



# Long Term Plan 2022 / 2023

## Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visits/ Visitors	Local Area Visit – Writing Foci Pantomime NSPCC talk		Duxford (Imperial War Museum) Music Experience Day Road Safety		Mayan Experience Day ORA Year 7 Experience Day Mindfulness	
	Further Visits / Experiences to be organised ad hoc throughout the year.					
English	<b>Revision Unit</b>  <b>Basic Grammar and Sentence Construction.</b>  <b>Short Narrative building character and setting.</b>  <b>Basic Comprehension Skills.</b>	<b>Comprehension Skills.</b>  <b>Stories by significant children's authors</b> <b>British Values</b> <i>an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; The impact of crime on victims and perpetrators. Personal Safety – Stranger danger: narrative vs real life.</i>  <b>SMSC</b> <i>enable students to distinguish right from wrong and to respect the civil</i>	<b>Comprehension Skills.</b>  <b>Stories from Other Cultures</b> <b>SMSC</b> <i>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures – Philippines Ancient China; their values, legends and the changes to modern society.</i> <b>British Values -</b>	<b>Comprehension Skills.</b>  <b>Older Literature</b> <b>British Values / PSHE</b> <i>an understanding of the importance of identifying and combatting discrimination. Safety of belief / belief in my own identity. When beliefs can be dangerous.</i>  <b>Persuasive Writing</b> <b>SMSC</b> <i>enable students to develop their self-knowledge,</i>	<b>Comprehension Skills.</b>  <b>Classic Narrative poetry</b>  <b>Film Narrative</b> <b>SMSC</b> <i>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures – Literacy Shed – film cultures.</i>  <b>British Values / PSHE</b> <i>Practical Safety – real world vs danger in films</i>  <b>Instructions</b> <b>SMSC</b> <i>enable students to develop their self-knowledge, self-esteem and self-confidence – talk for purpose. Asserting viewpoint and leading appropriately.</i>  <b>British Values / PSHE</b>	<b>Comprehension Skills.</b>  <b>Journalism</b> <b>British Values</b> - <i>individual liberty / democracy /the rule of law. – Is freedom of speech always a good thing? (P4C link)</i>  <b>Dramatic Conventions</b> <b>SMSC</b> <i>enable students to develop their self-knowledge, self-esteem and self-confidence – talk for purpose. Assuming a role on stage. Mental well-being / self-esteem / confidence in front of crowds.</i>  <b>British Values</b> - <i>individual liberty / democracy – viewpoint change. How to deal with opposing views appropriately.</i>  <b>Narrative Transition unit</b> <b>SMSC</b> <i>encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society</i>



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		<p><i>and criminal law of England; The impact of crime on victims and perpetrators.</i></p> <p><b>Non-chronological reports</b>  <b>British Values</b> - <i>individual liberty / democracy / the rule of law</i> – how accurate reporting helps us make informed decisions. How we find out about events.</p> <p><b>Christmas- writing for meaning</b>  <b>British Values / PSHE</b> - <i>an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated,</i> Investigation into whether Christmas is relevant for all cultures. How we in Britain integrate</p>	<p><i>mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</i> How modern beliefs change here and abroad. Quest stories – resilience / self-esteem / confidence – overcoming obstacles.</p> <p><b>Choral and Performance SMSC</b>  <i>enable students to develop their self-knowledge, self-esteem and self-confidence</i> – Creation and performance of verses linked to their own lives.</p> <p><b>British Values / PSHE</b>  <i>Mental well-being / self-</i></p>	<p><i>self-esteem and self-confidence</i> – talk for purpose.  <b>British Values / PSHE</b>  <i>- individual liberty / democracy – viewpoint change. How to deal with opposing views appropriately.</i> ‘Fake News’ – quality of source</p>	<p>Staying safe – safety instructions</p>	<p><i>more widely; - Narratives based on issues that affect us; studies of different responses to adversity. encourage respect for other people – why actions and viewpoints differ in older narrative.</i></p>
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		at this time of year. The spirit of Christmas. Different beliefs – do we still celebrate? How do we show our strength of convictions?	<i>esteem / confidence in front of crowds</i>  <b>Recounts</b> <b>British Values</b> - <i>individual liberty / democracy / the rule of law</i> – how accurate reporting helps us make informed decisions. How we find out about events.			
<b>Maths</b>  <i>All Reasoning activities are cross-cultural and use real world examples that reflect modern British society.</i>	<b>Number: Place Value</b>  <b>Number: Addition and Subtraction</b>	<b>Number: Multiplication and Division</b>  <b>Statistics</b> <b>British Values</b> <i>an understanding of how citizens can influence decision-making through the democratic process; - surveys and voting on class issues, accurate reporting of data. 'Fake news'. Accurate reporting.</i>	<b>Number: Fractions</b>  <b>Number: Decimals</b>	<b>Number: Decimals</b>  <b>Number: Percentages</b>	<b>Geometry: Angles</b>  <b>Geometry: Shapes</b>  <b>Geometry: Position and Direction</b>	<b>Measurement: Converting Units</b> <b>Number: Prime Numbers</b>  <b>Perimeter and Area</b> <b>Measures and Volume</b>



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		Character and beliefs.				
<b>Science</b>	<b>Earth and Space Forces</b> <b>British Values / SMSC</b> <i>Case studies highlighting the roles of all scientists, including British discoveries, and the amazing contribution of all scientists regardless of gender or race. Character and strength of beliefs. Strength of convictions.</i>	<b>Properties and Changes of Materials</b> <b>British Values / SMSC</b> <i>Case studies highlighting the roles of all scientists, including British discoveries, and the amazing contribution of all scientists regardless of gender or race. Character and strength of beliefs. Strength of convictions.</i>	<b>Plant and Animal Life cycles</b> <b>British Values / SMSC</b> <i>Case studies highlighting the roles of all scientists, including British discoveries, and the amazing contribution of all scientists regardless of gender or race. Character and strength of beliefs. Strength of convictions.</i>			
<b>History</b>	<b>WWII – Home and Abroad British Values</b> <i>an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination. – Why Britain had to go to war. The effects of the Nazi regime. Link to Radicalisation – could it happen here?</i>	<b>WWII – Home and Abroad British Values</b> <i>an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination. – Why Britain had to go to war. The effects of the Nazi regime. Link to Radicalisation – could it happen here?</i>	<b>The Maya Civilization</b> <b>SMSC</b> <i>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures – how the Mayan invasion links to invasions of the UK from history. How would Burnham deal with an invasion?</i>			
<b>Geography</b>	<b>Extreme Earth – Natural Disasters SMSC</b> <i>further tolerance and harmony between different cultural traditions by enabling students to acquire an</i>	<b>Case Studies – North / South American Cities</b> <b>SMSC</b> <i>further tolerance and harmony between different cultural</i>	<b>Record Breakers – Tallest, Deepest, Widest</b> <b>SMSC</b> <i>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures – How other cultures deal with disaster. How would we?</i>			



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	<i>appreciation of and respect for their own and other cultures – How other cultures deal with disaster. How would we?</i>	<i>traditions by enabling students to acquire an appreciation of and respect for their own and other cultures – How other cultures deal with disaster. How would we?</i>	
<b>Art</b>	<p><b>Artist Study – Jave Yoshimoto</b> This topic will involve children observing and learning from an artist who paints extreme weather paintings. They will learn how different art changes their mood and how the artist uses different styles to create an emotion.</p> <p><b>British Values.</b> <i>Ability to compare and contrast British styles with previous art from Japan / the Maya. How has societal difference influenced this?</i></p>	<p><b>Painting – World Wars and Famous Artists.</b></p> <p>Children learn how war had an impact on art. Through the use of various brush stroke styles children will create a version of a World War Two propaganda poster. They will carry out research on war time posters and compare these to art before the war started.</p>	<p><b>Mayan Art – Mask Making</b></p> <p>Children will look at Art from another culture and how this impacts of the textures, styles and colours they use. They will learn to appreciate how cultures express themselves through art and how sculptures are used. They will look closely at the style of sculptures and then use these to create their own sculpture.</p>
<p><b>DT</b></p> <p><b>Practical safety awareness ensures our children know how to handle and respect tools and equipment.</b></p>	<p><b>Electrical systems</b> <b>Harry Potter Wand</b></p> <p>Understand and know how to use more complex mechanical and electrical systems</p>	<p><b>Food and Nutrition</b> <b>Cooking</b></p> <p>Understand seasonality and know where ingredients. Select appropriate ingredients and use a wide range of techniques to combine them. Understand the main food groups and the different nutrients.</p>	<p><b>Textiles</b> <b>Heraldry / Personal Flag</b></p> <p>Use their research into existing products and market res4earch to inform the design of their own product.</p>



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<p><b>Computing</b></p> <p><b>E-safety awareness ensures our children make safe choices</b></p> <p><b>ICT will be planned for in all areas of the curriculum</b></p>	<p>Computing Systems and Networks – Systems and Searching</p> <p>Creating Media – Video Production</p>	<p>Programming – Selection in Physical Computing</p> <p>Data and Information – Flat File Databases</p>	<p>Creating Media – Introduction to Vector Graphics</p> <p>Programming – Selection in Quizzes</p>
<p>PE</p>	<p>See P.E Overview</p>		
<p>RE</p>	<p><b>Buddhism - The Buddha</b> <b>Living as a Buddha</b></p> <p><i>British Values - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Children will be learning the features of Buddhism, comparing these to Christianity and their own faiths (if different) and examining what life is like here and abroad for Buddhists.</i></p> <p><i>Looking at radicalisation and the cause and effects. Fake news vs real beliefs.</i></p> <p><b>Christianity - Introducing Jesus</b></p>	<p><b>The Qu’ran / The Five Pillars of Faith</b></p> <p><i>British Values - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</i></p>	<p><b>The first and last Human Gurus / Khalsa and the 5 Ks</b></p> <p><i>British Values - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Children will be investigating how different faith groups are joined, especially in childhood by investigating Christian Christening and Baptism and then comparing to other religions here and abroad.</i></p> <p><i>Looking at radicalisation and the cause and effects. Fake news vs real beliefs.</i></p>



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	<p><b>British Values</b> - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Children will be investigating similarities between creation stories from different religions and finding what all religions have in common.</p> <p>Looking at radicalisation and the cause and effects. Fake news vs real beliefs.</p>			<p>Children will be investigating similarities between sacred texts and investigating what makes certain pieces of writing sacred.</p> <p>Looking at radicalisation and the cause and effects. Fake news vs real beliefs.</p>		
<p>RHSE, Philosophy &amp; Mental Health</p> <p><b>*Including - Challenging gender norms and stereotypes - transgender. Relationships and different families -</b></p>	<p><u>Health and Wellbeing.</u></p> <p>What Makes up our identity?</p> <p><b>British Values</b> - individual liberty / democracy / the rule of law. Mental wellbeing / character / risk</p>	<p><u>Living in the wider world.</u></p> <p>What decisions can people make with money?</p> <p><b>British Values</b> - individual liberty Mental wellbeing / character / risk P4C – rolling</p>	<p><u>Health and Wellbeing.</u></p> <p>How can we help in an accident or and emergency?</p> <p><b>British Values</b> - individual liberty Mental wellbeing / character / risk P4C – rolling</p>	<p><u>Relationships</u></p> <p>How can friends communicate safely?</p> <p><b>British Values</b> - individual liberty Mental wellbeing / character / risk</p>	<p><u>Health and Wellbeing</u></p> <p>How can drugs common to everyday life affect wellbeing?</p> <p><b>British Values</b> - individual liberty / democracy. mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Mental wellbeing / character / risk</p>	<p><u>Living in the wider world.</u></p> <p>What jobs would we like when we are older?</p> <p><b>British Values</b> - individual liberty / democracy. mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Children will have the ability to accept those from different backgrounds. Mental wellbeing / character / risk.</p> <p>P4C – rolling scheme</p>



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<p><b>homosexuality</b></p> <p><i>All SMSC teaching discussions linked to a SMSC objective. All P4C teaching to create fair, discussion with acceptance of other cultures.</i></p>	<p>P4C – rolling scheme Mental health curriculum</p> <p>Mental Health Worry / anxiety and anger</p> <p>Wilma Jean The Worry Machine</p> <p><i>Medway relationships and sex education Year 4/5 Lesson 3 Personal Hygiene</i></p>	<p>scheme Mental health curriculum</p> <p>Mental Health Emotions and feeling Text –Shine</p>	<p>scheme Mental Health Empathy and Kindness Text - King of the sky</p> <p>Mental health curriculum</p> <p>Empathy and kindness</p>	<p>Mental Health Self-esteem and Self-belief. Can you see me? P4C – rolling scheme</p> <p><b>Medway relationships and sex education Year 4/5 Lesson 4 Emotions and feelings</b></p>	<p>P4C – Rolling scheme</p> <p>Mental Health Differences and diversity Text - Leaf</p> <p>Mental health curriculum</p> <p>Differences and diversity</p> <p>Leaf</p>	<p>Mental Health Bravery, Courage, fear Text - What Not To Do If You Turn Invisible or The Dark</p> <p>tbc</p> <p>Mental health curriculum</p> <p>Bravery/courage/fear</p>
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			King of the Sky			
				Mental health curriculum  Self esteem/self belief		
<b>MFL</b> Progression of the four skills in Listening, Speaking, Reading and Writing and Learning Language Strategies and Knowledge about Language	Describing pets: revision of masculine and feminine nouns, plurals and adjectival agreement with colours and words describing size and	My town – Mi ciudad. Ser/estar/hay Places in a town and what there is to do there.  Finding your way around town – directions	Classroom objects.  Revision of tener = to have.  My school – mi colegio.  Rooms in the school.	El alfabeto.  Telling the time ¿Qué horas es?  Revision of weather and months of the year and introduction	School subjects and sports – likes and dislikes.  Me gusta/no me gusta/me gustan/no me gustan (+ infinitive)  Opinions.  Jugar and hacer.  Profile of Spanish-speaking	Food and drink – likes and dislikes.  Traditional Spanish dishes (tapas, paella, etc.)  Role play in a Spanish café.  Saying what you are going to do in the summer holidays – voy a + infinitive.



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	<p>personality. Recap of third person.</p> <p>¿Dónde vives? Vivo en + town Vivo en + una casa/un piso Focus on a Spanish city. La Vuelta a España.</p>	<p>(left, right, straight ahead).</p> <p>A Spanish Christmas and New Year.</p>	<p>Education in Spain – comparison with partner school in Seville (Colegio Los Rosales).</p>	<p>to the seasons.</p> <p>Numbers 40 – 200</p> <p>La Feria de abril.</p>	<p>sports star.</p>	
Music	<p><b>ELEMENTS OF MUSIC</b> <i>Pitch, Rhythm, Tempo, Dynamics, Duration, Timbre</i> <i>The elements of music demonstrated and developed via individual and group work; a variety of compositions from a set brief</i></p> <p><b>THE ART OF SINGING</b> <i>Vocal techniques, breathing, learning a variety of traditional songs for occasions</i></p>	<p><b>MUSIC FOR MOODS</b> <i>Cartoons, Film Music, Adverts</i> <i>How music can influence mood and perception of images and the techniques involved</i></p> <p><b>THE HISTORY OF POP MUSIC</b> <i>The Blues, Rock &amp; Roll,</i></p>	<p><b>MUSIC FROM AROUND THE WORLD</b> <i>The Development of Folk Music</i> <i>Gamelan music of the Far East, Music of India</i> <i>A study of key non-Western instruments</i> <i>How music differs in other parts of the world</i></p> <p><i>A look at scales from around the world and how they differ from Western music</i></p> <p><b>RE-EXAMINATION OF THE ORCHESTRA</b> <i>A more advanced look at the orchestral palette and how instrumentation can colour a piece</i></p> <p><b>CONTINUED VOCAL DEVELOPMENT</b> <i>Including some part singing, harmonies and more complex styles</i></p>			



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	<p><b>DEVELOPMENT OF CLASSICAL MUSIC &amp; FAMOUS COMPOSERS</b></p> <p><i>How Western classical music has developed from 1600 to the modern day; an examination of key influential works</i></p>	<p><b><i>Disco, R&amp;B, Hip Hop</i></b> <i>How styles developed with the addition of new instruments and technology and cultural changes with a look at specific bands and artists</i></p>	
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