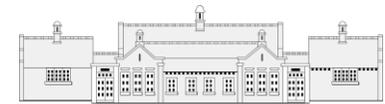
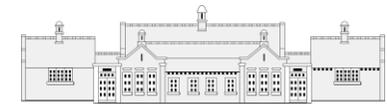


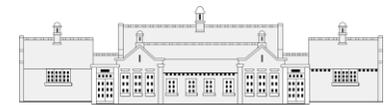
Subject	Autumn Term 1 st Half	Autumn Term 2 nd Half	Spring Term 1 st Half	Spring Term 2 nd Half	Summer Term 1 st Half	Summer Term 2 nd Half
Topic	Travel/Journeys		Vikings		Lake District	
English	Narrative (The Incredible Journey) Traditional Tales	Diary writing-Logs (Shackleton text) Debates	Film narratives	Information texts Explanation texts	Narrative (Midnight Fox) Persuasive writing	Newspapers Poetry
Science	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I can describe the life process of reproduction in some plants and animals. <p>Animals- including humans</p> <ul style="list-style-type: none"> I can describe the changes as humans develop to old age. 		<p>Sound- Sound travel-Revise during bike ability week.</p> <p>Particles and materials- Insulation- Investigation entitlement</p> <ul style="list-style-type: none"> I can 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 I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic I can demonstrate that dissolving, mixing and changes of state are reversible changes I can 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>Earth and Space-</p> <ul style="list-style-type: none"> I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system I can describe the movement of the Moon relative to the Earth I can describe the Sun, Earth and Moon as approximately spherical bodies I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Forces-</p> <ul style="list-style-type: none"> I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Air resistance and water resistance. Parachute investigation. Tyre investigation. Newton metre investigation.</p>	
Geography	<ul style="list-style-type: none"> Name and locate countries, cities, regions and features of UK. Understand latitude, longitude, Equator, hemispheres, tropics, polar circles and time zones. Link to work on Shackleton. Antarctica 		<p>Field work based on Robinwood and Hoad</p> <ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to record and explain ideas. Record flight patterns on Hoad. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features 		<ul style="list-style-type: none"> Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. River Leven and Tyne study-link to school trips Study a region The Americas. Canada-link to The Incredible Journey 	



		<p>studied.</p> <ul style="list-style-type: none"> To make maps and plans using symbols. <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
History		<p>Vikings- Life and war. Viking Day-entitlement</p> <ul style="list-style-type: none"> Know and sequence key events of the time studied. Use relevant terms and period labels. Study different aspects of different period people—differences between men and women. Compare life in early and late ‘times’ studied. Compare accounts of events from different sources-fact or fiction. Offer some reasons for different versions of events. Use evidence to build up a picture of a past event. Make comparisons between different times in the past. Compare an aspect in another period. Use the library and Internet for researching with increasing confidence. Begin to identify primary and secondary sources. Examine causes and results of great events and the impact on people. Select relevant sections of information. 	<p>Ancient Greeks- Life and culture-link to sports day. Topic Book on the Greeks</p> <ul style="list-style-type: none"> Know and sequence key events of the time studied. Use relevant terms and period labels. Study different aspects of different period people—differences between men and women. Compare life in early and late ‘times’ studied. Compare accounts of events from different sources-fact or fiction. Offer some reasons for different versions of events. Use evidence to build up a picture of a past event. Make comparisons between different times in the past. Compare an aspect in another period. Use the library and Internet for researching with increasing confidence. Begin to identify primary and secondary sources. Examine causes and results of great events and the impact on people. Select relevant sections of information.
Art	<p>Kurtz Collage- Famous Artist Mix textures (rough and smooth, plain and patterned). Science Link – Combine visual and tactile qualities.</p> <ul style="list-style-type: none"> Drawing tools – Pick and effectively use a range of drawing mediums (e.g. oil pastel, charcoal). Choose a style of drawing suitable for the 	<p>Georges Seurat-</p> <ul style="list-style-type: none"> Painting mediums (building on previous years) – Use the qualities of watercolour to create visually interesting pieces. Use the qualities of acrylic paints to create visually interesting pieces. 	<p>Plan a sculpture through drawing. Build structures using withies, wire, mod-roc, and plaster. Link to The Midnight Fox-Make a fox</p>



	<p>work (e.g. realistic or impressionistic).</p> <ul style="list-style-type: none"> • Introduce detailed preparatory sketches for painting and other work. • Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. • Produce increasingly accurate drawings of people. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural and built world. • Use brush techniques and the qualities of paint to create texture. 	
<p>DT</p>	<p>Construction- Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p> <p>Materials-</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. <p>To design make and improve-</p> <ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer. • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate <p>Food-see spring</p>	<p>Electricals and electronics- Understand electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>Food-</p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients. • Measure ingredients accurately and calculate the ratios of ingredients to scale up and down from a recipe. • Cook and refine recipes, including healthy seasonal ingredients, and methods. • Use a range of cooking and baking techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<p>Mechanics-</p> <ul style="list-style-type: none"> • Convert rotary motion to linear using cams. • Use innovative combinations of electronics • (or computing) and mechanics in product • designs. <p>Textiles-</p> <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams/running stitch to attach decoration). <p>Food-see spring</p>
<p>Computing</p>	<p>E-Books- Create a new ebook with a front cover and add/remove pages/sub pages.</p>	<p>Scratch- Use external triggers and infinite loops to control sprites.</p>	<p>Data Handling- Create data collection forms and enter data from these accurately.</p>



	<p>Produce a multimedia ebook combining video, pictures, text and audio Attach author data for publishing and publish book.</p> <p>Internet Research & E-Safety- Use advanced search functions in Google, e.g. quotations. Understand websites such as Wikipedia are made by users (link to E-Safety) Use strategies to check the reliability of information, e.g. checking with books. Use their knowledge of domain names to aid their judgment of the validity of websites.</p>	<p>Create and edit variables Use conditional statements Video Internet Research & E-Safety</p> <p>Safety- Judge what sort of privacy settings might be relevant to reducing different risks. Judge when to answer a question online and when not to. Be a good online citizen and friend, not a 'digital bystander'. Articulate what constitutes good behaviour online. Find and cite the web address for any information or resource found online. Use different sources to double check information found.</p>	<p>Know how to check for and spot inaccurate data. Know which formulas to use when I want to change my spreadsheet model. Make graphs from the calculations on my spreadsheet.</p> <p>Sound Recording (Audacity) Collect audio from a variety of sources including own recordings and internet clips. Create a multi-track recording using effects. Edit and refine their work to improve outcomes.</p>
PE	<p>Invasion games focus Hockey Gymnastics - travel focus/apparatus plus Key steps gym Multi Sports- Hall</p>	<p>Outdoor Education – Orienteering Dance – Ceilidh Invasion Games-Netball</p>	<p>Athletics-link to sports day and Olympics Striking and fielding-Cricket</p>
French	<p>Weather</p>	<p>Family</p>	<p>Sport</p>
Music	<p>Performance to ceilidh dance Charanga Units Year 5</p>	<p>Christmas rehearsals</p>	<p>Charanga Units Year 5</p>
RE	<p>Christianity</p>	<p>Judaism</p>	<p>Buddhism</p>
Outdoor education	<p>Forest Schools- 2 days- Design and make a stool. Evaluate a stool Weekly afternoon work with Reception.</p>	<p>Orienteering-6x sessions Weekly afternoon work with reception Robinwood 3xdays</p>	<p>Forest Schools 2xdays Ancient Greece-Olympics and PE</p>
Maths curriculum links	<p>World population Production costs-geography Pay and workers' rights. Life span of mammals.</p>	<p>Coordinates in geography and orienteering. Fitness working out average times. Insulation measuring temperature</p>	<p>Measuring distance-Athletics Rivers-bar graph Working out the average-tyres Newton average Time to fall-parachutes average</p>

Long Term Planning

2018 - 2019

Year 5



Other Experiences	Science exhibition- Furness college STEM Dalton Zoo visit Dock Museum STEM Weekend Walk	Trip to Ambleside UoC Outdoor Studies Cycling proficiency UVHS Taster Day Year 5 Robinwood residential 30 th January-1 st February Weekend Walk	Coniston Old Man Walk Lakeside and Haverthwaite Railway Party SIEMENS visit
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