


Church Hill Junior C of E School Long Term Plan 2023- 2024

		Autumn 1 (6 weeks 1 day)	Autumn 2 (9 weeks)	Spring 1 (6 weeks)	Spring 2 (4 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
 <p>Year 5</p>		Theme: Our Local area <i>Local Geography field work at Watermead Country Park</i>	Theme: Earth & Space <i>Space Planetarium - Science</i>	Theme: Anglo Saxons & Vikings <i>Visiting Iman - Islam - RE trip (Reflectiveness)</i>	Theme: Exploration	Theme: Nature	Theme: Battle of Bosworth 1485 <i>History trip - Bosworth Heritage Centre (Reflectiveness)</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"> Number: Place value Number: Addition & Subtraction Statistics 	<ul style="list-style-type: none"> Number: Multiplication & Division Measurement : Perimeter and area 	<ul style="list-style-type: none"> Number: Multiplication & Division Number: Fractions 	<ul style="list-style-type: none"> Number: Decimals and Percentages Consolidation activities 	<ul style="list-style-type: none"> Number: Decimals Geometry: Properties of Shape 	<ul style="list-style-type: none"> Measurement: Converting units Measurement: Volume
Oracy, Communication, language and English	English	<u>Dystopian Narrative – Floodland by Marcus Sedgwick</u> A unit based around character profiling/descriptions <u>Exposition: Persuasive letter writing:</u> From the main character of Floodland (Zoe) to warn her friend	<u>Non chronological report: Space theme</u> Research and write a 6-plot point report. <u>Narrative Poetry -</u> The Kracken - mythical norse Folklore Chd will learn to visualize a poem and create imagery in their writing. Use of figurative language is developed. Christmas carol Concert	<u>Historical Narrative:</u> Viking Boy by Tony Bradman Teacher models narrative writing based around the events that lead to the death of Gunnar's father. Children write own Viking attack narrative based on real events at Lindisfarne.	<u>Non Fiction:Biography writing</u> 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. paradise before he is suddenly responsible for protecting those who are dear to him. Children write an adventure story following a similar theme.	<u>Narrative: Adventure -</u> Little Foxes by Michael Morpurgo Experience day - Outdoor Learning visit to fox dens Teacher models a story inspired by a character finding peace in nature	<u>Historical Recount: Battle of Bosworth 1485</u> 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 st person recount of the Battle of Bosworth as if Richard III looking back on the events before, during and after the battle.

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

	Computing	<p>VLE lesson</p> <p>Unit: Digital Literacy Safe and responsible behaviour online and basic skills</p> <p>Setting up a year 5 folder</p> <p>Online safety poster Basic Word skills</p>	<p>Unit: Information Technology Typing skills Dance mat</p> <p>20wpm</p>	Powerpoint - Viking theme	Unit: Computer Science Programming with Hour of Code	<p>Cross curricular link to Music</p> <p>Chrome Music Lab lessons - 2 lessons before</p> <p>Bandlab - Music Technology.</p> <p>Unit: Information Technology Presenting with Augmented Reality - Morfo and Aurasma -link with Richard III</p> <p>CC art/geography - mapping</p>	<p>Create a Kahoot quiz based on Richard III</p> <p>Unit: Computer Science Programming with Sploder or similar</p>
Knowledge and Understanding of the World	Science	Forces	Earth & Space (Space Camp Day)	Properties and Change of materials intriguing ice	RSE	Living Things and Their Habitats*	Animals including /humans (Gestation)
	History			<p>Anglo Saxons/ Vikings 6 lessons Viking raids and invasion</p> <p>>Viking raids & invasion</p> <p>>Resistance by Alfred the Great and Athelstan, first king of England</p> <p>>Further Viking invasions and Danegeld.</p> <p>Anglo Saxons/ Vikings</p> <p>>Anglo-Saxon laws and justice</p> <p>>Edward the Confessor and his death in 1066</p>			Local History Study - Richard III Battle of Bosworth & War of the Roses
	Geography	Local area study	Rivers		Fieldwork lessons	Marvelous Maps 6 lessons	
	RE	What does it mean if Christians believe God is holy?	Why do Christians believe Jesus is the Messiah?	What does it mean to be a Muslim in Britain today?	Why is the Torah so important to Jewish People?	Christians and how to live; What would Jesus do?	What matters most to Humanists and ?
	Collective Worship	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			3 lessons			
Physical development	5SP Real PE 3 sessions	Unit 1 Cognitive Skills	Unit 2 - Creative Skills	Unit 3 - Social Skills	Unit 4 - Physical Skills	Unit 5 - Health & Fitness	Unit 6 - Personal skills
	Curr PE		Gymnastics - 5 weeks	Dance		OAA	
	5KS Real PE	Unit 1 Cognitive Skills	Unit 2 - Creative Skills	Unit 3 Social Skills	Unit 4 - Physical Skills	Unit 5 - Health & Fitness	Unit 6 - Personal skills
			Gymnastics - 5 weeks	Dance		OAA	
	5JMC Real PE	Unit 1 Cognitive Skills	Unit 2 - Creative Skills	Unit 3 Social Skills	Unit 4 - Physical Skills	Unit 5 - Health & Fitness	Unit 6 - Personal skills
			Gymnastics- 5 weeks	Dance		OAA	

Creative Development	Art	Drawing profile (T1) Digital Map Collage - Draw Programme (2 lessons)	River Zentangle Art Line and Pattern skills Tonal Planets (Planetarium Day)	Drawing profile (T2) Investigating pattern Embossing Anglo Saxon Jewellery. Viking clay masks	Explore Simon Beck's snow art - drawing skills and printing.	Drawing skills linked to flowering plants William Morris Water artwork Pottery leaves and insects. CC geography/computing - mapping art	Drawing profile (T3)
	D & T		CAM Mechanisms - Mechanical moving			Sewing - Father's Day card Robot	Pizzas
	MUSIC	Unit 1 - Pulse	Unit 2 Voice Carol service preparation (TBC)	Unit 3 Rhythm Djembe Drumming WCET (whole class ensemble teaching)	Unit 4 Pitch	Unit 5 Technology - Structure and Form	Unit 6 20 th Century Music
Environmental	Outdoor Learning	Survival techniques - shelter building, building fires,		Viking Fire pit in outdoor classroom making a Viking soup/broth.	Prepping Garden & Planting seeds		Investigating patterns in nature
	Food For Life		<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.		Learning where food comes from - healthy pizzas