

Haveley Hey Community School

Year 5 Long Term Plan

|                              | Autumn 1  | Autumn2                | Spring 1  | Spring 2                    | Summer 1  | Summer 2  |
|------------------------------|---|------------------------|---|-----------------------------|---|---|
| <b>Theme</b>                 | Vikings<br>Hist/Geog/DT                                 | The Island<br>Geog/DT  | Egyptians<br>Hist/Geog/Art/DT                     |                             | Allotment<br>Geog/DT  | Industrial<br>Revolution<br>Hist/Art  |
| <b>Memorable experience</b>  |   | Trip to countryside    | Trip to a museum/visit from the inflatable museum |                             | Planting and growing their own fruit/veg  | Trip to Quarry Bank Mill  |
| <b>Innovate</b>              | Would you rather be vicious Viking or a scathing Saxon? |                        |   | Create a museum for parents | Tasting/cooking with veg they have grown?   | L.S. Lowry Art gallery  |
| <b>Link to Rights</b>        | Article 38: protected from war                          |                        | Article 35: should not be sold                    |                             | Article 24: good food and water<br><br>GG11: Sustainable Cities & Communities<br>GG3: Good Health & Wellbeing | Article 32: Protected from work that is dangerous<br><br>GG4: Quality Education |
| <b>Visit/Visitors</b>        |   | Countryside visit?     | Manchester Museum – Inflatable                    |                             |   | Quarry Bank Mill  |
| <b>Passport for Learning</b> |   | Countryside Experience | Museum visit                                      |                             |   |   |
| <b>50 things....</b>         |   |                        |   |                             | 35. Discover what is in a pond<br>36. Make a home for wildlife<br>43. Keep a nature diary                     | 45. Find your way with a map  |

|                  |   |   |   |  |  |   |
|------------------|---|---|---|--|--|---|
| <b>English</b>   | Narrative: How to Catch a Star T: Setting         | Narrative: The Wish List (Rags to Riches) T: Characterisation<br><br>Persuasive letter: Visit Alchemy Island T: Hook the reader | Narrative: The Time Slip Scarab (Portal) T: Description<br><br>Recount (Diary): A Day in the life of a pharaoh T: viewpoint | Narrative: Alien Landing (Suspense) T: suspense<br><br>Explanation: How were the pyramids built T: explanation | Narrative: The Secret Garden T: openings<br><br>NCR: Assassin bug T: NCR                         | Narrative: The Piano T: Flashbacks<br><br>Biography: Dr Barnado T: Biography        |
| <b>Maths</b>     | Place value, Addition and Subtraction, Statistics | Multiplication and Division<br>Area and Perimeter   | Multiplication and Division<br>Fractions  | Fractions<br>Decimals and Percentages  | Decimals<br>Properties of Shape  | Position and Direction<br>Converting Units of Measure                               |
| <b>Science</b>   | Animals including humans                          | Properties and changes of materials   | Forces  | Earth and Space  | Living things and their habitats   | Sound   |
| <b>ICT</b>       |   | Coding: make an Alchemy Island game   | We are Game Developers  | We are Web developers  | We are Web developers  | Communication   |
| <b>History</b>   | Comparing the life of Anglo-Saxons & Vikings      |   | Explain the achievements and qualities of significant leaders. Understand an ancient civilisation                           |  |  | Understand the impact of the Industrial Revolution locally, nationally and globally |
| <b>Geography</b> | Human and Physical features<br>Settlements        | Human & Physical features of the UK.<br>OS Map work   |   | Understand similarities and differences in human and physical geography of UK and Egypt                        | Types of settlement/ land use & economic activity & understand distribution of natural resources |   |

|                              |   |  |   |   |  |  |
|------------------------------|---|--|---|---|--|--|
|                              |   |  |   |   | Renewable/ non-renewable energy  |  |
| <b>Art &amp; Design</b>      |   |  |   | Embellish 3D forms                            | <b>Artist: William Morris/ India Flint</b><br>Printing with flowers (Hapa-zome)<br>Natural art | <b>Artist: L.S. Lowry</b><br>Use rules of perspective when drawing buildings & figures; use shading to create mood, Paint urban landscape using tints and shades |
| <b>Design Technology</b>     | <b>Textiles</b><br>Create a Viking Purse    | <b>Gears and Pulleys</b><br>(make an ATV)      | <b>Gears and Pulleys</b><br>(make a shaduf) |   | <b>Frame structures</b><br>(make a greenhouse)   |  |
| <b>Music</b>                 | Music Express & Steel Pan lessons           |  |   |   |  |  |
| <b>PE Games</b>              | OAA   | Hockey   | Dodgeball                                   | Tennis  | Rounders   | Athletics  |
| <b>PE Dance</b>              |   |  | Develop group work using different levels   |   | Develop starting positions and end positions of dance  |  |
| <b>PE Gym</b>                |   | Master different balances                      |   | Master different ways to take weight on hands |  |  |
| <b>PSHE</b>                  | Recovery Curriculum<br>Being Me in my World | Celebrating Differences<br>(inc anti-bullying) | Dreams and Goals                            | Healthy Me                                    | Relationships  | Changing Me<br>(inc RSE)   |
| <b>MFL</b>                   | X   | X  | Spanish                                     | Spanish                                       | Spanish  | Spanish  |
| <b>RE LCP</b>                | X   | X  |   |   |  |  |
| <b>Outdoor Learning/ Eco</b> |   |  |   |   | Growing Outdoors   |  |
| <b>Diversity</b>             | Black History Month                         |  |   |   |  | Irish Migration  |

|                       |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|
| <b>Parental Links</b> |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|