

Byerley Park Primary School
Year Five Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Victorians		Rivers		Ancient Greece - (Life & Influence)	
English	See Byerley Park Primary School English Long Term Plan					
Maths	See Byerley Park Primary School Mathematics Long Term Plan					
Science	<p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> - PM1 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 - PM2 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - PM3 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - PM4 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - PM5 demonstrate that dissolving, mixing and changes of state are reversible changes - PM6 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. - PM7 explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. - PM8 explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. 		<p><u>Animals, including Humans</u></p> <ul style="list-style-type: none"> - AIH1 describe the changes as humans develop to old age. - AIH2 draw a timeline to indicate stages in the growth and development of humans. - AIH3 learn about the changes experienced in puberty. <p><u>Living Things and their Habitats</u></p> <ul style="list-style-type: none"> - LT1 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - LT2 describe the life process of reproduction in some plants and animals. - LT3 raise questions about their local environment throughout the year. - LT4 find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. - LT5 find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. 		<p><u>Earth & Space</u></p> <ul style="list-style-type: none"> - ES1 describe the movement of the Earth, and other planets, relative to the Sun in the solar system - ES2 describe the movement of the Moon relative to the Earth - ES3 describe the Sun, Earth and Moon as approximately spherical bodies ES4 use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. - ES5 learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). - ES6 understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones). <p><u>Forces</u></p> <ul style="list-style-type: none"> - F1 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - F2 identify the effects of air resistance, water resistance and friction, that act between moving surfaces - F3 recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. - F4 explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. - F5 explore the effects of friction on movement and find out how it slows or stops moving 	

					objects. - F6 find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.	
Computing	<p><u>Computer Science</u> - Use selection in programs</p> <p><u>ICT</u> - Use full range of tools to develop a product that begins to meet the needs of an audience</p> <p><u>Digital Literacy</u> - Appreciate how search results are ranked - Understand the opportunities computer networks offer for collaboration - Be discerning in evaluating digital content</p>	<p><u>Computer Science</u> - Work with variables</p> <p><u>ICT</u> - Use full range of tools to develop a product that begins to meet the needs of an audience - Create your own database linked to a topic e.g. Access</p> <p><u>Digital Literacy</u> - Appreciate how search results are ranked - Understand the opportunities computer networks offer for collaboration - Be discerning in evaluating digital content</p>	<p><u>Computer Science</u> - Solve problems by decomposing them into smaller parts</p> <p><u>ICT</u> - Use full range of tools to develop a product that begins to meet the needs of an audience - Begin to edit photos on professional software to begin to meet the needs of an audience</p> <p><u>Digital Literacy</u> - Appreciate how search results are ranked - Understand the opportunities computer networks offer for collaboration - Be discerning in evaluating digital content</p>	<p><u>Computer Science</u> - Use logical reasoning to explain how some simple algorithms work</p> <p><u>ICT</u> - Use full range of tools to develop a product that begins to meet the needs of an audience - Begin to edit photos on professional software to begin to meet the needs of an audience</p> <p><u>Digital Literacy</u> - Appreciate how search results are ranked - Understand the opportunities computer networks offer for collaboration - Be discerning in evaluating digital content</p>	<p><u>Computer Science</u> - Use logical reasoning to detect and correct errors in algorithms</p> <p><u>ICT</u> - Use full range of tools to develop a product that begins to meet the needs of an audience</p> <p><u>Digital Literacy</u> - Appreciate how search results are ranked - Understand the opportunities computer networks offer for collaboration - Be discerning in evaluating digital content</p>	<p><u>ICT</u> - Record and edit video/ pictures/ sound to begin to meet the needs of an audience - With support use a spreadsheet to find information</p> <p><u>Digital Literacy</u> - Appreciate how search results are ranked - Understand the opportunities computer networks offer for collaboration - Be discerning in evaluating digital content</p>
PE	<p><u>Games</u> - perform my skills with greater speed and accuracy in a game - use a selection of passes, dribbles and shots - use basic bowling and fielding skills accurately - link skills together in a game i.e.</p>	<p><u>Dance</u> - Work creatively and imaginatively on their own, in pairs or small groups to structure simple dances - Perform with expression and sensitivity responding to stimuli - Improvise freely</p>	<p><u>Gymnastics</u> - perform sequences with greater fluency, accuracy and consistency - can make sequences more exciting when working with a partner or small group by using counter balances and counter tension - Begin to show good</p>	<p><u>Games</u> - perform my skills with greater speed and accuracy in a game - use a selection of passes, dribbles and shots - use basic bowling and fielding skills accurately - link skills together in a game i.e.</p>	<p><u>OAA</u> - I can set a course for others to follow using instructions, symbols and maps that I have made on my own, with a partner or in a group - I can recognise symbols and features on a map when orienteering - I know how to</p>	<p><u>Athletics</u> - Demonstrate a range of jumps for distance and height, showing power and control on take-off and landing - Sustain pace over longer distances - Throw a javelin, discuss and shot put with some accuracy and technique</p>

	<ul style="list-style-type: none"> - dribble then pass - serve underarm - use fore hand and backhand with more accuracy - begin to use tactics and score games fairly - defend by stopping an opponent from scoring - mark a player and try to stop the ball going to them - Understand when their team are attacking or defending and explain reasons for not scoring. - Make the right choice when to dribble, pass etc. - Use different tactics to help defend and attack so they contribute effectively during a game. - Recognise when their team is playing well or needs to improve their performance - Are able to suggest ways to improve their own and others performance. - Recognise how the body works and what fitness is required in different types of game situations. - Know how to safely 	<ul style="list-style-type: none"> and select controlled movements and patterns - Adapt a dance by changing actions, dynamics, space - Demonstrate and perform their dance using a range of compositional ideas with sensitivity to the accompaniment. - Explain why they have chosen particular formations and quality of movement. - Use their knowledge of dance composition to create and perform a dance and know their dance can be improved by using costume, props and accompaniment. - Comment on the performance of others and on professional dance routines. - Know that dance can help extend their range of movements, which can be applied to other activities. - Understand the place that dance has in social lives/activities. 	<ul style="list-style-type: none"> body tension and extension when performing - Perform support balances safely with minimum help - Vary levels, direction and pathways to improve the look of a sequence. - Vary when and where they move when working in pairs. - Plan and adapt a sequence when working with others on a variety of apparatus layouts - Make judgements on the quality of gymnastic performances by commenting on composition and technique. - Use what they have learnt from others to improve their performance. - Understand the importance of warming up to prepare for gymnastics activities so muscles and joints are mobilised. - Know gymnastics will make them stronger, more supple and powerful, in other activities 	<ul style="list-style-type: none"> dribble then pass - serve underarm - use fore hand and backhand with more accuracy - begin to use tactics and score games fairly - defend by stopping an opponent from scoring - mark a player and try to stop the ball going to them - Understand when their team are attacking or defending and explain reasons for not scoring. - Make the right choice when to dribble, pass etc. - Use different tactics to help defend and attack so they contribute effectively during a game. - Recognise when their team is playing well or needs to improve their performance - Are able to suggest ways to improve their own and others performance. - Recognise how the body works and what fitness is required in different types of game situations. - Know how to safely 	<ul style="list-style-type: none"> orientate a map so that I can follow a course - Use team work skills (leading, negotiating, giving instructions) in a variety of challenges. - Plan strategies to solve a task, knowing when to adapt strategies if the group are not succeeding. - Know how to share out roles and responsibilities depending on people's strengths and their fitness - Able to review mine and others part in a task. - Identify what we need to do to improve or change in order to be more successful. - Be prepared for a challenge by having the correct equipment and suitable clothing. - Understand that some OAA have risks involved so safety procedures must be followed. 	<ul style="list-style-type: none"> - Select their own actions when performing athletic activities. Perform effective relay changeovers. - Organise small groups to do events safely (taking turns in throwing). - Compare and comment on their own and others actions. - Identify the main strengths of a performance. - Use these observations to improve their own performance. - Identify and record when their body is cool, warm, hot etc. - Recognise and record how the body works in different challenges. - Know how to safely carry out stretching during a warm up.
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	<p>carry out stretching during a warm up.</p> <ul style="list-style-type: none"> - Be aware that sport can have an impact on maintaining a happy and healthy lifestyle. 			<p>carry out stretching during a warm up.</p> <ul style="list-style-type: none"> - Be aware that sport can have an impact on maintaining a happy and healthy lifestyle. 		
History	<ul style="list-style-type: none"> - Use UKS2 (and LKS2) vocabulary accurately - Create a timeline to place dates from times studied - Begin to understand that a timeline is divided into periods of history - Devise historically valid questions for the period studied. - Identify why some sources of evidence might be more or less reliable when answering questions - Give clear reasons why there may be different accounts of history - Look at different versions of the same event in history and identify differences - Knows facts about people and events studied in Year Five - Explain how the time period studied has affected life today - Explain different reasons why an event happened. - Understand what makes some events and people more significant than others with support 	History not covered this term		<ul style="list-style-type: none"> - Use UKS2 (and LKS2) vocabulary accurately - Create a timeline to place dates from times studied - Begin to understand that a timeline is divided into periods of history - Devise historically valid questions for the period studied. - Identify why some sources of evidence might be more or less reliable when answering questions - Give clear reasons why there may be different accounts of history - Look at different versions of the same event in history and identify differences - Knows facts about people and events studied in Year Five - Explain how the time period studied has affected life today - Explain different reasons why an event happened. - Understand what makes some events and people more significant than others with support 		
Geography	Geography not covered this term	<ul style="list-style-type: none"> - Understand land use patterns and how they have changed over time. - Recall locational knowledge from previous Year groups - Identify human and physical characteristics, key topographical features and how they have changed over time (rivers) - Understand geographical similarities and differences through the study of human and physical geography of the UK and countries studied (in relation to rivers) - Use and understand Year 5 Human and Physical Geographical vocabulary accurately - Confidently read and understand symbols using the key from an Ordnance Survey map - Use maps, atlases, globes and digital computing maps to locate countries and describe and 	Geography not covered this term			

		<p>explain features studied.</p> <ul style="list-style-type: none"> - Use Year 5 fieldwork skills to observe, measure and record the human and physical features in the local area. 	
Art	<p><u>Sketch Book</u></p> <ul style="list-style-type: none"> - Record ideas and experiences in a sketchbook and begin to include notes <p><u>Drawing</u></p> <ul style="list-style-type: none"> - Use the skill of tracing <p><u>Printing</u></p> <ul style="list-style-type: none"> - Build up more than two layers of colour, to make multiple coloured prints - Print using a precise pattern or sequence, by creating accurate printing blocks <p><u>Mark Making</u></p> <ul style="list-style-type: none"> - First hand observational drawings from ranging viewpoints including images taken using digital camera (experiment with distances, birds eye views) - Introduce perspective/ fore, middle, backgrounds, focal points - Proportions if studying portraits/ caricatures - Explore drawing using ranging mediums (charcoal, chalks, thick markers pen/ink, graded pencils) from life and imagination onto ranging colour/ textured and sized backgrounds - Creation of free hand forms to layer, rotate, tessellate - Develop observational sections of drawings using viewfinders - Transform drawings into more abstract pieces by experimenting with scales and sections of pieces 	<p><u>Sketch Book</u></p> <ul style="list-style-type: none"> - Record ideas and experiences in a sketchbook and begin to include notes <p><u>Painting</u></p> <ul style="list-style-type: none"> - Create colours by mixing to represent observed images - Sketch lightly before painting, so as to combine lines with colour, to produce images that convey a purpose <p><u>Working with Colour</u></p> <ul style="list-style-type: none"> - Build upon previous work on colour mixing by exploring consistency/texture of paint and application techniques (adding pva glue, scraping paint on with cardboard, opaque, translucent, stippled, pointillism or use of dots and dashes, dribbled, swirling) - Introduce use of acrylic paint (landscapes that show foreground, midground and background may be a good starting point, consider work by artists such as Cezanne, Derain, Van Gogh) Select aspects from different images to begin forming own piece - Development of watercolour techniques working on range of scales onto watercolour paper - Mark making with paint using lines, dashes, blocks of colour and a limited colour palette in style of Fauve artists Derain, Vlaminck and Braque - Build upon observational drawings by adding colour using paint, contribute towards a group painting 	<p><u>Sketch Book</u></p> <ul style="list-style-type: none"> - Record ideas and experiences in a sketchbook and begin to include notes <p><u>Sculpture</u></p> <ul style="list-style-type: none"> - Use a range of skills to collaborate on a free-standing polystyrene model - Use embellishment (<i>a decorative detail or feature to make it more attractive</i>) to create a more life-like model <p><u>Architecture</u></p> <ul style="list-style-type: none"> - Describe buildings in various time periods - Use building descriptions to inform their own art work <p><u>Artists, Craft makers and designers</u></p> <ul style="list-style-type: none"> - To describe the work of artists, craft makers, designers and architects
DT	<p><u>Design</u></p> <ul style="list-style-type: none"> - Generate, develop, model and communicate their ideas through discussion, annotated exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> - Begin to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, 	<p><u>Food Technology</u></p> <ul style="list-style-type: none"> - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p><u>Design</u></p> <ul style="list-style-type: none"> - Generate, develop, model and communicate 	<p><u>Electric Designs</u></p> <ul style="list-style-type: none"> - Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <p><u>Design</u></p> <ul style="list-style-type: none"> - Generate, develop, model and communicate their ideas through discussion, annotated exploded diagrams, prototypes, pattern pieces

	<p>according to their functional properties and aesthetic qualities. Measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Evaluate</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Consider the views of others, including intended users, to improve their work. - Understand how key events and individuals in design and technology have helped shape the world 	<p>their ideas through discussion, annotated exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <ul style="list-style-type: none"> - Begin to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Measure, mark out, cut and shape materials and components with some accuracy. <p>Evaluate</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Consider the views of others, including intended users, to improve their work. - Understand how key events and individuals in design and technology have helped shape the world 	<p>and computer-aided design</p> <p>Make</p> <ul style="list-style-type: none"> - Begin to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Measure, mark out, cut and shape materials and components with some accuracy. <p>Evaluate</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Consider the views of others, including intended users, to improve their work. - Understand how key events and individuals in design and technology have helped shape the world 			
Music – Topic Title	Don't Stop Believing	Bells Ring Out	Classroom Jazz 1	Benjamin Britten – A Tragic Story	Stop!	Reflect, Rewind and Replay
Music - Objectives	<ul style="list-style-type: none"> - Begin to sing confidently in more than 2 parts. - Sing songs in melodies with musical understanding. - Show understanding of musical elements, such as timbre and dynamics are used in music. - Use an octave to compose successfully. - Recognise some musical styles and traditions and has some understanding of the history of music. - Confidently recognise different instruments in a variety of music. - Show some understanding of formal and informal notation in multiple instrument composition. - Sing/play rhythms with some control and accuracy. - Present an organised performance to an audience. - Appraise other performers using musical language confidently. 					
RE – Big Questions	What do Sikhs believe and how are these beliefs expressed?	What are the themes of Christmas?	What do we know about the Bible and why is it important to Christians?	Why is the Last Supper so important to Christians?	What can we learn about Christian faith through studying the lives of northern saints?	
RE - Objectives	<ul style="list-style-type: none"> - Demonstrate an understanding of some beliefs and features of religion and begin to link to the RE concepts - Describe similarities and differences both within and between religions - Begin to describe the impact of religion on people's lives - Suggest meanings for forms of religious expression - Express own views using sound reasons - Show an understanding of differing views - Begin to give reasons to support an opposing view - Reflect on own beliefs, ideas, feelings and values and begin to develop empathy for people with differing beliefs 					

MFL - Units	On our way to School (15)	Beach Scene (16)	The Planets (18)
MFL - Objectives	<ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Describe people, places, things and actions orally and in writing - Understand basic grammar appropriate to the language being studied. 		