



Barrowford Primary School



Year 5 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Did World War II make women more equal?	Did World War II make women more equal?	What impact did the British Empire have on India and its people?	What impact did the British Empire have on India and its people?		
Writing Expectation to: Plan, draft, edit, redraft & publish	Novel as a theme/ Historical narrative – Carrie's War	Radio or TV broadcast Classic Narrative Poetry	Information booklet with range of text types	Stories from other cultures Magazine articles Poems with a structure e.g. haiku, limericks	Older Literature e.g. Shakespeare Discussion - formal debate	Film and Playscript Reports including formal reports Poems with figurative language
Reading	Historical Novel Study – Carrie's War Classical poetry - "If" Rudyard Kipling Extracts from Familiar Authors - "Flamingo Boy" Michael Murporgo		Information Texts – India Asha & The Spirit Bird Understanding Question Types World book day – Thursday 5 th March		Wonder	
Spelling, punctuation & grammar (SPAG)	Year 5 & 6 word list and associated spellings Grammar Relative Clauses Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently,</i> <i>subsequently.</i> To use all punctuation taught in previous year groups.		Year 5 & 6 word list and associated spellings Grammar Modal Verbs – to indicate degrees of possibility e.g. might, could, shall, will, must Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i> Identify and use brackets and dashes. To use all punctuation taught in previous year groups.		Year 5 & 6 word list and associated spellings Grammar Complex Sentences – beginning with ed, ing and similies Complex Sentences – using commas and explore ambiguity of meaning Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i> To use all punctuation taught in previous year groups.	

Oracy	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 		
Maths	<p><u>Lancashire NC Planning</u></p> <p>Autumn 1</p> <p>Number: Place value (Weeks 1-2) Number: Addition and subtraction (Week 3) Geometry: Angles (Week 4) Geometry and measures: Perimeter (Week 5) Statistics: Addition and subtraction (Week 6)</p> <p>Autumn 2</p> <p>Number: Multiplication and division (Weeks 1-2, 4) Number: Fractions (Week 3) Geometry: Area (Week 4) Measures: Time (Week 5) Assess and review (Week 6)</p>	<p><u>Lancashire NC Planning</u></p> <p>Spring 1</p> <p>Number: Place value (Week 1) Number: Addition and subtraction (Week 2) Number: Multiplication (Week 3) Measures: Length, mass and capacity (Week 4) Geometry: Reflection and translation (Week 5) Geometry: Angles (Week 6)</p> <p>Spring 2</p> <p>Number: Division (Week 1) Geometry: 2D and 3D shape incl. sorting (Week 2) Number: Fractions (Week 3) Measures: Area and volume (Week 4) Statistics and Measures (Week 5) Assess and review (Week 6)</p>	<p><u>Lancashire NC Planning</u></p> <p>Summer 1</p> <p>Number: Place value (Week 1) Number: Fractions (Week 2) Measures: Time and Statistics (Week 3) Geometry (Week 4) Number: Addition and subtraction (Week 5) Number: Multiplication and division (Week 6)</p> <p>Summer 2</p> <p>Number: Place value (Week 1) Number: Calculations (Week 2) Number: Fractions (Week 3) Measures: Mass, volume and capacity (Week 4) Geometry: Area and volume (Week 5) Assess and review (Week 6)</p>

<p>Science</p>	<p>Forces – Effects on Movement</p> <p>Gravity, air resistance, friction, pulleys and gears, types of forces</p>	<p>Animals - Human Life Cycles</p> <p>Describe the changes as humans develop to old age.</p> <p>Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.</p>	<p>Properties and Changes in Materials</p> <p>Classifying materials in respect to hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Fair Tests</p> <p>Insulators</p>	<p>Material Changes - Reversible changes</p> <p>Dissolving, solutions, solids, liquids and gases, filtering, sieving and evaporating.</p> <p>Changes can occur when different materials are mixed.</p> <p>Some material changes can be reversed, and some cannot.</p>	<p>Light and Astronomy – Earth and Space</p> <p>Sun, Moon and Earth</p> <p>Day and Night, Time,</p> <p>Shadows</p>	<p>Environment - Observing Life cycles</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>
<p>Computing</p> <p>Continual reinforcement of e-safety</p>	<p>Programming: j2e</p> <p>Digital research – search</p> <p>Online safety</p>		<p>Programming: j2e</p> <p>Digital research – search</p> <p>Online safety</p> <p>Text and images</p> <p>Electronic communication and collaboration</p>		<p>Programming: j2e</p> <p>Digital research – search</p> <p>Online safety</p> <p>Data handling</p>	

History	WWII	The British Empire (India)	
Geography	Exploring WWII countries	India and UK	
<p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work out exact time scales and differences as need be? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they explain the role that Britain has had in spreading Christian values across the world? • Can they begin to appreciate that how we make decisions has been through a Parliament for some time? • Do they appreciate that significant events in history have helped shape the country we have today? • Do they have a good understanding as to how crime and punishment has changed over the years? <p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? 			
<p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. • Name and locate counties and cities of the United Kingdom. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Place knowledge</p> <ul style="list-style-type: none"> • A region of the United Kingdom. • A region in a European country. • A region within North or South America. <p>Enquiry and investigation</p> <ul style="list-style-type: none"> • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? • Make predictions and test simple hypotheses about people and places. <p>Mapping</p> <ul style="list-style-type: none"> • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Relate different maps to each other and to aerial photos. • Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. • Choose the most appropriate map/globe for a specific purpose. 			

Art and Design technology	WWII Blitz scenes Poppies – Georgia O’Keeffe Cooking – Wartime cookies		Holi art pieces (Holi – Monday 9 th March) Rangoli patterns Cooking - Pakoras			
PE – coach taught lessons						
PE – teacher taught sessions	Dance (WWII)		PE assessments Invasion games		Rounders	
Music	Clarinet	Clarinet Music concert	Clarinet	Clarinet	Clarinet	Clarinet
PSHE	Healthy Me		Relationships		Changing Me	
MFL	French Getting to know you		French Family and Friends		French Our school	
RE	Christianity (God) Sin Adam and Eve’s Disobedience Temptation and Morality	Islam The Qur’an The Night of Power	Christianity (Jesus) Miracles of Jesus Pilgrimage	Hindu Dharma Krishna Holi	Christianity (church) The Trinity Use of symbols and metaphors The Worldwide Church	Judaism The Torah The Synagogue