

Long/Medium term planning

Year 5

Term: Term 1

<p>Title: Footprints in the Sand Text: The Red Pyramid Film: Song: Trip: Horrible Histories 'Awful Egyptians'</p>							
	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7
English Genre/ English Comprehension	<p>The Red Tree Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Plan his/her writing by discussing and recording ideas Use paragraphs to organise ideas around a theme Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2) Maintain positive attitudes to</p>	<p>Diary Entry – 3 hours Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar Plan his/her writing by discussing and recording ideas Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) Draft and write by organising paragraphs around a theme Draft and write in narratives, creating settings, characters and plot with consideration for</p>	<p>Instruction Text – 4 hours Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar Plan his/her writing. Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g.</p>	<p>Non – Chronological Report – 4 hours Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar Plan his/her writing. Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) Draft and write non-narrative material, using simple organisational devices Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Retrieve, record and present information from non-fiction</p>	<p>Non – Chronological Report – 4 hours Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar Plan his/her writing. Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) Draft and write non-narrative material, using simple organisational devices Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Retrieve, record and present information from non-fiction</p>	<p>Persuasive Text – Tourism piece – 3 hours Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar Plan his/her writing. Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) Plan his/her writing by discussing and recording ideas Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</p>	<p>Persuasive Text – Tourism piece – 4 hours Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar Plan his/her writing. Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p>

	<p>reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination</p>	<p>the audience and purpose Draft and write non-narrative material, using simple organisational devices Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</p>	<p>nearby and number e.g. secondly or tense choices e.g. he had seen her before Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must. Retrieve, record and present information from non-fiction</p>				
English Grammar	<p>Plural and possessive</p> <p>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</p> <p>Understands the grammatical difference between plural and possessive -s</p> <p>GAP ANALYSIS- 30 mins</p>	<p>Verb inflections</p> <p>Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done</p> <p>GAP ANALYSIS- 30 mins</p>	<p>Expanded noun phrases</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair</p> <p>GAP ANALYSIS- 30 mins</p>	<p>Expanded noun phrases</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair</p> <p>GAP ANALYSIS- 30 mins</p>	<p>Fronted adverbials</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p> <p>GAP ANALYSIS- 30 mins</p>	<p>Paragraphs</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p> <p>GAP ANALYSIS- 30 mins</p>	<p>Pronouns</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p> <p>GAP ANALYSIS- 30 mins</p>
English Reading (DR/DSR) Read aloud and understand the meaning of new	Set up albums – 2 hours	Recap on strands – 3 hours	Recap on strands – 3 hours	Clarifying – 3 hours Understand what he/she reads by drawing inferences	Questioning – Understand what he/she reads by asking questions to improve his/her	Evaluating – 3 hours Discuss and evaluate how	Making links - 3 hours Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on

words that he/she meets linked to the expectations of year 5 spelling Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes				<p>such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context</p> <p>Distinguish between statements of fact and opinion</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously</p>	<p>understanding of complex texts</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously</p> <p>3 hours</p>	<p>authors use language, including figurative language, considering the impact on the reader</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously</p>	his/her own and others' ideas and challenging views courteously
English Spelling	<p>Prefixes in, im, il, l-, r, sub, inter, super, anti and auto – 30 mins</p> <p>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</p> <p>Yr 4 target recapping</p>	<p>Prefixes in, im, il, l-, r, sub, inter, super, anti and auto – 30 mins</p> <p>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</p> <p>Yr 4 target recapping</p>	<p>Prefixes in, im, il, l-, r, sub, inter, super, anti and auto – 30 mins</p> <p>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</p> <p>Yr 4 target recapping</p>	<p>G (gue) and k (que) - 30 mins</p> <p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique</p> <p>Yr 4 target recapping</p>	<p>S spelt 'sc' - 30 minutes</p> <p>Spell words with the 's' sounds spelt 'sc' e.g. science, scene</p> <p>Yr 4 target recapping</p>	<p>Suffix – ation</p> <p>Understand and add suffixes -ation, -ous</p> <p>30 mins</p>	<p>Suffix – ous – 30 min</p> <p>Understand and add suffixes -ation, -ous</p> <p>Yr 4 target recapping</p>
Maths	<p>Place Value</p> <p>Whole numbers/ ordering numbers</p> <p>Read, write, order and compare numbers to at least 1 000 000 and</p>	<p>Negative numbers / rounding</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and</p>	<p>Place Value</p> <p>Decimals – Ordering/ money/ negative</p> <p>Read, write, order and compare numbers to at least</p>	<p>Place Value</p> <p>Decimals – Ordering/ money/ negative</p> <p>Read, write, order and compare numbers to at least 1 000 000 and</p>	<p>Measure – Mass and Length (converting)</p> <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre;</p>	<p>Measure – Mass and Length (converting)</p> <p>Use all four operations to solve problems involving measure e.g. length, mass, volume,</p>	<p>Addition and Subtraction</p> <p>Add and subtract numbers mentally with increasingly large numbers</p> <p>Add and subtract whole numbers with more than 4 digits, including</p>

	<p>determine the value of each digit.</p> <p>Solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding</p> <p>4 hours</p>	<p>negative whole numbers, including through zero.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>5 hours</p>	<p>1 000 000 and determine the value of each digit.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>5 hours</p>	<p>determine the value of each digit.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>5 hours</p>	<p>centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>4 hours</p>	<p>money using decimal notation, including scaling</p> <p>5 hours</p>	<p>using formal written methods (columnar addition and subtraction)</p> <p>5 hours</p>
Science	<p>Materials and properties – solutions</p> <p>Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>2 hours</p>	<p>Change of state and dissolving</p> <p>Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>2 hours</p>	<p>Reversible changes</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>2 hours</p>	<p>irreversible changes – heating and cooling</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>2 hours</p>	<p>Irreversible changes – Burning</p> <p>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> <p>2 hours</p>	<p>Compare and group materials</p> <p>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</p> <p>2 hours</p>	<p>Plan and carry out an experiment related to materials and their properties</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus)</p> <p>Take measurements. (Year 5 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus)</p> <p>Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)</p>

							Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 5 focus)
							3 hours
ICT	<p>Egyptian fact finding and presentation.</p> <p>Use filters in search technologies effectively</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience</p> <p>1 hour</p>	<p>Egyptian fact finding and presentation.</p> <p>Use filters in search technologies effectively</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience</p> <p>1 hour</p>	<p>Egyptian fact finding and presentation.</p> <p>Use filters in search technologies effectively</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience</p> <p>1 hour</p>	<p>Egyptian fact finding and presentation.</p> <p>Use filters in search technologies effectively</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience</p> <p>1 hour</p>	<p>Egyptian fact finding and presentation.</p> <p>Use filters in search technologies effectively</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience</p> <p>1 hour</p>	<p>Egyptian fact finding and presentation.</p> <p>Use filters in search technologies effectively</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience</p> <p>1 hour</p>	<p>Use filters in search technologies effectively</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience</p> <p>1 hour</p>
History	<p>KWL – Ancient Egyptians</p> <p>Make comparisons between aspects of periods of history and the present day</p> <p>1 hour</p>	<p>Pyramids fact finding and posters.</p> <p>Present findings and communicate knowledge and understanding in different ways</p>			<p>Compare sources of information available for the study of different times in the past</p> <p>Make comparisons between aspects of periods of history and the present day</p> <p>Evaluate the usefulness of a variety of sources</p> <p>1 ½ hour</p>		<p>Understand that the type of information available depends on the period of time studied</p> <p>Present findings and communicate knowledge and understanding in different ways</p> <p>1 ½ hour</p>
Geography		<p>Examining the Nile and how it's uses have changed</p>	<p>Comparing ancient times with modern day.</p>	<p>Looking at the effect of tourism on the Nile</p>			

Music			<p>Composing a ceremonial piece for the goods using percussion instruments and simple notations .</p> <p>Understand how pulse, rhythm and pitch work together.</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>40 mins</p>	<p>Composing a ceremonial piece for the goods using percussion instruments and simple notations</p> <p>Compose complex rhythms from an increasing aural memory.</p> <p>40 minutes</p>		<p>Composing a ceremonial piece for the goods using percussion instruments and simple notations.</p> <p>Compose complex rhythms from an increasing aural memory.</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p>45 mins</p>	<p>Composing a ceremonial piece for the goods using percussion instruments and simple notations.</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p>45 mins</p>
PE	<p>Real PE – Social Cog & Egyptian Dance Nightingale - Swimming Nelson - 6:0 Involve others and motivate those around them. Give and receive sensitive feedback to improve themselves and others.</p> <p>Negotiate and collaborate appropriately. Cooperate well with others and give helpful feedback.</p> <p>Help organise roles and responsibilities and guide a group through a task.</p> <p>Fundamental Skills – Dynamic Balance: On the line.</p>	<p>Real PE – Social Cog & Egyptian Dance Nightingale - Swimming Nelson - 6:0 Involve others and motivate those around them.</p> <p>Give and receive sensitive feedback to improve themselves and others.</p> <p>Negotiate and collaborate appropriately.</p> <p>Cooperate well with others and give helpful feedback.</p> <p>Help organise roles and responsibilities and guide a group through a task.</p> <p>Fundamental Skills – Dynamic Balance: On the line.</p>	<p>Real PE – Social Cog & Egyptian Dance Nightingale - Swimming Nelson - 6:0 Involve others and motivate those around them.</p> <p>Give and receive sensitive feedback to improve themselves and others.</p> <p>Negotiate and collaborate appropriately.</p> <p>Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and guide a group through a task.</p> <p>Fundamental Skills – Dynamic Balance: On the line.</p>	<p>Real PE – Social Cog & Egyptian Dance Nightingale - Swimming Nelson - 6:0 Involve others and motivate those around them.</p> <p>Give and receive sensitive feedback to improve themselves and others.</p> <p>Negotiate and collaborate appropriately.</p> <p>Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and guide a group through a task.</p> <p>Fundamental Skills – Dynamic Balance: On the line. Counter Balance: With a partner</p>	<p>Real PE – Social Cog & Egyptian Dance Nightingale - Swimming Nelson - 6:0 Involve others and motivate those around them.</p> <p>Give and receive sensitive feedback to improve themselves and others.</p> <p>Negotiate and collaborate appropriately. Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and guide a group through a task.</p> <p>Fundamental Skills – Dynamic Balance: On the line. Counter Balance: With a partner Games –</p>	<p>Real PE – Social Cog & Egyptian Dance Nightingale - Swimming Nelson - 6:0 Involve others and motivate those around them.</p> <p>Give and receive sensitive feedback to improve themselves and others.</p> <p>Negotiate and collaborate appropriately.</p> <p>Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and guide a group through a task.</p> <p>Fundamental Skills – Dynamic Balance: On the line. Counter Balance: With a partner</p>	<p>Real PE – Social Cog & Egyptian Dance Nightingale - Swimming Nelson - 6:0 Involve others and motivate those around them.</p> <p>Give and receive sensitive feedback to improve themselves and others. Negotiate and collaborate appropriately.</p> <p>Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and guide a group through a task.</p> <p>Fundamental Skills – Dynamic Balance: On the line. Counter Balance: With a partner</p> <p>Games – River Crossing, Kabadi, Round Robin Tournament</p> <p>2 hours</p>

	Counter Balance: With a partner Games – River Crossing, Kabadi, Round Robin Tournament 2 hours	Counter Balance: With a partner Games – River Crossing, Kabadi, Round Robin Tournament 2 hours	Counter Balance: With a partner Games – River Crossing, Kabadi, Round Robin Tournament 2 hours	Games – River Crossing, Kabadi, Round Robin Tournament 2 hours	River Crossing, Kabadi, Round Robin Tournament 2 hours	Games – River Crossing, Kabadi, Round Robin Tournament 2 hours	
PSHE		Being in my world – Jigsaw – 40 mins	Being in my world – Jigsaw – 30 mins	Being in my world – Jigsaw – 30 mins		Being in my world – Jigsaw – 45 mins	Being in my world – Jigsaw – 25 mins
MFL	All around town – 15 mins	All around town – 20 mins	All around town – 20 mins	All around town – 20 mins		All around town – 30 mins	All around town – 20 mins
IDEAS							
TRIPS/VISITORS					Horrible Histories - Awful Egyptains		
TOTAL TIME	19 ½ hours	24 hours	24 hours	24 hours	19 ½ hours	24 hours	24 hours