

## Year 5 LTP: September 2021/22

<u>Reading spine</u>	<u>Wolf Brother</u> Extracts from Kensuke's Kingdom		<u>Street Child</u> Short story- The Giant's Necklace		<u>Who Let the Gods Out?</u> Greek Myths	
<b>Science</b>	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	
<b>PE</b>	Athletics	Gymnastics paired balances and sequences	Dance	Tennis	Rounders	OAA
<b>R.E.</b>	Recap main religions  Why are some journeys and places special? <b>Pilgrimages- across all key religions</b>	Recap all religious festivals  How do Christians celebrate Christmas around the world? <b>All religions- key celebrations.</b>	What values are shown in codes for living? <b>Hinduism and across all religions.</b>	What do Christians believe in the resurrection of Jesus? <b>Compare Christianity, Islam</b>	Should we forgive others? <b>Hinduism beliefs - Moral values across all religions.</b>	What do Christians believe about the old and new covenants? <b>Other religious scripts across religions.</b>
<b>PSHE and RSE</b>	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.
ASSEMBLIES: British Values , Votes for Schools, Internet E-Safety, Racism/ Prejudice, Anti-Bullying Week, Charities: Children in need, Comic Relief , Sports Relief						

<p><b>GLAM</b> History Geography</p>	<p><b>ANGLO-SAXONS AND VIKINGS</b> Raiders and invaders</p> <p>Having examined the success of Anglo- Saxon and Viking settlements in England, make a 3D model of a Viking Longhouse (Murton park Trip) and closely study their invasion on Lindisfarne.</p>	<p><b>RIVERS AND SEAS</b> Rivers and The Water cycle</p> <p>Recognise different types of causes that are harming our environment and contributing to natural and man-made disasters such as global warming and flooding? (Mountains/Volcanoes/ Earthquakes/ Rivers)</p>	<p><b>ANCIENT GREECE</b> Ancient Olympic and Modern Olympic</p> <p>Describe aspects of life, the achievements, and influence of Ancient Greece on the Western world (inventions and democracy) including the significance of the Ancient and Modern Olympics. Plan an Olympic style games day for year 5.</p>
<p><b>Trips</b></p>	<p>Murton Park- York Saxon/ Viking/ Medieval England</p>	<p>The Recycling and Energy Recovery Facility Veolia in Leeds</p>	<p>Leeds City Museum Ancient Greek Workshop</p>
<p><b>History</b></p> <p>Time, Change, Chronology Reasons and Results Interpretations Historical Evidence</p> <p><b>Vocabulary:</b> bias, primary source, secondary source, democracy, Hellenistic, citizen, mythology, aristocrat, city-state, perspective, government, oral history, Angles, Saxons, manuscript, Christianity, Trade, raid, chieftain</p>	<p><u>Objectives and key Questions / Focus</u> T1: I can select and use relevant historical vocabulary (related to the periods studied) with greater precision when talking about history.</p> <p>T2: I can demonstrate a developing understanding of chronology by placing the historical periods I am currently learning about, alongside others already studied, on a timeline (with reference to key dates of significant events and time periods).</p> <p>T3: I can identify trends over time.</p> <p>IN1: Reflecting on my own interpretations of history, I can begin to understand that different versions of the past may exist.</p> <p>R2: I can begin to consider how the consequences of events or actions may have turned out differently</p> <p>HE2: I can comment on the bias within historical sources and suggest what the motivations of the author might have been.</p> <p>IN1: Reflecting on my own interpretations of history, I can begin to understand that different versions of the past may exist.</p>	<p><u>Objectives and key Questions / Focus</u></p>	<p><u>Objectives and key Questions / Focus</u></p> <p>R1: I can explore how multiple causes for an event or action are linked</p> <p>HE1: Reflecting on actual historical sources, I can create my own sources to demonstrate the depth of my understanding.</p> <p>IN2: I can ask a range of historically valid questions about the sources used in our historical studies, e.g. about change, cause, similarity and difference, and significance.</p> <p>I can describe aspects of life, the achievements and the influence of Ancient Greece on the western world.</p>

	<p>HE2: I can comment on the bias within historical sources and suggest what the motivations of the author might have been.</p> <p>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.</p> <p><b>Black History: The Wind Rush Generation</b>  <b>Stereotype: What a stereotype is and how stereotypes can be unfair, negative or destructive?</b>  <b>Book Link: <i>The Story of Windrush</i> by K.N. Chimbiri</b></p>		<p><b>Black History comprehension:</b>  Maya Angelou  Shirley Chisholm</p>
<h1>Geography</h1> <p>Locational knowledge  Place Knowledge  Human and physical geography  Geographical skills and fieldwork</p> <p><b>Vocabulary:</b> altitude, mountain range, magma, caldera, crater, eruption, summit, pyroclastic flow, ash plume, volcanologist, seismic, fault lines, tectonic plates, peak,</p>	<p><b>Objectives and key Questions / Focus</b>  <b>Map Work:</b> Use atlas/ Digi maps, 3D maps and Google maps</p> <p>GSF 1: I can use a four-figure grid reference to find locations on a map.</p> <p>I can identify the position and significance of latitude and longitude</p>	<p><b>Objectives and key Questions / Focus</b>  <b>Map Work:</b> Use atlas/ Digi maps, 3D maps and Google maps.</p> <p>GSF 1: I can use a four-figure grid reference to find locations on a map.  HP3: I can describe and understand key aspects of rivers and the water cycle.  HPG 2: I can describe how mountains, volcanoes and earthquakes are formed.  GSF 2: I can collect and accurately measure geographical information in my local area (e.g. rainfall, temperature, wind speed, noise levels etc)</p> <p>HPG 1: 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.  LK1: I can name and locate all countries within North America and some of their major cities, including capital cities.  PK1: 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.</p>	<p><b>Objectives and key Questions / Focus</b>  <b>Map Work:</b> Use atlas/ Digi maps, 3D maps and Google maps</p> <p>GSF 1: I can use a four-figure grid reference to find locations on a map.</p> <p>LK2: I can identify the position and significance of latitude and longitude</p>
<p><b>Artists/Designers Studied:</b></p>	<p>David Carson, (8 September 1955): is a prominent contemporary graphic designer and art director. His unconventional and experimental graphic</p>	<p>Waves – 10 amazing sea paintings by famous artists</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>style revolutionized the graphic designing scene in America during 1990s.</p>	<p><a href="http://the-creative-business.com/waves-10-amazing-sea-paintings-by-famous-artists/">http://the-creative-business.com/waves-10-amazing-sea-paintings-by-famous-artists/</a></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>
<h1 style="text-align: center;">Art</h1> <p><b>Exploring and Developing Ideas</b> <b>Investigating and Making Art</b> <b>Evaluating and Developing Art with Inspiration</b></p> <p><b>Vocabulary:</b> hatching, cross hatching, stippling, horizon, perspective, tone, smudge, blend, annotate, graphic design, Cubism.</p>	<p style="text-align: center;"><b>Anglo Saxon and Viking art and symbols</b></p> <p><b>IMA 2: Drawing</b> 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><b>EDI 1:</b> I can annotate, review and revisit ideas in my sketchbook.</p> <p><b>IMA 1:</b> I can use a variety of recording methods and techniques, materials and processes.</p> <p><b>EDAI 1:</b> 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>Viking Art Project: symbols, art styles (Oseberg, Borre, Jellings), Viking Dragon head.</p>	<p style="text-align: center;"><b>Amazing sea paintings by famous artists</b></p> <p><b>IMA 3: Painting:</b> I can create imaginative work in painting from a variety of sources e.g. observational drawing, music, poetry</p> <p><b>EDI 1:</b> I can annotate, review and revisit ideas in my sketchbook.</p> <p><b>IMA 1:</b> I can use a variety of recording methods and techniques, materials and processes.</p> <p><b>EDAI 1:</b> 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>Hokusai (1760-1849), Japanese Artist- Great wave of Kanagawa</p>	<p style="text-align: center;"><b>Sculptures and Pottery of Ancient Greece</b></p> <p><b>IMA 4: Sculpture:</b> I can plan and design a sculpture.</p> <p><b>EDI 1:</b> I can annotate, review and revisit ideas in my sketchbook.</p> <p><b>IMA 1:</b> I can use a variety of recording methods and techniques, materials and processes.</p> <p><b>EDAI 1:</b> 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>Greek Vases- vessels- kraters- copy and design own vase using the patterns and colours to reflect the Greek style and mythology. Link to Pottery- Sculpture.</p>
<h1 style="text-align: center;">DT</h1> <p><b>R&amp;D = Research &amp; Design</b> <b>M = Make</b> <b>E = Evaluate</b> <b>F&amp;N = Food &amp; Nutrition</b></p> <p><b>Vocabulary:</b> innovative, cross-sectional diagrams, exploded diagrams, pulleys, gears, cams, linkages,</p>	<p style="text-align: center;"><b>Viking artefacts</b></p> <p><b>E1:</b> I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</p> <p>Viking shields/swords Viking long house model Viking broaches</p>	<p style="text-align: center;"><b>Bridges</b></p> <p><b>R&amp;D2:</b> I can create cross-sectional and exploded diagrams to model and communicate my ideas</p> <p><b>M1:</b> 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><b>M2:</b> I can understand and use mechanical systems in my products (e.g. gears, pulleys, cams, levers and linkages.)</p>	<p style="text-align: center;"><b>Ancient and Modern Olympic medals</b></p> <p><b>R&amp;D1:</b> 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 Olympic torches and crowns</p>

			Designs and make a bridge - pulleys, levers, linkages. A cross section of a River- make and label a model.		
			<b>Bridges</b> - Henry Marc Brunel, (27 June 1842-1903) , & Sir John Wolfe-Barry (7 December 1836 -1918)- engineered the Tower Bridge – LONDON	Zaha Hadid, (31 October 1950- 2016) : British Iraqi architect Architectural style: De-constructivism  Antoni Gaudí , (1852-1926) Spanish architect known as the greatest exponent of Catalan Modernism.	
<h1>Computing</h1> <p>Computer Skills/ Word Processing Programming E-Safety</p> <p><b>Vocabulary:</b> web browser, web page, binary</p>	<p>CS1: I can confidently type with both hands.</p> <p>ES1: I can identify spam emails and advertisements</p> <p>ES4: I understand the effects of cyberbullying and how to report it.</p>	<p>ES2: I can identify reliable images and videos compared to edited versions.</p> <p>ES3: I understand how to respond to privacy notices and cookies.</p>	<p>CS2: I can create simple databases.</p> <p>P1: I can design new sprites and backgrounds in Scratch which can interact with each other.</p> <p>P2: I can program point scoring and costume changes in Scratch.</p>	<p>CS3: I can create multi-modal presentations.</p>	<p>CS4: I can identify and explore how information is shared between digital systems.</p> <p>P3: I can begin to use simple commands to program in Python</p> <p>P4: I can solve problems within my own code.</p>
<h1>Music</h1> <p><b>Vocabulary:</b> 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 <b>ostinato</b> is a repeated pattern that is played throughout a piece of music.</p> <p>Repeat in Summer Term.</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 <b>timbre</b> means the character of the sound that helps me identify different voices and instruments in a piece of music</p> <p>Repeat in Summer Term</p>	<p>I understand that <b>texture</b> means the layers of sound (how thick or thin the music is.)</p> <p>I understand that an ostinato is a repeated pattern that is played throughout a piece of music.</p> <p>I can perform my own composition as part of an ensemble</p>

# Spanish

**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.

I can count in 10's to 100

I can name different shops on the high street.

I can appreciate similarities and differences between Christmas celebrations in Spain and England.

I can make a traditional Christmas sweet

I can name my favourite hobby or sport

I can talk about the weather today

I can talk about breakfast  
I can talk about the ingredients to make a Spanish dessert

When ordering food, I can use the Connectives y (and), pero (but) tambien (also)

I can tell someone where I live.

I can ask for directions

I can discuss the differences and similarities between England and Spain.

I can understand a short story using familiar vocabulary

I can memorise a short rhyme