

## Year 5 Yearly Plan 2018-19

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b><u>Narrative Focus</u></b> Children plan and write a Greek myth elaborating by use of descriptive words and further details</p> <p><b><u>Non-Fiction Focus</u></b> Information texts. Pupils will write an information text about their history topic- The Greeks.</p> <p><b><u>Media based unit</u></b> Children study report writing and the video Pigeon Impossible. They compare formal and informal writing including use of passive voice. Children write TV news reports and a story sequel.</p> <p><b><u>Narrative poetry</u></b> Use the narrative poem The Highwayman to identify features that poets use for effect. Children write their own ending.</p>		<p><b><u>Book focus</u></b> Children will read Robert Swindells's Room 13. They will produce a variety of written work linked to the story such as creating a new chapter, description and a tourist guide.</p> <p><b><u>Shakespeare</u></b> Children learn about Shakespeare and look at Macbeth, and Midsummer Night's Dream. They look at character and language and participate in a range of drama and writing activities.</p>		<p><b><u>Book Focus</u></b> Children use the picture book Tuesday to revise rules for speech and write their own news reports.</p> <p><b><u>Classic poetry</u></b> Lewis Carroll's Walrus and the Carpenter stimulates performance, discussion and persuasive writing.</p> <p><b><u>Classic fiction</u></b> Through <i>The Hobbit</i> by J.R.R. Tolkien, investigate settings, character development, dialogue and narrative style. Writing includes: dramatisation, playing with point-of-view and writing a 'Lost Tale'. Grammar includes: complex sentences, relative clauses and elaboration.</p>	
<b>Maths</b>	<p><b><u>Number</u></b> Place value in numbers up to 1,000,000, negative numbers and rounding numbers. To read and write roman numerals to 1000 (M) Written methods to add, subtract, multiply and divide numbers. Multiplication facts and knowledge of multiple, factors, prime and square numbers. Solving problems involving the four operations</p>					
	<p><b><u>Measurement</u></b> Estimating, comparing and convert different measures, including equivalences with imperial measurements. Find the area and perimeter of shapes.</p> <p><b><u>Shape</u></b> Compare and classify 2D and 3D shapes based on their properties. Relate angles to turn and find missing angles.</p>		<p><b><u>Statistics</u></b> Interpret and present data using appropriate graphical methods, and use these to solve problems..</p> <p><b><u>Position and Direction</u></b> Describe positions on a 2-D grid as coordinates in the first quadrant. Translate and reflect shapes.</p>		<p><b><u>Fractions</u></b> To recognise and write decimal equivalents To add, subtract and multiply fractions and mixed numbers. Read, order and round decimal numbers. Compare and order fractions. Recognise percentage and relationship to hundredths.</p>	
<b>Science</b>	<b>Materials</b>	<b>Scientists</b>	<b>Circle of life</b>	<b>Growing up &amp; Getting old</b>	<b>Space</b>	<b>Forces</b>
<b>Computing</b>	<b>Sketch-up</b>	<b>Pixel Art</b>	<b>E-Safety</b>	<b>Photographers</b>	<b>Game development</b>	<b>Radio Station</b>

<b>RE</b>	<b><u>Why do some people believe God exists?</u></b> Pupils learn from different religious and non-religious groups about belief in God, raising questions about the existence of God and focussing on Christian ideas about God. Pupils consider why people do or don't believe in God and the impact that might have on their everyday life. Children look at the Nativity story.		<b><u>If God is everywhere, why go to a place of worship?</u></b> Pupils learn from different religious and spiritual ways of life about worship, drawing out more detail, history and diversity through focussing on places of worship. Pupils learn about the various purposes of a place of worship as well as how believers see these places. Pupils think about the idea of God's presence on earth and in believers' lives.		<b><u>What does it mean to be a Muslim in Britain today?</u></b> Pupils learn from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas. Children have opportunity to learn about the Qur'an and other forms of guidance.	
<b>PSHCE</b>	<b>Nelson Mandela</b>  <b>The Roma</b>	<b>Magna Carta</b>  <b>Getting the right balance</b>	<b>Martin Luther King</b>  <b>Valentine's Day –</b>	<b>Mary Seacole and Florence Nightingale:</b>  <b>Diversity: Identities</b>	<b>Bereavement: Treasured Memories</b>  <b>Jealousy: The Green-Eyed Monster</b>	<b>Famous Philanthropists</b>  <b>Mali</b>
<b>PE</b>	<b><u>Sports Development</u></b> ----- <b><u>Gymnastics</u></b> Body shapes and balances <b><u>orienteeing</u></b> apply basic principles of map reading, team work and fitness to complete challenges		<b><u>Sports Development</u></b> Swimming & <b><u>Gymnastics</u></b> Jumps and rolls. <b><u>Dance</u></b> Create a dance inspired by James Bond		<b><u>Sports Development</u></b> Swimming <b><u>Circuit training</u></b> Linked to Nasa programme & science topic <b><u>Rounders</u></b> Developing throwing and catching skills and awareness of tactics	
<b>Spanish</b>	<b>Vamos al colegio</b>	<b>¿Te gusta la música?</b>	<b>Desayuno tradicional</b>	<b>!Qué aproveche!</b>	<b>Los planetas</b>	<b>Las cuatro estaciones</b>
<b>Music</b>	Trafford Music Service					
<b>History</b>	<b><u>Greeks</u></b> Children learn who the Ancient Greek people were, when they lived and where and how they were able to establish their empire.		<b><u>Anglo- Saxons &amp; Vikings</u></b> Children look at raids and invasions by Vikings in Anglo-Saxon Britain. They learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history.			
<b>Geography</b>	<b><u>Map skills</u></b> children explore the range of maps available to geographers and to develop their understanding of the key features of maps.		<b><u>Food for thought</u></b> Children develop understanding of the geography of the food they consume from field to plate through investigations incorporating history and origin, seasonality, weather and climate, food miles, regional specialities, food processing, distribution inequalities and the future of food supply. They also investigate the seas around the UK and EU, considering why fish stocks are decreasing, the issues and impacts associated with overfishing, and marine ecosystems and sustainability.			
<b>Art</b>	<b><u>European Artists</u></b> The children explore the work of European artists		<b><u>North America</u></b> The children explore the work of some North American artists and use their works to inspire their own art work.		<b><u>Seaside</u></b> Children have the opportunity to explore the work of 'The Seaside' artists Alfred Wallis and Hokusai.	
<b>DT</b>	<b><u>.Programming Adventures</u></b> Children will apply their understanding of computing to program a floor robot.		<b><u>Food</u></b> Children will then have the chance to look at the origins of pizza before designing and making their own		<b><u>Musical Instruments</u></b> Children learn about the construction of a range of musical instruments, including those from different times and cultures, and how different sounds can be created and altered to make different notes. They learn to	

			use this knowledge and understanding to design and make a working musical instrument using a combination of materials.
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