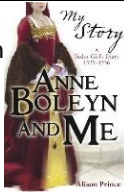
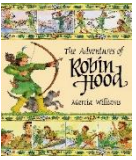




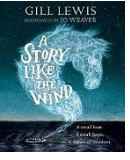


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Suggested Visits/Visitor opportunities</b>	Hampton Court	Gallery Experience	British Museum	Fulham Palace Rivers and Environmental Issues	Neasden Temple	Houses of Parliament
<b>Key Texts</b>	My Story Anne Boleyn and Me 	Robin Hood 	Who Let the Gods Out 	Julia and the Shark  Shark Attack 	Room 13 	A Story Like the Wind 
<b>English</b>	<p><b><u>Writing to Inform</u></b> <b>Letter writing</b></p> <ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary</li> <li>Use devices to build cohesion across paragraphs, e.g. then, after that, firstly</li> <li>Link ideas across paragraphs using adverbials of time, place, number or tense</li> <li>Use different verb forms, with consideration for audience and purpose</li> <li>Use relative clauses beginning with who, which, where, when, whose, that,</li> <li>Indicate degrees of possibility using adverbs</li> </ul>	<p><b><u>Writing to Entertain</u></b> <b>Myths and Legends</b> <i>British</i></p> <ul style="list-style-type: none"> <li>Use devices to build cohesion across and within a paragraph</li> <li>Link ideas across paragraphs using adverbials of time, place, number or tense choices</li> <li>Describe settings, characters and atmosphere</li> <li>Write longer paragraphs</li> <li>Use expanded noun phrases to express information concisely</li> </ul> <p><b><u>Writing to Persuade</u></b> <b>Report</b> <i>Was Robin Hood a villain or hero?</i></p> <ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials of time, place, number or tense, e.g. secondly</li> <li>Use further organisational and presentational devices</li> </ul>	<p><b><u>Writing to Entertain</u></b> <b>Retelling a Greek Myth</b></p> <ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials of time, place, number or tense</li> <li>Use devices to build cohesion within and across sentences and paragraphs</li> <li>Describe settings, characters and atmosphere and begin to integrate dialogue to convey character</li> <li>Use expanded noun phrases to express information concisely</li> </ul> <p><b><u>Writing to Inform</u></b> <b>Job Description/Advert</b></p> <ul style="list-style-type: none"> <li>Use different verb forms, mostly accurate with consideration for audience and purpose</li> <li>Indicate degrees of possibility using adverbs, e.g. perhaps, surely or modal verbs, e.g. might, should, will, must</li> </ul>	<p><b><u>Writing to Inform</u></b> <b>First Person Recount</b></p> <ul style="list-style-type: none"> <li>Use devices to build cohesion within and across sentences and paragraphs</li> <li>Link ideas across paragraphs</li> <li>Use expanded noun phrases to express information concisely</li> <li>Ensure correct use of tense</li> <li>Use relative clauses</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul> <p><b><u>Writing to persuade</u></b> <b>Persuasive report</b> <i>Shark finning</i></p> <ul style="list-style-type: none"> <li>Use different verb forms, mostly accurate with consideration for audience and purpose</li> <li>Indicate degrees of possibility using adverbs or modal verbs</li> <li>Use relative clauses or an omitted relative pronoun</li> </ul>	<p><b><u>Writing to Entertain</u></b> <b>Mystery and Suspense Story</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases to express information concisely</li> <li>Select appropriate grammar and vocabulary</li> <li>Link ideas across paragraphs using adverbials of time, place, number or tense</li> <li>Use devices to build cohesion within and across sentences and paragraphs</li> <li>Describe settings, characters and atmosphere and integrate dialogue to convey character</li> </ul> <p><b><u>Writing to Inform</u></b> <b>Biography</b> <i>Link to science topic</i></p> <ul style="list-style-type: none"> <li>Use further organisational and presentational devices e.g. headings, bullet points, underlining</li> </ul>	<p><b><u>Writing to Entertain</u></b></p> <ul style="list-style-type: none"> <li>Write longer paragraphs</li> <li>Use expanded noun phrases to express information concisely</li> <li>Select appropriate grammar and vocabulary</li> <li>Link ideas across paragraphs using adverbials of time, place, number or tense</li> <li>Use devices to build cohesion within and across sentences and paragraphs</li> <li>Describe settings, characters and atmosphere and integrate dialogue to convey character</li> <li>Use commas to clarify meaning or avoid ambiguity</li> </ul> <p><b><u>Writing to Entertain</u></b> <b>Poetry</b></p> <ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary</li> <li>Use expanded noun phrases to express information concisely</li> </ul>

Year 5 Long Term Plan

		<ul style="list-style-type: none"> <li>e.g. headings, bullet points, underlining</li> <li>Indicate degrees of possibility using adverbs or modal verbs</li> <li>Use relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets to indicate parenthesis</li> <li>Use commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Use further organisational and presentational devices</li> <li>Use commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to clarify meaning or avoid ambiguity</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul>	
	<ul style="list-style-type: none"> <li>Plan writing by identifying the audience and purpose and using other similar writing as models</li> <li>Plan writing by noting and developing initial ideas, drawing on reading where necessary/Plan narrative writing by considering how authors have developed settings and characters</li> <li>Assess the effectiveness of own and others' writing</li> <li>Edit vocabulary, grammar and punctuation to enhance effects and clarify meaning in writing</li> <li>Evaluate and edit writing to ensure mostly correct use of tense/Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech/writing</li> <li>Proof-read for age-appropriate spelling and punctuation errors</li> <li>Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> <li>Use and understand the following terms accurately and appropriately when discussing writing: <b>modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</b></li> </ul>					
	<p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>Write increasingly legibly, fluently and with increasing speed through deciding whether or not to join specific letters</li> </ul>					
<b>Maths</b>	<p><b>Number</b> Place Value</p> <p><b>Number</b> Addition and Subtraction</p>	<p><b>Number</b> Multiplication and Division</p> <p><b>Number</b> Fractions</p>	<p><b>Number</b> Multiplication and Division</p> <p><b>Number</b> Fractions</p>	<p><b>Number</b> Decimals and Percentages</p> <p><b>Measurement</b> Perimeter and Area</p> <p><b>Statistics</b></p>	<p><b>Geometry</b> shape</p> <p><b>Geometry</b> Position and Direction</p> <p><b>Number</b> Decimals</p>	<p><b>Number</b> Decimals</p> <p><b>Number</b> Negative Numbers</p> <p><b>Measurement</b> Converting Units</p> <p><b>Measurement</b> Volume</p>
<b>Science</b>	Properties of materials	Changes of materials	Earth and Space	Forces	Animals, including humans	Living things and their habitats
<b>History</b>	British history 5: What was life like in Tudor England?		What did the Greeks ever do for us?			How did the Maya civilisation compare to the Anglo-Saxons?
<b>Geography</b>		What is life like in the Alps?		Why do oceans matter?	Would you like to live in the desert?	

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<b>Computing</b>	Online Safety (1 Lesson) Computing systems and networks	Online Safety (1 Lesson) Programming 1 (Scratch)	Online Safety (1 Lesson) Data handling (Mars Rover 1)	Online Safety (1 Lesson) Programming (Micro bit)	Online Safety (1 Lesson) Creating Media (Stop Motion)	Online Safety (1 Lesson) Skills Showcase (Mars Rover 2)
<b>Art and Design</b>		<b>Sculpture and 3D</b> Interactive installation		<b>Drawing</b> I need space		<b>Painting and mixed media</b> Portraits
	<b>Stand-alone lesson(s): Craft and design: Architecture (Omit lessons 1 and 2)</b>					
<b>Design and Technology</b> (Including Cooking and Nutrition)	<b>Textiles</b> Stuffed Toys		<b>Mechanical systems</b> Making a pop-up book		<b>Cooking and Nutrition</b> What could be healthier?	
<b>RE</b>	<b>Hinduism</b> Prayer and Worship	<b>Christianity</b> Christmas	<b>Sikhism</b> Beliefs and moral values	<b>Christianity</b> Easter	<b>Hinduism</b> Belief and moral values	<b>Christianity</b> Beliefs and Practices
Modern Foreign Languages: <b>Spanish</b>	Greetings Age/numbers Colours		Animals Instruments		Days Months Fruits	
<b>PE</b>	Cricket	Netball	Dance	Fitness	Athletics	OAA
<b>Music</b>	<b>Africa</b> Compose and perform rhythmic pieces of music	<b>Vikings</b> Explore pulse, rhythm and notation	<b>Planets</b> Compose music considering mood and motif	<b>Rock and Roll</b> Explore the genre of rock and roll music	<b>Melodies of Divinity</b> Hindustani Classical music of India	<b>Animal Kingdom</b> Explore features of harmony
<b>PSHE and RSE</b>	Introduction lesson  Family and relationship	Family and relationships  Health and wellbeing	Health and wellbeing  Safety and the changing body	Safety and the changing body  Citizenship	Citizenship  Economic wellbeing	Economic wellbeing  Transition lesson: Roles and responsibilities