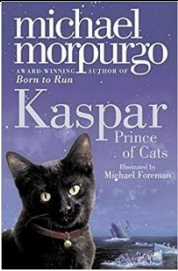
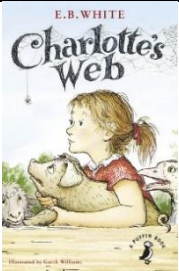
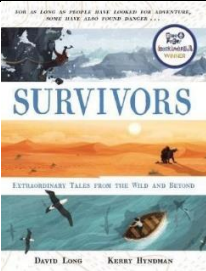
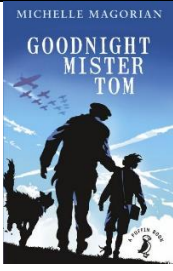
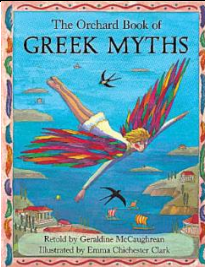
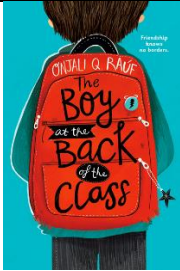




Mansbridge Primary School Long Term Curriculum Plan – Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme						
Reading	• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Summarising the main ideas drawn from more than one paragraph • Retrieving, recording and presenting information from a range of texts including non-fiction and applying these skills in a range of contexts • Using relevant textual reference and/or quotation to support views • Further developing their knowledge and understanding of conventions of different types of writing such as the use of first person in writing diaries and autobiographies					
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/ Quotations Predicting what might happen from details stated and implied Distinguishing between statements of fact and opinion	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/ Quotations Predicting what might happen from details stated and implied	Distinguishing between statements of fact and opinion Recognising, identifying and discussing themes (e.g. loss, heroism) in a wider range of writing	Distinguishing between statements of fact and opinion Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/ Quotations	Recognising, identifying and discussing themes (e.g. loss, heroism) in a wider range of writing Predicting what might happen from details stated and implied	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/ Quotations Recognising, identifying and discussing themes (e.g. loss, heroism) in a wider range of writing

Key Reads	 Kaspar Prince of Cats <i>Michael Morpurgo</i>	 Charlotte's Web <i>E.B White</i>	 Survivors <i>David Long</i>	 Goodnight Mr Tom <i>Michelle Magorian</i>	 Greek Myths <i>Geraldine McCaughrean</i>	 The Boy at the Back of the Class <i>Onjali Q. Rauf</i>
Additional Reads	Variety of informational / persuasive leaflets	Waves poem <i>Jackie Kay</i> Titanic survivor recounts	Variety of information texts about climates/biomes	Diary examples	Variety of information texts about planets	Refugee accounts The Journey <i>Francesca Sanna</i>
Writing Outcomes	<u>Brochure – for passenger on board</u> Audience: Potential passengers Purpose: To persuade <u>Diary – in role as a character from Kaspar Prince of Cats</u> Audience: The writer Purpose: To inform	<u>Narrative writing - a scene of the sinking.</u> Audience: Peers Purpose: To entertain <u>Newspaper Report - Titanic</u> Audience: General Public Purpose: To Discuss	<u>Biography based on 'Survivor' stories</u> Audience: Peers Purpose: To inform <u>Leaflet – A guide to climates around the world</u> Audience: People looking to explore Purpose: To inform	<u>Diary writing – a character from Goodnight Mr Tom</u> Audience: The writer Purpose: To inform <u>Informal letters – between child and parent</u> Audience: Parent and evacuee child Purpose: To inform	<u>Narrative writing- scene from Theseus and the Minotaur.</u> Audience: Peers Purpose: To entertain <u>Planets Fact File</u> Audience: Peers learning about space Purpose: To inform	<u>Formal letter- to the Prime Minister</u> Audience: The Prime Minister Purpose: To persuade <u>Narrative – additional scene from The Boy at the Back of the Class</u> Audience: Year 5 children Purpose: To entertain
Writing Skills	• In the planning of their writing, noting and developing initial ideas and drawing on reading and research when necessary. • Making choices to change and enhance meaning in terms of vocabulary, punctuation and grammar. • Evaluating and editing by assessing the effectiveness of their own and others' writing. • Proof reading to ensure accuracy of spelling and punctuation as well as the clarity of meaning and the effectiveness of their writing for audience and purpose. • Selecting the appropriate form and using other similar writing as models for their own • Selecting appropriate grammar and vocabulary which show their understanding of how such choices can change and enhance meaning Spelling: • Using further prefixes and suffixes and understanding the guidance for adding them • Accurate spelling of words with silent letters • Continuing to distinguish between homophones and other words which are often confused					

- Using knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically (as listed in Appendix 1) - Using dictionaries to check the spelling and meaning of words - Using a thesaurus Handwriting: - Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters - Choosing the writing implement that is best suited for the task - Using an un-joined style – for example – for labelling a diagram/ writing e-mail address - Varying standard of handwriting for particular tasks e.g. quick notes vs. final draft						
- Using organisational and presentational devices to structure texts and guide the reader (for example: headings; bullet points; underlining) - Using passive verbs to affect the presentation of information within a sentence - Using modal verbs or adverbs to indicate degrees of possibility - Applying and using effectively their understanding of the use of formal or informal language structures for different genres - Using apostrophes for plural possession - Using direct and reported speech punctuating correctly	- Using organisational and presentational devices to structure texts and guide the reader (for example: headings; bullet points; underlining) - Using a wide range of devices to build cohesion within and across paragraphs - Using relative clauses beginning with who, which, where, when whose, that or with an implied (i.e. omitted) relative pronoun)	- Using dashes, brackets or commas to indicate parenthesis - Using a colon to introduce a list - Using passive verbs to affect the presentation of information within a sentence - Using dashes, brackets or commas to indicate parenthesis - Using commas to clarify meaning or avoid ambiguity - Using appropriate vocabulary and structures for formal speech and writing, including subjunctive forms	- Consistent use of tense throughout a piece of writing - Applying and using effectively their understanding of the use of formal or informal language structures for different genres - Using dashes, brackets or commas to indicate parenthesis - Using colons, semi-colons or dashes to mark boundaries between independent clauses	- Using organisational and presentational devices to structure texts and guide the reader (for example: headings; bullet points; underlining) - Using expanded noun phrases to convey complicated information concisely - Punctuating bullet points consistently - Ensuring correct subject and verb agreement when using singular and plural - Using direct and reported speech punctuating correctly	- Using expanded noun phrases to convey complicated information concisely - Using colons, semi-colons or dashes to mark boundaries between independent clauses - Using hyphens to avoid ambiguity - Using the perfect form of verbs to mark relationships of cause and time - Applying and using effectively their understanding of the use of formal or informal language structures for different genres - Using direct and reported speech punctuating correctly	

Maths	Roman numerals Place value within 1,000,000 Rounding, ordering and comparing Negative numbers Adding and subtracting numbers with more than four digits.	Multiples, factors, prime numbers, Squares and cubes Multiplying and dividing by 10, 100 and 1,000. Equivalent fractions, Converting mixed numbers and improper fractions, Number sequences, Comparing and ordering fractions. Adding and subtracting fractions Multiplying fractions,	Interpreting Graphs and tables Two-way tables Line graphs Fractions as division Area and perimeter	Calculating fractions of amounts Writing decimals Decimals as fractions, Comparing and ordering decimals, Decimals as fractions, Understanding percentages, Equivalent fraction, decimals and percentages.	Adding and Subtracting decimals Decimal sequences Multiplying and dividing decimals by 10, 100,1000 Geometry Measuring angles Measuring with a protractor Drawing lines and angles accurately Calculating angles on a straight line and around a point Calculating lengths and angles in shapes	Geometry Recognising and drawing parallel lines Recognising and drawing perpendicular lines Regular and irregular polygons Reasoning about 3d shapes Reflection and translation with co ordinates Measure Metric units Imperial units of length, mass and capacity Converting units of time Timetables Volume and capacity
	Science <u>Properties of materials</u> To compare and group together everyday materials on the basis of their properties inc soluble and insoluble.	<u>Forces</u> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of air resistance, water resistance and	<u>Life cycle</u> To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some plants and animals.	N/A	<u>Earth and Space</u> To describe the movement of the Earth, and other planets, relative to the Sun in the solar system To describe the movement of the Moon relative to the Earth	N/A

	To be able to separate mixtures linking to reversible and irreversible change To be able to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials	friction, that act between moving surfaces To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	<u>Animals including humans</u> To describe the changes as humans develop to old age linking to life expectancy and changes when you get to old age		To describe the Sun, Earth and Moon as approximately spherical bodies To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	
Computing	<u>Online Safety</u> I can demonstrate how to make responsible choices about having an online identity, depending on context. I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. I can describe ways that information about anyone online can be used by others to make judgments about an	<u>Online Safety (continued)</u> <u>ICT</u> To recognise how information is transferred across the internet To recognise that connections between computers allow us to access shared stored files To evaluate different ways of working together via networks	<u>Coding 1</u> <u>Microbit/Crumble-Physical computing</u> To create a condition-controlled loop (Repetition) <i>e.g. keep performing an action till the user presses a specific key</i> To use a condition in an 'if...then...' statement to start an action (Selection) <i>e.g. stop a machine if it gets too near to an object</i> To use a condition in an 'if...then...else...' statement to produce given outcomes (Selection)	<u>Digital Literacy 1</u> <u>Multimedia Presentations</u> - Recognise that different software/devices have a given purpose - linked to unit - Formatting slides - Inserting slides - Formatting text boxes - Slide transitions - Animations within slides - Insert sound - Embedding video - Evaluate outcomes of other children within the classb	<u>Coding 2</u> <u>Scratch- Quiz</u> To create a condition-controlled loop (Repetition) <i>e.g. keep performing an action till the user presses a specific key</i> To use a condition in an 'if...then...' statement to start an action (Selection) <i>e.g. stop a machine if it gets too near to an object</i> To use a condition in an 'if...then...else...' statement to produce given outcomes (Selection) <i>e.g. say "well done" if a quiz answer is correct, and "try again" otherwise</i>	<u>Digital Literacy 2</u> <u>Presenting Data</u> - Recognise that different software/devices have a given purpose - linked to unit - Read and understand a table of data - Read and understand a graph - Enter data into cells - Use a spreadsheet to create a table of data - Format table - Use a spreadsheet to create a graph

	individual and why these may be incorrect. I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can describe some strategies, tips or advice to promote health and well-being with regards to technology. Rule of Law		<i>e.g. say "well done" if a quiz answer is correct, and "try again" otherwise</i>			
PSHE	<u>Health and Wellbeing</u> Deepen understanding of feelings and coping with change.	<u>Health and Wellbeing</u> Strategies to manage personal safety in local environment.	<u>Relationships</u> Developing strategies for working collaboratively and compromising.	<u>Relationships</u> Respectfully listen but raise concerns and challenge points when necessary.	<u>Living in the Wider World</u> <u>Health and Wellbeing</u> Sun safety Individual Liberty	<u>Living in the Wider World</u> About different responsibilities – home, school, community and environment.

	Aiming high- celebrating achievements and setting goals. Individual Liberty How finance plays an important part in people's lives. About being a critical consumer. Individual Liberty About what is meant by 'interest', 'loan', 'debt'. About the importance of looking after money, including managing loans and debts that people pay 'tax' to contribute to society. (Mybnk)	Individual Liberty How to make a clear and efficient call to emergency services and first aid for head injuries or bleeding. Understand what positively and negatively affects their physical, mental and emotional health. Understand the concept of a balanced lifestyle.	<u>Living in the Wider World</u> How money plays an important part in people's lives - Banking and finances. <u>Health and Wellbeing</u> How their bodies and emotions may change as they move towards and through puberty. About menstrual wellbeing.	Mutual Respect & Tolerance Being positive and welcoming to others, not making others feel lonely or excluded. Mutual Respect & Tolerance How to manage conflict and seek help when feel unhappy or uncomfortable.	Making and respecting laws. Rule of Law	Rule of Law Individual Liberty
Geography	Beyond Europe Name and locate the world's continents and countries of Oceania and Australasia. Identify key human and physical features	Beyond Europe Name and locate the world's continents and countries of Oceania and Australasia. Identify key human and physical features	Climates Understand weather, climates and biomes. Identify different climactic zones and other significant locations using latitude and longitude Understand the impact of climate change			
History	<u>Theme- Cause</u> What caused the Titanic tragedy in 1912? Rule of Law	<u>Theme- Cause</u> What caused the Titanic tragedy in 1912? Rule of Law		<u>Theme- Consequence</u> How did WW2 change the lives of women and children during and beyond ww2? Rule of Law	<u>Theme- Consequences</u> What is meant by the Ancient Greek legacy? Democracy	<u>Theme- Similarities and difference</u> What was it like to live in Ancient Egypt and how did the Ancient

						Egyptians affect the world we know?
RE	Jesus The Law Breaker Christianity Concept: Laws Mutual Respect	Christmas – the two birth narratives Christianity Concept: Interpretation	Places of Worship Christianity and Judaism Concept: Sacred Places	Shahada and Salat Islam Concept: Belonging	Stories of Justice Christianity Concept: Justice	Haaj and Zakat Islam Concept: Umma
PE	Health Related Fitness Sustain pace when running Show determination and perseverance Tag rugby Tag someone safely, pass accurately, apply skills effectively	Gymnastics – matching, mirroring and contrast Netball / basketball Use the correct technique of balance, elbow and eyeline to follow through and shoot, dribble and pass	Team building and problem solving Perform calmly under pressure, work with others to apply a plan Football Cooperate, communicate and collaborate with others to achieve shared goal	Dance Develop a motif demonstrating some agility, balance and coordination, communicate and improve Health Related Fitness Perform exercises with control and good technique Prepare properly for exercise	Athletics Change pace and run at different tempos, throw with accuracy and power Rounders Catch and throw quickly, bowl accurately	Cricket Catch, throw accurately, pick up a ball and return a ball with one hand quickly Tennis Hit forehand shot consistently, volley accurately
Art & Design	Key Art Concept - Collage Developing tearing, ripping, overlapping effects including collaging into shapes and exploring tones with different collage materials. Topic based (Titanic)	N/A	Key Art Concept - Drawing (Craft and design) Skills based unit exploring architecture and architectural drawings	N/A	Key Art Concept - 3D Form Creating a pot from clay, using different techniques: a pinch pot or coil pot. Topic based unit (Greeks)	N/A
Design & Technology	N/A	Key D&T Concept - Structures Explore, design, make and evaluate a bridge	N/A	Key D&T Concept – Mechanisms Explore, design, make and evaluate a pop-up	N/A	Key D&T Concept Cooking and Nutrition Healthy eating

				book using sliders, pivots, and folds		Explore, design, make and evaluate a healthy and ethically sourced meal (spaghetti bolognese).
Music	The Titanic Composing for a catastrophic event – focus on the structure of music to depict the event as well as the musical elements of texture, timbre, dynamics, rhythm, melody, pitch, Tempo		Rainforest Soundscape Group composition of rainforest soundscape using own graphic notation to record.	Ukulele Introduction to Ukulele. Basic chords and fingerings. Learning to perform simple pieces as a group showing control, expression and balance		Viking Saga songs Sing part songs and simple harmony lines with an awareness of how the part fits with others Sing with increasing understanding of expression
MFL	Numbers and calendars	Seasons	shopping	Time	Sports and hobbies	Food and clothing