave collages; altering photos with sewing/colours | Food Project Calories and Nutritional Content of Food Plan and prepare a healthy UNSAVOURY SEASONAL dish | Ecosystems Project - biomes, vegetation belts; climate zones(eg) settle on a planet; survival mission | Indus Valley; Ancient Egypt OR Shang Dynasty | | |
| Year 5 | RE Herts Scheme Christianity Judaism | | | PSHCE Jigsaw Scheme | | Languages SPANISH | | PE | | |
| Autumn 1 | <i>Beliefs and Practices; Symbols and Actions: harvest traditions; celebrations; pilgrimage; marking festivals; symbolic ways of expressing meaning</i> | | | Being me in my own world – class charter; being a British citizen | | -Numbers 1-100+ -Greetings, introductions -Days and months of the year -Writing the date | | Invasion Games Dance | | |
| Autumn 2 | <i>Beliefs and Practices; Ultimate Questions: incarnation and the Messiah</i> | | | Celebrating Difference – bullies | | -Weather (+ and – temps) - Seasons - Xmas traditions and important dates | | Invasion Games Dance | | |
| Spring 1 | <i>Identify and Belonging; Prayer, Worship and Reflection; communication beyond prayer and sacred spaces</i> | | | Dreams and Goals – people in cultures different to mine | | - clothing: what are you wearing -parts of the body | | Indoor Athletics Invasion Games | | |
| Spring 2 | <i>Symbols and Actions; Ultimate Questions: Last Supper; creation and science</i> | | | Healthy Me – healthy and unhealthy attitudes to food | | - Alphabet -verbs and nouns | | Gymnastics Net/Wall Games | | |
| Summer 1 | <i>Sources of Wisdom; Justice and Fairness; Ultimate Questions: sacred texts/ethics/freedom and justice</i> | | | Relationships – using technology safely | | - Sports and Hobbies: tenses (played/playing/will play) | | Athletics Striking and Fielding | | |

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| Summer 2 | Human Responsibility and Values; Ultimate Questions: taking responsibility/ Jesus | Changing Me - Changes during puberty, including menstruation and what to expect. - Express our feelings about physical and emotional changes | Songs, stories and poems | Athletics and Sports Activities OAA |
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Rights Respecting School Articles

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| <p>Article 1 Everyone under 18 has these rights.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p> <p>Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.</p> <p>Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p> <p>Article 6 You have the right to be alive.</p> <p>Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</p> <p>Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.</p> <p>Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.</p> <p>Article 10 If you live in a different country than your parents do, you have the right to be together in the same place.</p> <p>Article 11 You have the right to be protected from kidnapping.</p> <p>Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> | <p>Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p> <p>Article 16 You have the right to privacy.</p> <p>Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> <p>Article 18 You have the right to be raised by your parent(s) if possible.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 20 You have the right to special care and help if you cannot live with your parents.</p> <p>Article 21 You have the right to care and protection if you are adopted or in foster care.</p> <p>Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.</p> <p>Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p> <p>Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p> <p>Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p> <p>Article 26 You have the right to help from the government if you are poor or in need.</p> <p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> | <p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p>Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p> <p>Article 31 You have the right to play and rest.</p> <p>Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p> <p>Article 33 You have the right to protection from harmful drugs and from the drug trade.</p> <p>Article 34 You have the right to be free from sexual abuse. Article 35 No one is allowed to kidnap or sell you.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated.</p> <p>Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.</p> <p>Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.</p> <p>Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p> <p>Articles 43 to 54 These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.</p> |
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