

Year 5 LTP: September 2020-21

<u>Reading spine</u>	<u>(Cool)/Wolf Brother</u>		<u>Street Child</u>		<u>Who Let the Gods Out</u>	
Science	Properties and Changes of Materials dissolving/solutions/reversible and irreversible changes		Living Things and their Habitats life cycles/reproduction in plants and animals Animals Including Humans - development in humans		Earth and Space Solar system/rotation of earth Forces gravity/air & water resistance/machines	
PE	Athletics	Gymnastics - balances and structures	Rounders	River Dance	OAA- den building outdoor survival, problem solving	Sports day activities
	Fitness	Badminton	Netball	Tennis	Olympics / Paralympic	Football
R.E.	Why are some journeys and places special? Pilgrimages- across all key religions	How do Christians celebrate Christmas around the world? All religions- key celebrations.	What values are shown in codes for living? Hinduism and across all religions.	What do Christians believe in the resurrection of Jesus? Compare Christianity, Islam	Should we forgive others? Hinduism beliefs - Moral values across all religions.	What do Christians believe about the old and new covenants? Other religious scripts across religions.
PSHE and RSE	How information and data is shared and used online? (E-Safety and Cyber Bullying) New Apps / Programs	How to ask for advice or help for themselves and others, and to keep trying until they are heard.	How to be a discerning consumer of information online including understanding that information; that from search engines, is ranked, selected and targeted.	What a stereotype is, and how stereotypes can be unfair, negative or destructive.	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Preparing children for the changes that adolescence brings; the way their body changes both physically and emotionally at puberty.
British Values , Internet Safety, Racism/ Prejudice, Anti-Bullying Week, Charities, Children in need, Comic Relief , Sports Relief						
GLAM History Geography	ANGLO-SAXONS AND VIKINGS Raiders and invaders Having studied Anglo- Saxon and Viking life and settlement, explore and create a collection of artefacts, which shows their influence on York and England.		RIVERS AND SEAS Rivers and The Water cycle How are humans harming the water environment and contributing to disasters such as global warming and flooding?		ANCIENT GREECE Ancient Olympic and Modern Olympic After exploring and comparing the Ancient Greek Olympics with the Modern Olympics, plan an Olympic style games day for Year 5.	
Trips	Murton Park- York Saxon/ Viking/ Medieval England		The Recycling and Energy Recovery Facility Veolia in Leeds		Leeds City Museum Ancient Greek Workshop	

History

Vocabulary: bias, primary source, secondary source, democracy, Hellenistic, citizen, mythology, aristocrat, city-state, perspective, government, oral history, Angles, Saxons, manuscript, Christianity, Trade, raid, chieftain

Objectives and key Questions / Focus

I can demonstrate a chronologically secure knowledge of history and a secure knowledge of dates and durations of significant events and time - periods.

What are the key dates when the Anglo-Saxons and then the Vikings attacked England? .

I can describe and make links between changes within and across the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

How did the Vikings live? How did the Vikings maintain their longhouses and lifestyle?

What are the major Anglo Saxon and Viking influences?

How and why was the Vikings invasion so successful?

What similarities are there with the Anglo-Saxon invasion before this?

Who was Edward the Confessor? (The last Anglo-Saxon king of England, the last king of the House of Wessex)

I can begin to consider how the consequences of events or actions may have turned out differently

What jobs did the Vikings do and how did this help them? Why did the Viking attack Lindisfarne? Holy Island and the monks. The Lindisfarne Attack- The consequences of the event on history.

I can comment on the bias within historical sources and suggest what the motivations of the author might have been.

What place names and words have the Vikings left in the English language? Looking at place names and trade that Vikings brought across with them and what they left behind.

Black History Month: The Wind Rush Generation
Stereotype: What a stereotype is and how stereotypes can be unfair, negative or destructive?

Book Link: *The Story of Windrush* by K.N. Chimbi

Objectives and key Questions / Focus

I can recognise some different types of cause, e.g. causes that built up over a long time, those caused by people, caused by other events, 'accidental' etc.

Historical floods in the UK / worldwide and the Impact on Humans as well as the environment.

When was the Great Flood in England? (1928 Thames flood)

What is the biggest flood in history? (The Great Flood 1844)

What was the worst flood in the UK?

What floods have happened in the UK?

How much does flooding cost the UK each year?

How much of the UK is at risk of flooding?

Which is the most dangerous flood? (Worldwide)

Which country has most flood?

When was the most recent flood?

Objectives and key Questions / Focus

I can demonstrate a chronologically secure knowledge of history and a secure knowledge of dates and durations of significant events and time- periods.

What are the key event that happened in Ancient Greece?

Explore the Ancient Greek timeline using AD and BC and understanding what they stand for/the period it represents.

I can describe aspects of life, the achievements and the influence of Ancient Greece on the western world.

What inventions and discoveries made by Greeks are still present today? Who were the key philosophers? Who are the Greek gods and goddesses? What do Greek Myths show?

I can explore how multiple causes for an event or action are linked

What are the key event that happened in Ancient Greece? How did the Olympics change the world? Why do we have the Paralympics? When did the Winter Olympics start?

Reflecting on actual historical sources, I can create my own sources to demonstrate the depth of my understanding.

What do the rings on the Olympic flag represent?

What does the Olympic torch symbolize?

How did the ancient Olympics affect the modern Olympics?

What events changed between the two and why?

What stadium was the ancient Olympics held?

How do modern stadiums cater for Olympic athletes?

I can begin to establish clear narratives within and across periods studied.

Drawing on existing knowledge, I can ask a range of historically valid questions about the sources used in our historical studies, e.g. about change, cause, similarity, difference, and significance

I can ask and address questions about the authors/producers of historical sources giving thought to their motivations

When analysing historical sources, I can recognise differences between what might be a fact that most people agree with and an opinion.

I can recognise some different types of cause, e.g. causes that built up over a long time, those caused by people, caused by other events, 'accidental' etc.

Geography

Vocabulary: altitude, mountain range, magma, caldera, crater, eruption, summit, pyroclastic flow, ash plume, volcanologist, seismic, fault lines, tectonic plates, peak,

Objectives and key Questions / Focus

Map Work: Use atlas/ Digi maps, 3D maps and Google maps

I can use a four-figure grid reference to find locations on a map.

I can identify the position and significance of latitude and longitude

Find Garforth, Leeds, West Yorkshire, England, UK, Europe, continents.

Where is UK and the Scandinavian countries on a world map?

Objectives and key Questions / Focus

Map Work: Use atlas/ Digi maps, 3D maps and Google maps.

I can use a four-figure grid reference to find locations on a map.

Where are the major Seas and Rivers of the world?
What are the names of major seas and river in UK?
Locate and plot key rivers around the world and the counties they are in on different types of maps.

Rivers and Seas

I can describe and understand key aspects of rivers and the water cycle.

I can describe how mountains, volcanoes and earthquakes are formed.

I can collect and accurately measure geographical information in my local area (e.g. rainfall, temperature, wind speed, noise levels etc)

What are the major rivers and seas of the world and the UK?
(Nile, Amazon, Yangtze, Volga, Mississippi, Danube, Ganges)
How does the water cycle work?
What are the key features of a river?
What are the main causes of floods?
What are the famous bridges around the world and in the UK?
What are the structures of bridges around the world?
What is a tsunami and their link to earthquakes?
How can humans reduce pollution, reuse and recycle?
What is the impact of plastic on our ocean and are there any alternatives?
How can humans help change the future?
(Attenborough/Thunberg)

North America

I can explain the key physical and human characteristics of these North American countries, including the Missouri River, Mauna Loa, the Rocky Mountains, Niagara Falls, and Statue of Liberty, Chichen Itza and the L'Anse aux Meadows (Norse village,) and explain their significance.

I can name and locate all countries within North America and some of their major cities, including capital cities.

I can describe geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Research project- mini topic- children to give produce a presentation of the findings in their own chosen format - PPT, Quiz, Game, Scratch, Art / DT.

Objectives and key Questions / Focus

Map Work: Use atlas/ Digi maps, 3D maps and Google maps

I can use a four-figure grid reference to find locations on a map.

I can identify the position and significance of latitude and longitude

Where is Ancient Greece located on the world map?

What did Ancient Greece look like?

I can use a four-figure grid reference to find locations on a map.
I can identify the position and significance of latitude and longitude

<p>Artists/Designers Studied:</p>	<p>Antoni Gaudí , (1852-1926) Spanish architect known as the greatest exponent of Catalan Modernism.</p> <p>David Carson, (8 September 1955): is a prominent contemporary graphic designer and art director. His unconventional and experimental graphic style revolutionized the graphic designing scene in America during 1990s.</p>	<p>Waves – 10 amazing sea paintings by famous artists</p> <p>http://the-creative-business.com/waves-10-amazing-sea-paintings-by-famous-artists/</p>	<p>Ancient Greek art, 1000BC – The art of ancient Greece is usually divided stylistically into four periods: the Geometric, Archaic, Classical, and Hellenistic - popular form of Greek art was pottery. Vases, vessels, and kraters</p> <p>Cubism, 1907: a revolutionary new approach to representing reality invented in around 1907–08 by artists Pablo Picasso/ Paul Cezanne and Georges Braque.</p>
<p>Art</p> <p>Vocabulary: hatching, cross hatching, stippling, horizon, perspective, tone, smudge, blend, annotate, graphic design, Cubism.</p>	<p>Anglo Saxon and Viking art and symbols</p> <p>Drawing: I can use a variety of techniques to add effects (e.g. shadows, reflection, hatching, cross-hatching). I can depict movement and perspective in drawings</p> <p>I can use a variety of recording methods and techniques, materials and processes to combine and organise line, tone, shape, colour, pattern, texture, space and form.</p> <p>Viking Art Project: symbols, art styles (Oseberg, Borre, Jellings), Viking Dragon head.</p>	<p>Amazing sea paintings by famous artists</p> <p>Painting: I can create imaginative work in painting from a variety of sources e.g. observational drawing, music, poetry</p> <p>I can experiment with, manipulate a wide range of materials and techniques with skill, and control matching the visual and tactile qualities to my intentions.</p> <p>Hokusai (1760-1849), Japanese Artist- Great wave of Kanagawa Claude Monet (1840 – 1926) Water Lilies- a series of approximately 250 oil paintings.</p>	<p>Sculptures and Pottery of Ancient Greece</p> <p>Sculpture: I can plan and design a sculpture</p> <p>I can use tools and materials to carve, add shape, add texture and pattern.</p> <p>Greek Sculptures: Statue of Zeus at Olympia and the Statue of Athena Parthenos</p> <p>Pottery: Greek Vases- vessels- kraters with Olympic athletes and Greek mythology.</p>
	<p>I can use digital technology as sources for developing ideas. I can annotate, review and revisit ideas in my sketchbook. I can offer facts about notable artists', artisans' and designers' lives. I can confidently analyse, comment on and explain ideas, art techniques and methods of working used to create my own and others' work.</p>		
		<p>Bridges - Henry Marc Brunel, (27 June 1842-1903) , & Sir John Wolfe-Barry (7 December 1836 -1918)- engineered the Tower Bridge – LONDON</p> <p>Zaha Hadid, (31 October 1950- 2016) : British Iraqi architect Architectural style: De-constructivism</p>	
<p>DT</p> <p>Vocabulary: innovative, cross-sectional diagrams, exploded diagrams, pulleys, gears, cams, linkages,</p>	<p>Viking artefacts</p> <p>I can select and use a range of tools and materials precisely.</p> <p>Viking shields / Viking Long boats -ships Viking swords/ weapons and clothing.</p>	<p>Bridges</p> <p>I can understand and use mechanical systems in my products (e.g. gears, pulleys, cams, levers and linkages.)</p> <p>Designs and make a bridge - pulleys, levers, linkages.</p> <p>I can create cross-sectional and exploded diagrams to model and communicate my ideas. A cross section of a River- make and label a model.</p>	<p>Ancient and Modern Olympic medals</p> <p>I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Make replica of prizes for winning athletes Ancient Olympic crown and modern Olympic medals</p>
	<p>I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</p>		

<h1>Computing</h1> <p>Vocabulary: web browser, web page, binary</p>	<p>I can identify reliable images and videos compared to edited versions</p> <p>I understand how to respond to privacy notices and cookies</p>	<p>I understand the effects of cyberbullying and how to report it</p> <p>I can identify spam emails and advertisements.</p>	<p>I can create simple databases</p>	<p>I can create multi-modal presentations</p>	<p>I can solve problems within my own code</p> <p>I can design new sprites and backgrounds in Scratch</p> <p>I can program point scoring and costume changes in Scratch</p>	<p>I can begin to use simple commands to program in Python</p> <p>I understand that computers use binary.</p>
<h1>Music</h1> <p>Vocabulary: Strum, tuning, dynamics, downbeat, chord progression, duet, forte, harmony</p>	<p>I am beginning to develop an understanding of the history of music.</p> <p>I can sing in an ensemble, controlling pitch.</p>	<p>I understand that an ostinato is a repeated pattern that is played throughout a piece of music.</p>	<p>I recognise that music can be notated in different ways (graphical, symbol, formal notation).</p> <p>I can sing in rounds.</p>	<p>I understand that timbre means the character of the sound that helps me identify different voices and instruments in a piece of music</p>	<p>I understand that texture means the layers of sound (how thick or thin the music is.)</p>	<p>I can perform my own composition as part of an ensemble</p>
<h1>Spanish</h1> <p>Vocabulary: Los Reyes Magos, La Nochebuena, La Nochevieja, Papa Noel, Breakfast – Cereales con leche, Madalenas (muffins), Galletas Maria (cookies), chocolate con churros, un zumo de naranja,, La leche, el azucar (sugar), los huevos, el agua, Hace frio, hace calor, hace buen tiempo, hace mal tiempo, hace sol, hace viento, hay niebla, esta lloviendo, esta nevando.</p>	<p>I can count in 10's to 100</p> <p>I can name different shops on the high street.</p>	<p>I can appreciate similarities and differences between Christmas celebrations in Spain and England.</p> <p>I can make a traditional Christmas sweet</p>	<p>I can name my favourite hobby or sport</p> <p>I can talk about the weather today</p>	<p>I can talk about breakfast</p> <p>I can talk about the ingredients to make a Spanish dessert</p> <p>When ordering food, I can use the Connectives y (and), pero (but) tambien (also)</p>	<p>I can tell someone where I live.</p> <p>I can ask for directions</p> <p>I can discuss the differences and similarities between England and Spain.</p>	<p>I can understand a short story using familiar vocabulary</p> <p>I can memorise a short rhyme</p>