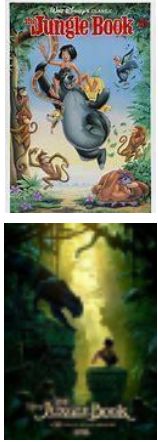



PORTWAY JUNIOR SCHOOL – Y5 Long Term Plan 2022-2023

| | Autumn 1 Out Of This World (Stargazing Evening) | Autumn 2 Smashing Saxons | Spring 1 Dragons & Danes (Viking Day) | Spring 2 Circle of Life (Butterflies) | Summer 1 Favolosa Italia (Italy Day) | Summer 2 Colossal Coastlines (Coast Trip) |
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| English outline | <p><u>Learning Journey 1</u></p>  <p>George's Secret Key to the Universe</p> <p>Teach: Narrative to entertain -DASH Drop-in: George's diary entry after meeting Annie Reading: Summarising</p> <p><u>Learning Journey 2</u></p>  <p>Teach: Persuasive speech from character of Bess Drop-in: Story from Tim's perspective</p> | <p><u>Learning Journey 1</u></p>  <p>Teach: Contrasting diary entries (before and after the switch off) Drop-in: Persuasive letter – The King Who Banned the dark Reading: SS Hampshire Illustrated Book Award. Summarise, compare, predict, justify</p> <p><u>Learning Journey 2</u></p>  <p>Teach: Narrative – character description. 'show not tell'. Write villain description (Grendal)</p> | <p><u>Learning Journey 1</u></p>  <p>Teach: Narrative to entertain -recount to summarise the end of Freya's story Drop in: diary entry</p> <p><u>Learning Journey 2</u></p>  <p>Teach: Degrees of formality - Formal & informal letters from variety of characters Drop-in: Persuasive speech – horse persuading dragon slayer to rescue babies</p> | <p><u>Learning Journey 1</u></p>   <p>Teach: Explanations. Explanation of frog life cycle Drop-in: Informal letter from a character explaining the blooming of the flower.</p> <p><u>Learning Journey 2</u></p> | <p><u>Learning Journey 1</u></p>  <p>Teach: Balanced argument as to whether Rosemary should shelter the partisans. Drop-in: Diary entry from the point of view of P or C from events in Chapter 6.</p> <p><u>Learning Journey 2</u></p>  | <p><u>Learning Journey 1</u></p>  <p>BBC Treasure Island Teach</p>  <p>School Radio (Playscripts & animations provided for scenes from Treasure Island.)</p> <p>Teach: Narrative- adventure - finding a map- & suspense - what's at the end of the map. Drop-in: Informal letter from Jim to his Mother from Hispaniola ship</p> <p><u>Learning Journey 2</u></p> |

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| | | <p>Drop-in: Informal letter recounting events of battle between Beowulf & Grendal (Not done)</p> | |  <p>Teach: Newspaper report focusing on discovering Mowgli in the Jungle</p> <p>Drop-in: Re-writing at the scene at the end of the story / film</p> | <p>Teach: Non-chron report about Italian food</p> <p>Drop-in: Instructions or explanation as to how to make pasta</p> |  <p>Teach: Narrative - mystery</p> <p>Drop-in: Newspaper report about boy being washed overboard</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths outline</p> | <p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Statistics</p> | <p>Number: Multiplication and Division</p> <p>Measurement: Perimeter and Area</p> <p>Measurement: Time</p> | <p>Number: Multiplication and Division</p> <p>Number: Fractions</p> | <p>Number: Fractions</p> <p>Number: Decimals and Percentages</p> | <p>Number: Decimals (measures and money focus)</p> <p>Geometry: Properties of Shape and Angles</p> | <p>Geometry: Position and Direction</p> <p>Measurement: Converting Units</p> <p>Measurement: Volume</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science outline</p> | <p>Space and Gravity</p> <p>Key ideas being taught:</p> <ol style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system & describe the movement of the Moon relative to Earth <ul style="list-style-type: none"> Stars produce vast amounts of heat and light. All other objects are lumps of rock, metal or ice and can be seen because they reflect the light of stars. Smaller mass objects like planets orbit large mass objects like stars Stars, planets and moons have so much mass they attract other things, including each other due to a force called gravity. Gravity works over a distance. Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation | | <p>Making New Substances (Week 7 topic)</p> <ol style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Know that some materials will dissolve in liquid to form a solution and describe how to revert a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. <ul style="list-style-type: none"> When two or more substances are mixed and remain present the mixture can be separated Demonstrate that dissolving, mixing and changes of state are reversible changes <ul style="list-style-type: none"> Some changes are reversible and | <p>Life Cycles</p> <ol style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. <ul style="list-style-type: none"> Different types of organism have different life cycles Describe the life process of reproduction in some plants and animals <ul style="list-style-type: none"> Some organisms reproduce sexually where offspring inherit information from both parents Some organisms reproduce asexually by making a copy of a single parent Organisms best adapted to reproduce are more likely to do so Competition exists for resources and mates - covered in more depth in Year 6 Describe the changes as humans develop to old age | | <p>Forces</p> <ol style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between Earth and the falling object (revisited but covered in the Space and Gravity unit) Identify the effects of air resistance, water resistance and friction, that act between moving surfaces <ul style="list-style-type: none"> Air resistance and water resistance are forces against motion caused by objects having to move air and water out of the way Friction is a force against motion caused by two surfaces rubbing against one another Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <ul style="list-style-type: none"> Some objects require large forces to make them move; gears, pulleys and levers can reduce the force needed to make things move |

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| | <p>to explain day and night and the apparent movement of the sun across the sky.</p> <ul style="list-style-type: none"> • Objects like planets, moons and stars spin <p>4.Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <ul style="list-style-type: none"> • Objects with larger masses exert bigger gravitational forces | | <p>some are not</p> <p>6.Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <ul style="list-style-type: none"> •Heating can sometimes cause materials to change permanently. When this happens, a new substance is made. These changes are not reversible. •Sometimes mixed substances react to make a new substance. These changes are usually irreversible. •All matter, (including gases) has mass | | | |
| <p style="text-align: center;">History</p> | | <p>Britain's settlement by Anglo-Saxons and Scots <i>characteristic features, interpretation, enquiry.</i></p> | <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>chronology, historical enquiry, interpretation, connections.</i></p> | | | |
| <p style="text-align: center;">Geography</p> | <p>Develop use and understanding of latitude/longitude and the Greenwich Meridian and link this to work in Space</p> | <p>Locate and name the main counties and cities in England</p> <p>Locate the countries, capitals and principal cities of Northern Europe</p> | | <p>Carry out fieldwork in the wider and distant locality</p> | <p>Locate the countries, capitals and principal cities of Southern Europe</p> <p>Compare the Southern region of the UK with a region in Europe i.e. an area with coast and ports (e.g. South of France) that has similarities and differences. This should also focus on change in the regions over time</p> <p>Explore an aspect of trade between the UK and Europe</p> | <p>Describe and understand the features of coasts - introduce the water cycle</p> <p>Use 6 figure grid references confidently</p> <p>Give directions using eight cardinal points</p> <p>Use agreed and Ordnance Survey symbols.</p> <p>Make sketch maps of an area using symbols and key (as part of fieldwork -coasts)</p> <p>Create a 3D model using map contour lines (Treasure Island - colossal coastlines)</p> <p>Work with increasing confidence with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and</p> |

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| | | | | | | bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000. 1:50 000 (Keyhaven, Mudeford, Jurassic Coast) |
| Art | <p>Explore the colour wheel (split into the 12 primary/secondary/tertiary colours)</p> <p>Demonstrate an understanding of colours including warm and cold, complementary and contrasting - Study of Van Gogh's 'Starry Night'</p> | <p>Use paper techniques e.g. origami and pop ups (Christmas decoration)</p> | <p>Make precise repeating patterns with print blocks (Anglo-Saxon border)</p> <p>Use recycled, natural and man made materials to create sculptures</p> <p>Sculpt in clay and papier-mache</p> <p>Develop skills in using clay: slabs, coils, slips - Saxon / Viking pots</p> | <p><i>Maria Sibylla Merian (Circle of Life)</i> Use a range of materials to draw including: different shades of pencils charcoal and digital drawing</p> <p>Show patterns and textures in sketching using cross-hatching, hatching and contour-hatching technique</p> | <p>Learn about great artists, architects, craft makers and designers, and understand the historical and cultural development of their art forms (DaVinci's inventions - Italy topic, DT objectives)</p> | <p>Use simple perspective in their work using a single focal point and horizon</p> |
| Music | <p>Gustav Holst - The Planets (linked to year group topic)- Study three famous musical composers/movements- one from pre- 20th Century, one modern (20th/21st century) and one linked to year group topic.</p> <p>Play from notation a range of 16 beat rhythms in unison and in two parts.</p> <p>Sing a range of songs in unison, as a round and in a two-part harmony (Rocketman -Elton John) - - Study three famous musical composers/movements- one from pre- 20th Century, one modern (20th/21st century) and one linked to year group topic.</p> | <p>Compose vocal music including drones, ostinato and other repetition devices</p> <p>Glockenspiel: Use percussion notation to show composed rhythms and play pre-transcribed rhythms in increasingly complex time signatures</p> <p>Play from notation a range of 16 beat rhythms in unison and in two parts</p> | <p>Use a variety of untuned percussion instruments (drumming) to compose & evaluate multi-part rhythms</p> <p>Use percussion notation to show composed rhythms and play pre-transcribed rhythms in increasingly complex time signatures</p> | <p>Four Seasons - Vivaldi - Compose and evaluate multi-part pieces for Boomwackers which reflect the seasons using staff notation. Study three famous musical composers/movements- one from pre- 20th Century, one modern (20th/21st century) and one linked to year group topic.</p> | | |
| D.T. | | <p>Anglo-Saxon/ viking sewing project</p> | | | | <p>Stannah Project - 3D mechanisms, movement & frames - confirm</p> <p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products |

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| P4C | Is a good friend someone who gives you money to buy things? | | | | | |
| Computing | Sharing Information - cover PSHE How information online is targeted; different media types, their role and impact | Vector Drawing | Video Editing | Flat-file databases | Programme: Selection in Quizzes | CAD - Link to Stannah - speak to Ben re: CAD modelling software |
| P.D.L. | Managing friendships and peer influence Responding respectfully to a wide range of people, recognising prejudice and discrimination Keeping safe in different situations, including responding in emergencies, first aid and FGM. | Protecting the environment, compassion towards others | How information online is targeted; different media types, their role and impact (in conjunction with Safer Internet Day, 14.2.23 if not covered in computing?) | Physical contact and feeling safe Personal identity, recognising individuality and different qualities, mental wellbeing. | Healthy sleep habits, sun safety, medicines, vaccinations and allergies. | Identifying job interests and aspirations (Winchester Uni collab?) - what influences career choices and workplace stereotypes? |
| R.E. | Stewardship - Creation | Prophecy - Christmas The Magi (BLOCKED) | Sacred Places - Worship | Symbol - Easter Eucharist (BLOCKED) | Belonging - Shahada and Salat | Justice - Stories of Justice |
| P.E. | <i>Swimming, Gym, Circuit Training, Tag Rugby</i> Swim competently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water based situations (swimming) Develop flexibility, strength, technique, control and balance (gymnastics) | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Use running, jumping, throwing & catching in isolation and combination (tag rugby) | <i>Dance, Volleyball, Yoga/Pilates, Netball</i> Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Develop flexibility, strength, technique, control and balance (dance) | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Use running, jumping, throwing & catching in isolation and combination (netball) | <i>Gym, Orienteering, Cricket, Athletics</i> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Use running, jumping, throwing & catching in isolation and combination (cricket) | Develop flexibility, strength, technique, control and balance (gymnastics) Take part in outdoor and adventurous activity challenges both individually and within a team (orienteering) Compare their performances with previous ones and demonstrate improvement to achieve their personal best (athletics) |

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| French | Les Planetes - Planets | Je me Presente - Presenting myself | En famille - Family | Quel Temps Fait-Il - Weather | Quelle est la date aujourd'hui - What is the date? | Boucle d'or et les trois ours - Goldilocks and the 3 bears |
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