


**Church Hill Junior C of E School Long Term Plan 2021- 2022**

 <b>Year 5</b>		Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (5 weeks)	Spring 2 (7 weeks)	Summer 1 (5 weeks)	Summer 2 (5 weeks)
		Theme: Survival	Theme: Earth & Space  <i>Space Camp - Science</i>	Theme: Nature  <i>DT Trip - M.A.D Museum &amp; Butterfly Farm</i>	Theme: Anglo Saxons & Vikings  <i>Mosque / Church - RE trip (Reflectiveness)</i>	Theme: Battle of Bosworth 1485  <i>History trip - Bosworth Heritage Centre (Reflectiveness)</i>	Theme: Our Local area  <i>Local Geography field work at Watermead Country Park</i>
Christian Values		Democracy	Truthfulness	Tolerance	Fairness	Individual liberty	Responsibility
		Courage	kindness	Thankfulness	Mutual respect	The rule of law	Koinonia
Fluency, Problem Solving and Reasoning	Maths (Based on Rising Stars and AFL)	<ul style="list-style-type: none"> <li>Number: Place value</li> <li>Number: Addition &amp; Subtraction</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Number: Multiplication &amp; Division</li> <li>Measurement : Perimeter and area</li> </ul>	<ul style="list-style-type: none"> <li>Number: Multiplication &amp; Division</li> <li>Number: Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Number: Decimals and Percentages</li> <li>Consolidation activities</li> </ul>	<ul style="list-style-type: none"> <li>Number: Decimals</li> <li>Geometry: Properties of Shape</li> </ul>	<ul style="list-style-type: none"> <li>Measurement: Converting units</li> <li>Measurement: Volume</li> </ul>
Oracy, Communication, language and English	English	<p><b>Non Fiction:Biography writing</b> Experience day - Who was E.H Shackleton? Teacher models a biography of Sir Ernest Shackleton. Children then write a biography of explorer - Tom Crean - a member of Shackleton's Journey.</p> <p><b>Free verse Poetry</b> Write a free verse poem based around theme of Adventure/ Exploration/Survival.</p>	<p><b>Narrative: Science Fiction</b> - Cosmic by Frank Cottrell-Boyce Experience day - A walk through a car showroom. Teacher models a story inspired by the chapter 'car showroom' where Liam and Florida find themselves in an unusual situation. Children write their own sci-fi story to include two characters who share similar personality traits as the modelled pair.</p> <p><b>Daily entry/blog</b> Children write and record themselves speaking to Mum and Dad as if Liam, explaining how he ended up in space and how he plans to return to Earth.</p>	<p><b>Narrative: Adventure</b> - Little Foxes by Michael Morpurgo Experience day - Outdoor Learning visit to fox dens Teacher models a story inspired by a character finding peace in a nature paradise before he is suddenly responsible for protecting those who are dear to him. Children write an adventure story following a similar theme.</p> <p><b>Exposition: Persuasive arguments</b> Debate - Are Foxes an unwanted pest or an important predator?</p>	<p><b>Response &amp; Review:</b> Review Little Foxes <b>Historical Narrative:</b> Viking Boy by Tony Bradman Teacher models narrative writing based around the events that lead to the death of Gunnar's father. Children write their version of Gunnar's quest to gain revenge.</p> <p><b>Narrative Poetry</b> - The Kracken - mythical norse Folklore Chd will learn to visualize a poem and create imagery in their writing. Use of figurative language is developed.</p>	<p><b>Historical Recount: Battle of Bosworth 1485</b> Experience day - Battle of Bosworth comprehension and research. Teacher models a first-person recount as if Henry VII from his early days to his eventual victory at the Battle of Bosworth. Children write a 1<sup>st</sup> person recount of the Battle of Bosworth as if Richard III looking back on the events before, during and after the battle.</p> <p><b>Exposition: Persuasive letter writing</b> Stanley family - whose side are you on? Write a persuasive letter from Richard III demanding the Stanley's pledge their</p>	<p><b>Response &amp; Review:</b> Review Viking Boy</p> <p><b>Fantasy Narrative - Floodland by Marcus Sedgwick</b> A unit based around character profiling/descriptions <b>Exposition: Persuasive speech writing:</b> Read chapter 6 then produce a persuasive speech as the character Dooby from Floodland.</p> <p><b>Response &amp; Review:</b> Review Floodland</p>

		<b>Response &amp; Review:</b> Review Cosmic Novel  Christmas carol Concert			allegiance to the King of England.	
<b>Guided Reading</b>	<b>Non fiction survival &amp; exploration texts:</b>  Reading Shackleton's Journey - W Grill book  Survival Tales	<b>Sci-fiction</b> - Cosmic by Frank Cottrell Boyce  Old SAT Papers- Narratives First News articles Space Comprehensions	<b>Adventure Narrative:</b> Little Foxes by Michael Morpurgo  Picture book - Fox Wild & Brookes	<b>Fantasy Narrative:</b> Tom's Midnight Garden by Philippa Pearce  Recipe for making Anglo Saxon Bread	<b>Non fiction</b> - Historical depictions of Richard III  <b>Fiction</b> - The Fox and the Ghost King - Michael Morpurgo (link with Richard III)	<b>Non Fiction</b> - Local, national and global flooding newspaper articles from First News.  <b>Fantasy Narrative</b> - Floodlands by Marcus Sedgwick
<b>GP (Ensure links to English)</b>	<ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify (V1)</li> <li>Understand verb prefixes e.g. dis-, de, mis-, over- and re- (V2)</li> <li>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (V3)</li> <li>Use a wide range of clause structures, sometimes varying their position within the sentence (V4)</li> </ul>	<ul style="list-style-type: none"> <li>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must (V5)</li> <li>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly (V6)</li> <li>Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before (V7)</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis (V8)</li> <li>Use commas to clarify meaning or avoid ambiguity (V9)</li> <li>Understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity (V10)</li> </ul>			
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious (S1)</li> <li>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial (S2)</li> <li>Spell words ending in -ant, -ance/ancy, -ent, -ence/ency e.g. transparent/transparency, tolerant/tolerance (S3)</li> </ul> <p>P16, 17, 20, 22, 23, 24, 28 29 30, 31 word families 35</p>	<ul style="list-style-type: none"> <li>Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly (S4)</li> <li>Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough (S5)</li> <li>Spell some words with 'silent' letters e.g. knight, psalm, solemn (S6)</li> </ul> <p>P6, 7, 8, 10, 11, 12, 18, 19, 32, , word structure 34</p>	<ul style="list-style-type: none"> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in English Appendix 1 (S7)</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary (S8)</li> <li>Use a thesaurus (S9)</li> </ul> <p>p4, 5, 9, 13, 14 (revision 1), 25, revision 2 26, topic words English, word histories, common confusions 37, revision 3 38</p>			
<b>MFL</b>	Names of countries Numbers up to 41 Colours Clothing			Asking and paying for food / drink Festivals (Shrove Tuesday and Easter)		Parts of the body Naming sports Asking questions about sport

	<b>Computing</b>	Unit: Digital Literacy Safe and responsible behaviour online and basic skills	Unit: Information Technology School of Rock - Garage Band Soundtracks - link with soundscapes in music	Unit: Information Technology Typing skills Dance mat  20wpm	Unit: Computer Science Programming with Hour of Code	Unit: Computer Science Investigating patterns with Logo - Viking patterns	Unit: Information Technology Presenting with Augmented Reality - Morfo and Aurasma -link with Richard III	Unit: Computer Science Programming with Sploder or similar
Knowledge and Understanding of the World	<b>Science</b>	Properties and Change of materials intriguing ice	Earth & Space (Space Camp Day)	Living Things and Their Habitats* (cc History & Geography)	Living Things and Their Habitats* (cc History & Geography)	Forces	Forces	Animals including /humans (puberty)
	<b>History</b>			Anglo Saxons/ Vikings Viking raids and invasion >Viking raids & invasion >Resistance by Alfred the Great and Athelstan, first king of England >Further Viking invasions and Danegeld.	Anglo Saxons/ Vikings >Anglo-Saxon laws and justice >Edward the Confessor and his death in 1066	Local History Study - Richard III Battle of Bosworth & War of the Roses		
	<b>Geography</b>	Human (Global Warming) and Physical Geography (digital mapping) of Antarctica linked to Shackleton's Journey	• Map skills, grid references • Physical features of Antarctica and comparison with other zones					<b>Koinonia</b> Local area study - Field work skills at Watermead park  Rivers and the Water Cycle  Case study - Flooding on the River Soar
	<b>RE</b>	If God is everywhere, why go to a place of worship?	Why do some people think God exists?	What does it mean to be a Muslim in Britain?	What does it mean to be a Muslim in Britain?	What would Jesus do?	What does it mean if God is holy and loving?	
	<b>Collective Worship</b>	Follow collective worship whole school timetable						

Personal, Social, Emotional Development	PSHE Go Givers	<u>Go-Givers themes</u> 1. Climate change (Responsibility) 2. Cultural diversity in the UK (Reciprocity, Responsibility) 3. Disasters: Prevention is better than cure (Resilience, Reflectiveness)	<u>Go-Givers themes</u> 1. Healthcare: Improving life chances (Responsibility) 2. Magna Carta (Reflectiveness, Responsibility) 3. Martin Luther King: Sacrificing all for the dream (Reflectiveness, Responsibility) 4. Discrimination (Reflectiveness)	<u>Go-Givers themes</u> 1. Homelessness (Reciprocity) 2. Where do you stand? (Reflectiveness) 3. Keeping safe in cyberspace (Responsibility) 4. Mary Seacole & Florence Nightingale: Pioneering nurses (Resourcefulness)	<u>Go-Givers themes</u> 1. Rights & responsibilities: Getting the balance right 2. Terrorism (Reflectiveness) 3. Your amazing brain: Becoming a resilient learner (Resilience)	<u>Go-Givers themes</u> 1. What is philanthropy? (Reflectiveness, Responsibility) 2. Homophobia: Respecting all our differences (Reflectiveness)	<u>Go-Givers themes</u> 1. Scapegoat (Resilience, Resourcefulness) 2. Strong societies (Reciprocity) 3. Understanding Cancer (Resilience)
		RSE	KM to sort	KM to sort	KM to sort	KM to sort	KM to sort
Physical development	5SP Real PE	Unit 1 - Cognitive Skills	Unit 2 - Creative Skills & Gymnastics	Unit 3 - Social Skills	Unit 4 - Physical Skills	Unit 5 - Health & Fitness	Unit 6 - Personal skills & Dance
Creative Development	Art	Explore Simon Beck's snow art through carving soap  Sailors Sea Charms	Drawing profile (T1) Paper Mache Planets	Origami - Foxes	Drawing profile (T2) Investigating pattern Embossing Anglo Saxon Jewellery.	Drawing skills linked to flowering plants Drawing profile (T3) William Morris Water artwork	
	D & T			CAM Mechanisms - Mechanical moving toys - Foxes	Making Anglo Saxon/Viking	Soup and flavoured bread	
	MUSIC	Unit 1 - Pitch	Unit 2 Voice	Unit 3 - Rhythm	Unit 4 - pitch	Unit 5 - Technology structure and form	Unit 6 - 20 <sup>th</sup> century music
Environmental	Outdoor Learning	Survival techniques - shelter building, building fires,	Prepping garden	Roman Numerals in the natural world Planting Seeds	Viking wood whittling and decorate with patterns from art;	Pond dipping Harvesting food	Investigating patterns in nature

	<b>Food For Life</b>	Design a meal for an explorer	<i>Clear flower beds of weeds, add mulch and prepare for winter</i>	Plant herbs for bread making flavours. Chives, Rosemary, mint, oregano, thyme, sage and garlic.			Anglo Saxon bread making
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