



Timu Academy Trust: Long Term Plan 2018-2019  
Year 5



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic Title</b>	<b>Who were the Ancient Greeks?</b> www.hamilton-trust.org.uk		<b>Stargazers</b>	<b>Viking Raids and Invasion</b>	<b>The Cartographer's Apprentice</b>	
<b>WOW/ Showcase/ Visit/Visitor</b>	Greek Day- Costumes, pots, Olympic games					
<b>Literacy genre and text</b>	Non-chronological report Myths & Legends	Class Fiction Instructions and Explanations	Recount Short Story	Persuasive writing Diary Entry	Poetry Modern Classic Fiction Short Story	Travel Writing Just-So Stories Letter Writing
<b>Science</b>	<b>Animals including Humans</b> Describe the changes as humans develop to old age		<b>Earth and Space</b> 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.	<b>Forces</b> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object To identify the effects of air resistance, water resistance and friction, that act between moving surfaces To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<b>Properties and Changes of materials</b> To 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 To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic To 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.	

				<p><b>Living Things and Their Habitats</b>          To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird          To describe the life process of reproduction in some plants and animals</p>		
<b>Computing</b>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts          Use sequence, selection, and repetition in programs; work with variable and various forms of input and output          Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs          Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration          Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content          Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information          Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>					
	We are game developers	We are cryptographers	We are artists	We are web developers	We are bloggers	We are architects
<b>Geography</b>			<p>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</p>			<p>Locate the world's countries, including Russia, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities          Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)          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 the eight points of a compass, four and six-figure grid references,</p>

				symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the UK and the wider world
<b>History</b>	Ancient Greece – a study of Greek life and achievements and their influence on the western world	To understand the connections between local, regional, national and international history - History of Space exploration	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
<b>Art</b>	To create sketch books to record their observations and use them to review and revisit ideas To improve the mastery of art and design techniques, including sculpture with a range of materials - clay <i>Create a 3D 'timeline' of artefacts which is made of pots and includes information from each time period; invite other children to view the timeline.</i>			To know about great architects and designers in history <i>Famous buildings: investigate a variety of the world's most famous buildings, thinking about what makes a building aesthetically pleasing and exploring how architectural styles change over time; comparing St Paul's cathedral, St Basil's cathedral, the Taj Mahal, Sydney Opera House</i>
<b>DT</b>		Use research and develop design criteria to inform the design Generate and communicate ideas through discussions and sketches Select from and use a wider range of tools and equipment Select from and use a wider range of materials and components <i>Create Rockets and Spaceships from recycled materials</i>	Use research and develop design criteria to inform the design Generate and communicate ideas through discussions and sketches Select from and use a wider range of tools and equipment Select from and use a wider range of materials and components <i>Create a Viking long ship which floats</i> <i>Create a Viking weapon such as a catapult to use in the Hunger Games</i>	To understand and apply the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <i>Celebrating different cultures through food</i>
<b>Music</b>	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			

	To develop an understanding of the history of music					
	Composition and reading musical notation throughout the year – recorder					
<b>RE</b>	Why do some people think God exists?	If God is everywhere, why go to a place of worship?	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)		What does it mean to be a Muslim in Britain today?	
<b>PSHE</b>	Me and my feelings	Keeping Safe	Making a difference	Me, medicine and drugs	Me and my relationships	Me and growing up – Puberty
<b>PE</b>	Seahorse: Invasion game, OAA	OAA Rugby skills	Gymnastics Net and Wall games		Athletics	Striking and fielding games
	Yew: Gymnastics, Invasion games					
	Hever: OAA, Invasion games					
<b>French</b>	To listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations, ask and answer questions, express opinions and respond to those of others Speak in sentences, using familiar vocabulary, phrase, and basic language structure Develop accurate pronunciation and intonation Present ideas and information orally Read carefully and show understanding of words, phrases, and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden vocabulary and develop ability to understand new words Write phrases from memory and adapt these to create new sentences Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language					
	Places in town	Carnival of animals	Iwade: Directions, rooms in school Hare and the tortoise		Iwade: Fruit and art	Iwade: Healthy eating
			Bobbing: Fruit and art		Bobbing: Healthy eating	Bobbing: Telling the time and revision
<b>Additional suggested linked texts</b>	Greek Myths – Medusa, The Minotaur, The adventures of Odysseus			Hunger Games	Travel writers blogs and articles The mystery of the Mona Lisa Stories from other Cultures – In the village of Round and Square Houses	