

**YEAR 5 LONG-TERM PLAN 2022 - 2023**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spoken language</b> (across all subjects)	<ul style="list-style-type: none"> <li>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</li> <li>Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing</li> <li>Produce speech that is consistently clear and easy to understand</li> <li>Use appropriately different words and phrases, from how people in that area normally talk &amp; standard English</li> </ul>		<ul style="list-style-type: none"> <li>Use follow up questions linked to answers that have just been given</li> <li>Able to use complex sentences and to present ideas logically</li> <li>Able to take turns, listening carefully to others and politely agreeing or disagreeing with them</li> <li>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</li> </ul>		<ul style="list-style-type: none"> <li>Incorporate topic vocabulary into their written and spoken work</li> <li>Able to use complex sentences and link by meaning to present ideas logically</li> <li>Present a point of view using persuasive language</li> <li>Is able to use humour effectively</li> </ul>	
<b>English</b>	<b>Description</b> sentence structure  <b>Recount</b> tense, sentence structure	<b>Narrative</b> dialogue  <b>Report</b> adverbials	<b>Description</b> expanded noun phrases  <b>Report</b> Relative clauses Modal verbs	<b>Narrative</b> with dialogue to move plot on  <b>Explanation</b> Relative clauses, parenthesis	<b>First-person recount</b> Cohesion  <b>Persuasion</b> commas for clarity	<b>Story</b> application of skills  <b>Persuasion</b> application of skills
<b>Maths</b>	Place value + - x ÷	Fractions	x ÷ Fractions Decimals & %	Perimeter & area Statistics	Shape Position & direction Decimals	Negative numbers Converting units Volume
<b>Art</b>		<u>Clay</u> Pinch pot animals		<u>Drawing perspective</u> <i>Gustav Caillebotte</i>		<u>Painting</u> Colour & tone <i>Gaudi, Hundertwasser</i>
<b>Computing</b>	Computer systems & networks (systems & searching)	Creating media (Video production)	Programming A (Selection in physical computing)	Data & Information (Flat-file databases)	Creating media (vector graphics)	Programming B (Selection in quizzes)
<b>DT</b>	<u>Structures</u> Frame structures	<u>Food</u> Healthy pancakes	<u>Mechanical systems</u> Cams		<u>Textiles</u> Combining different fabric shapes	
<b>French</b>	Je me presente	As-tu un animal?	Les saisons	La famille	Les vetements	Au café
<b>Geography</b>	<u>UK</u> How are mountains formed? (Penhill)		<u>Europe</u> The Alps		<u>Americas</u> The Rockies	
<b>History</b>		Early Islamic Civilisation		The Victorians & Industrial revolution (incl. local study)		
<b>Music</b>		In the hall of the Mountain King (Edvard Grieg)	Recorder skills	The Firebird Finale by Igor Stravinsky		KS2 performance
<b>PE</b>	Tag rugby	Football	Netball		Hockey	Athletics
	Gymnastics		Swimming		Cricket	
<b>PSHE - Relationships and health education</b>	<u>Relationships</u> Families & friendships Safe relationships Respecting ourselves & others		<u>Living in the wider world</u> Belonging to a community Media literacy & digital resilience Money & work		<u>Health &amp; wellbeing</u> Physical health & mental wellbeing Growing & changing Keeping safe	
<b>RE</b>	Why do some people think God exists?	What does it mean to be a Muslim in Britain today? + Christmas		Easter	What would Jesus do?	Arts & architecture or charity & generosity?
<b>Science</b>	Properties and changes of materials		Earth and Space	Forces	Living things (life cycles)	Animals incl. humans (puberty)