Westleigh Methodist Primary School – Year 5 Long Term Plan

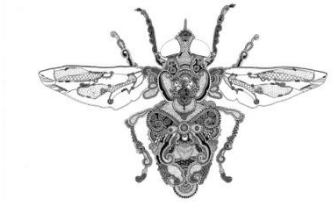
With God, all things are possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice

Autumn Term		Spring Term		Summer Term	
English					
Book as a Hook					
Hugo Cabret Brian Selznick	**Letters from the Lighthouse** Emma Carroll	**Great Expectations** Charles Dickens (Real Reads)	**Room 13** Robert Swindells	**Francis** Animation	**Alma** animation
Story Book					
Malamander by Thomas Taylor Ozymandias – Percy Bysshe Shelley 'Anglo-Saxon Britain' – Moira Butterfield (History) 'Our Extreme Earth' – Anne Rooney (Science) Alfred Lord Tennyson – The Charge of the Light Brigade 100 Facts Vikings – Fiona McDonald (History)		Real Reads - Jane Eyre Margarita Engle – Drum Dream Girl 'Everest The Remarkable Story of Edmund Hillary & Tenzing Norgay' – Ranulph Fiennes (History) he Barnabus Project - Eric Fan John Agard – Windrush Child 'Everything Volcanoes and Earthquakes' – Kathy Furgang (Geography)		Wonder Eugene Field – Wynken, Blynken and Nod 'Powerful Forces' – Extreme Science (science) Victorians' by Jane Bingham (History) A midsummers night dream poem – sonnet 18. NM The wolves in the wall	
Poetry					
The Highwayman Alfred Noyes The Raven animation **Forgiveness** Moral Rule of Law		**Still Volcano Life** Emily Dickinson **Peace** Spiritual Individual Liberty		**The Jabberwocky** Lewis Carroll **Forgiveness** Cultural The Rule of Law	
Mathematics					
Place Value WK1-3 ▪ 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	**Multiplication, Division A WK6-8** ▪ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers ▪ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	**Multiplication, Division B WK1-3** ▪ 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 ▪ multiply and divide numbers mentally drawing upon known facts ▪ divide numbers up to 4 digits by a one-digit number using the formal written method of	**Decimals** **Percentages WK6-8** ▪ 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	**Shape WK1-3** ▪ identify 3-D shapes, including cubes and other cuboids, from 2-D representations ▪ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ▪ draw given angles, and measure them in degrees (°) ▪ identify:	**Number: negative numbers WK9** **Converting Units of Measurement WK10-11** ▪ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)

negative whole numbers, including 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. **Addition, Subtraction WK4-5** ▪ add and subtract whole numbers with more than 4 digits, including using formal 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.	▪ establish whether a number up to 100 is prime and recall prime numbers up to 19 ▪ 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 multiplication and division including using their knowledge of factors and multiples, squares and cubes **Fractions A WK9-12** ▪ compare and order fractions whose denominators are all multiples of the same number ▪ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ▪ 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, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]	short division and interpret remainders appropriately for the context ▪ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ▪ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. **Fractions B WK4-5** ▪ add and subtract fractions with the same denominator and denominators that are multiples of the same number ▪ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	▪ 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 ▪ 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 100, and as a decimal ▪ solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. **Perimeter / Area WK9-10** ▪ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ▪ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes **Statistics WK11-12** ▪ solve comparison, sum and difference problems using information presented in a line graph ▪ complete, read and interpret information in tables, including timetables.	▪ angles at a point and one whole turn (total 360°) ▪ angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) ▪ other multiples of 90° ▪ use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles. **Position and Direction WK4-5** 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. **Decimals WK6-8** ▪ solve problems involving number up to three decimal places	▪ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints **Volume WK12** ▪ estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] ▪ solve problems involving converting between units of time ▪ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
Science					
Living Things & Habitats Love Spiritual Mutual Respect	**Animals including humans** Love Spiritual Mutual Respect	**Properties & Changes of Materials**		**Earth & Space** Love Mutual Respect	**Forces**
RE					

What are the five pillars of Islam? **Islam**	How can art, architecture and poetry express belief? **Christianity** **Judaism** **Islam**	What is important to Jewish life and worship? **Judaism**	Why is Easter so important to Christians? **Christianity**	Why do believers see life as a journey? **Christianity** **Judaism**	Why do believers see life as a journey? **Christianity** **Judaism**
History					
Anglo-Saxons and Scots Learn about Britain's settlement by Anglo-Saxons and Scots. **Vikings** Learn about the Viking and Anglo-Saxon struggle for the kingdom of England at the time of Edward the confessor. Equality Social/ Cultural Democracy/ Individual liberty		**Geography unit, covering the following history links:** **Earthquakes, Zones and Volcanoes** Learn about the British expedition to Mount Everest in 1953, the first successful attempt to summit Mount Everest. Learn about the lives of Tenzing Norgay and Edmund Hillary who completed the expedition. Teamwork Cultural Mutual respect		**Local History Study: Victorian Leigh** Learn about the Victorian way of life. Learn about the industrial revolution within Leigh looking at local mills and the history of the mills. Study a site that is significant in the locality (Leigh Spinners Mill and Leigh coal mines). Equality Social/ Cultural Individual liberty	
Geography					
History unit being taught, covering the following Geography links: **Anglo-Saxons and Scots** -Use maps to locate the countries in Europe where the Anglo-Saxons and the Vikings originated. -Study key aspects of human geography in relation to the Anglo-Saxons and Scots including types of settlement, land use and trade links. -Look at why the Anglo-Saxons chose to settle in certain areas (linked to farming and land use) and identify the key features of an Anglo-Saxon village. -Investigate the names of the counties of the UK to determine their origin (Anglo-Saxon or Celtic) and meaning. **History unit being taught, covering the following Geography links:** **Vikings**		**Earthquakes, Zones and Volcanoes** -Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes. -Learn about significant mountains and volcanoes around the world and use maps, atlases, globes and digital maps to locate them. -Learn about the different types of mountain (plateau, dome, volcanic, fault-block and fold). -Identify and locate different climate zones, biomes and vegetation belts around the world using maps. -Describe how earthquakes occur. -Describe and understand aspects of human geography linked to the location of climate zones (types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water).		**History unit being taught, covering the following Geography links:** **Local History Study: Victorian Leigh** -Use maps, atlases, globes and digital maps to locate Victorian landmarks. -Look at historic maps of Victorian Leigh and compare them to maps of present day Leigh. -Study and visit Victorian buildings in the local area (Leigh Spinners Mill, Leigh miners). -Complete a fieldwork study of Leigh. -Discuss how the industrial revolution influenced the locality of Leigh. Equality Social/ Cultural Individual liberty	

-Use maps to locate the counties of the UK that the Vikings invaded. -Study key aspects of human geography in relation to the Vikings including types of settlement, land use and trade links. Equality Social/ Cultural Democracy/ Individual liberty		-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Teamwork Cultural Mutual respect			
Art					
<u>Printing Anglo-Saxon designs</u> **Artist influence:** Damien Hurst Foil block printing  **Curriculum links:** History Anglo-Saxon brooches Love Cultural		<u>Drawing</u> **Artist influence:** Rosalind Monks  **Curriculum links:** Science – Living things and habitats Thankfulness		<u>Painting</u> **Artist influence:** Nicolas Hilliard miniature portraits / art of limning.  **Curriculum links:** History Tudors Social Cultural	
DT					
Cooking and Nutrition Celebrating culture and seasonality Making Saxon-Viking honey bread Teamwork Cultural		**Mechanisms** Pulleys or gears Teamwork Social		**Digital Design** Cams Building Viking Long Boats Teamwork Social	
PE					
<u>Invasion Games</u> To use running, jumping, throwing and catching in	<u>Gymnastics Movement</u> To develop flexibility, strength, technique,	<u>Invasion Games Basketball</u> To play competitive games and apply basic principles	<u>Dance-Through the Decades</u>	<u>Striking and Fielding Rounders</u>	<u>Athletics</u> To develop flexibility, strength, technique,

isolation and in combination. To communicate, collaborate and compete with each other. Teamwork Moral Social Rule of Law Agility HIIT Workout Throwing and Catching	control and balance through gymnastics. To compare their performances with previous ones and demonstrate improvement to achieve their personal best. Teamwork Spiritual Individual Liberty Running for distance Throwing for distance Yoga	suitable for attacking and defending. To communicate, collaborate and compete with each other. Teamwork Social Rule of Law Running – changing direction Balance Catching	To perform dances using a range of movement patterns. To compare their performances with previous ones and demonstrate improvement to achieve their personal best. Running for distance	To play competitive games and apply basic principles suitable for attacking and defending. To communicate, collaborate and compete with each other. Teamwork Social Rule of Law Throwing for distance	control and balance through athletics. Teamwork Social Cultural Rule of Law Team Games Freddie Fit activities
PSHE					
Me and my Relationships Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	**Valuing Difference** Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	**Keeping Myself Safe** Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	**Rights and Responsibilities** Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	**Being my Best** Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	**Growing and Changing** Managing difficult feelings Managing change How my feelings help Keeping safe Getting help
Computing					

E-safety unit to be taught 1st lesson of every half term (Digital Literacy)					
Unit 5.2 – Esafety(Computer Science) **Unit 5.1 – Coding** (Computer Science)	**Unit 5.3 – Spreadsheets** (Information Technology)	**Unit 5.4 – Databases** (Information Technology)	**Unit 5.5 – Game Creator** (Computer Science)	**Unit 5.6 – 3D Modelling** (Information Technology)	**Unit 5.7 – Concept Maps** (Information Technology)
French					
Getting to Know You Social	All About Ourselves Spirituality	That's Tasty Cultural	Family and Friends Social	School Life Cultural	Time Travelling Cultural
Music					
Listen & appraise: Blues Equality/ Justice Cultural Mutual Respect/ Tolerance		Listen & appraise: Music from the Caribbean – Reggae/ Calypso Cultural Mutual Respect		Listen & appraise: Hip Hop/ Rap Teamwork Cultural Mutual Respect	
Melody and Harmony in Music Love Social Mutual Respect		Sing and Play in Different Styles Love Social Mutual Respect		Composing and Chords Equality Social Mutual Respect/ Tolerance	
Enrichment – Trip/visitor		**Enrichment – Trip/visitor**		**Enrichment – Trip/visitor**	
Tatton Park – Saxon and Viking workshop		**Low Bank Ground**		**Spinners Mill** - Victorians	