

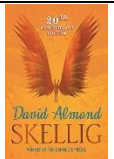


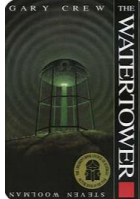



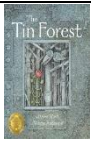



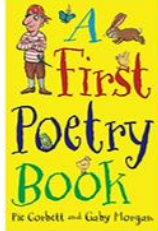
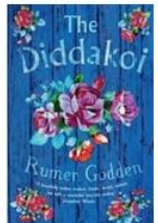
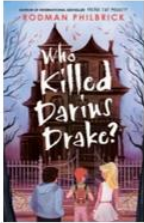

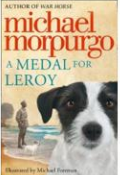
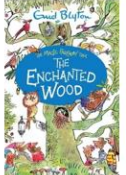











# KPA Year 5 Long Term Plan

YEAR 5		Autumn Term		Spring Term		Summer Term	
Termly breakdown		7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
<p><b>Writing Stimulus:</b></p> 	<p>The Lighthouse (film clip)</p> 	<p>Skellig by David Almond</p>  <p>War Horse by Michael Morpurgo</p>  <p>The Lego Story (film clip)</p> 	<p>The Watertower by Gary Crew</p> 	<p>Romeo and Juliet by William Shakespeare</p>  <p>Roads End (film clip)</p> 	<p>The Arrival by Shaun Tan</p> 	<p>The Tin Forest by Helen Ward</p> 	
	<p><b>Writing genres</b></p>	<p>Place Value of Punctuation and Grammar Newspaper report</p>	<p>Advertisement Setting description Narrative Information text Narrative Report</p>	<p>Narrative Monologue Newspaper</p>	<p>Narrative Diary entry Monologue Narrative Interview</p>	<p>Diary Entry Narrative Newspaper</p>	<p>Descriptions Diary entry Poem Non-chronological report</p>
	<p><b>Guided Reading / Phonics</b></p> 	<p>Shared texts for whole class reading lessons and story times:</p>   	<p>Shared texts for whole class reading lessons and story times:</p>   	<p>Shared texts for whole class reading lessons and story times:</p>   			



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	<p><b>Mathematics</b></p> 	<p>Place Value (3 weeks) Addition and subtraction 2 weeks Multiplication and division A (1 weeks) Consolidation (1 week)</p>	<p>Multiplication and division A (2 weeks) Fractions A 4 weeks Consolidation (1 week)</p>	<p>Multiplication and division B (3 weeks) Fractions B (2 weeks) Decimals and percentages (1 week)</p>	<p>Decimals and percentages (2 weeks) Perimeter and area (2 weeks) Statistics (2 weeks)</p>	<p>Shape (3 weeks) Position and direction (2 weeks)</p>	<p>Decimals (3 weeks) Negative numbers (1 week) Converting units (2 weeks) Volume (1 week)</p>
	<p><b>Science</b></p> 	<p> <b><u>Materials</u></b> <b>Mixtures and Separation</b></p> <p>Pupils explore different types of mixtures and the different methods that can be used to separate them. They dissolve a range of substances, identify different solutions and investigate how temperature affects the time taken to dissolve. They design and create a water filter, sieve soil and evaporate solutions.</p>	<p> <b><u>Materials</u></b> <b>Properties and changes</b></p> <p>Broadening their experience of the properties of materials, children investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials. They explore reversible changes, including dissolving and changes of state. Children compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda.</p>	<p> <b><u>Forces, Earth and Space</u></b> <b>Earth and space</b></p> <p>Exploring some of the key celestial bodies in our Solar System, children learn their names and compare their movements. Pupils discover the relationship between the Earth's rotation and daylight, making models to represent their knowledge. They make their own sundials and consider how and why humans' ideas about the universe</p>	<p> <b><u>Living Things and their habitats</u></b> <b>Lifecycles and Reproduction</b></p> <p>Studying animal life cycles, children learn about the significance of reproduction for a species' survival. Pupils compare asexual and sexual reproduction in plants and grow cuttings to measure and plot root growth over time. Children compare the life cycles of mammals, birds, amphibians and insects identifying key differences. They analyse secondary data to investigate how</p>	<p> <b><u>Forces, Earth and Space</u></b> <b>Unbalanced Forces</b></p> <p>Building on their knowledge of forces, children explore gravity, air resistance and water resistance in more depth and consider the effect of these forces being unbalanced. They demonstrate key principles in the classroom and plan investigations to further their</p>	<p> <b><u>Animals Including Humans</u></b> <b>Human timeline</b></p> <p>Studying human development and changes, children identify key stages and consider what data may help determine if a child is growing normally.</p> <p> <b><u>Making Connections</u></b> <b>Does the size of an asteroid affect the size of its impact crater?</b></p>



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				have changed over time.	the amphibian life cycle is affected by predators and climate change.	understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system.	Experimenting, analysing data and drawing conclusions to explore the relationship between the size of model asteroids and the size of the impact crater they create. Children apply their understanding of gravity, air resistance and the Earth and space to make predictions and plan and carry out an enquiry.
Non-Core Subjects	<b>History</b> 		Early Islamic Civilisation	The French Revolution	The Transatlantic Slave Trade	The Industrial Revolution	The Victorian Age
	<b>Geography</b> 	Investigating world trade		UK Geography: East Anglia, The Midlands, Yorkshire and Humberside	Australia	New Zealand and the South Pacific	Local Study




## KPA Year 5 Long Term Plan

	<p style="text-align: center;"><b>Art</b></p> 		<p style="text-align: center;"><b>Sculpture and 3D: Interactive Installation</b></p> <p>Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</p>		<p style="text-align: center;"><b>Drawing: I need space</b></p> <p>Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p>		<p style="text-align: center;"><b>Painting and mixed media: Portraits</b></p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed media.</p>
	<p style="text-align: center;"><b>D &amp; T</b></p> 	<p style="text-align: center;"><b>Mechanical Systems: Making a pop-up book</b></p> <p>Creating a four-page pop-up storybook design incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.</p>		<p style="text-align: center;"><b>Electrical Systems: Doodlers</b></p> <p>Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the</p>		<p style="text-align: center;"><b>Cooking and Nutrition: Developing a Recipe</b></p> <p>Research and modify a traditional bolognese sauce recipe to improve the nutritional value. Cook improved version and create packaging that fits design criteria. Learn about where</p>	

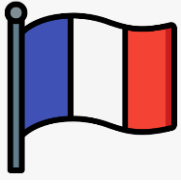
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				product has been constructed, ready to develop their own.		beef comes from.	
<b>Computing (Purple Mash)</b> <b>Digital literacy</b> <b>Computer Science</b> <b>Information technology</b> 	<b>Unit 5.1 Coding</b>	<b>Unit 5.2 Online Safety</b>  <b>Unit 5.4 Databases</b>	<b>Unit 5.3 Spreadsheets</b>	<b>Unit 5.5 Game Creator</b>	<b>Unit 5.6 3D modelling</b>  <b>Unit 5.7 Concept Maps</b>	<b>Unit 5.8 Word Processing</b>	
<b>Music (Charanga)</b> 	<b>Musical Spotlight:</b> Melody and Harmony in Music  <b>Social Question:</b> How Does Music Bring Us Together?  SONG 1 Ghost Parade Style: 20th and 21st Century Orchestral SONG 2 Words Can Hurt Style: 20th and 21st Century Orchestral SONG 3 Joyful, Joyful Style: Gospel	<b>Musical Spotlight:</b> Sing and Play in Different Styles  <b>Social Question:</b> How Does Music Connect Us with Our Past?  SONG 1 The Sparkle In My Life Style: Pop SONG 2 Dreaming Of Mars Style: 20th and 21st Century Orchestral SONG 3 Get On Board Style: Gospel	<b>Musical Spotlight:</b> Composing and Chords  <b>Social Question:</b> How Does Music Improve Our World?  SONG 1 Freedom Is Coming Style: South African Pop SONG 2 All Over Again Style: 20th and 21st Century Orchestral SONG 3 Do You Ever Wonder? Style: 20th and 21st Century Orchestral	<b>Musical Spotlight:</b> Enjoying Musical Styles  <b>Social Question:</b> How Does Music Teach Us About Our Community?  SONG 1 Erie Canal Style: Reggae SONG 2 Heroes Style: Pop SONG 3 Happy To Be Me Style: 20th and 21st Century Orchestral	<b>Musical Spotlight:</b> Freedom to Improvise  <b>Social Question:</b> How Does Music Shape Our Way of Life?  SONG 1 Look Into The Night Style: Pop SONG 2 Breathe Style: 20th and 21st Century Orchestral SONG 3 Keeping Time Style: Funk	<b>Musical Spotlight:</b> Battle of the Bands!  <b>Social Question:</b> How Does Music Connect Us with the Environment?  SONG 1 You And Me Style: Pop SONG 2 A Bright Sunny Day Style: 20th and 21st Century Orchestral SONG 3 You Belong With Me Style:	

## KPA Year 5 Long Term Plan

							Contemporary R&B
<b>PE (Primary)</b>  <b>PE)</b>	Outdoor and Adventurous Activities	Gymnastics	Dance (Greatest Showman)	Multi-Skills (Target Games)	Swimming	Leadership (Nontraditional sport)	
	Competitive Games Football	Competitive Games Netball	Tennis (Net/ Wall Games)	Athletic Skills: Indoor Athletics	Athletic Skills: Athletics	Kwik Cricket (Striking Fielding)	
<b>RE</b> 	<u>Why do people have to stand up for what they believe in?</u> Christian, Muslim, Sikh	<u>Why doesn't Christianity always look the same?</u> Christian	<u>What happens when we die? (Part 1)</u> Jewish, Christian, Muslim Humanist	<u>What happens when we die? (Part 2)</u> Hindu, Buddhist, Sikh	<u>Who should get to be in charge?</u> Muslim, Sikh, Christian	<u>Why are some places in the world significant to believers?</u> Christian, Jewish, Buddhist, Muslim, Sikh and Hindu	
<b>PSHE</b> 	<b>Being Me In My World</b> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	<b>Celebrating Difference</b> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	<b>Dreams and Goals</b> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	<b>Healthy Me</b> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	<b>Relationships</b> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time	<b>Changing Me</b> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change	

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						Dangers of online grooming SMARRT internet safety rules	Preparing for transition
	<b>French</b> 	<b>Catch up unit 1</b> -French greetings with puppets -In a French classroom -French playground games, numbers and age	<b>Year 4 unit 3</b> French numbers, calendars and birthdays	<b>Catch up unit 2</b> - French adjectives of colour, size and shape - A circle of life in French -French food	<b>Year 4 unit 1</b> Portraits – describing in French	<b>Year 5 Unit 1</b> French monster pets	<b>Year 5 Unit 5</b> Meet my French family