

2023-2024

Year 5 LTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Experiences/ Opportunities	Greek Day - Portals to the past.		Mayans	Kew Gardens	Ironbridge residential		
Reading	<p>Who let the gods out</p>     <p>National Geographic: Everything Mythology</p> <p>You wouldn't want to be a slave in Ancient Greece</p>		<p>The Polar Bear Explorers Club</p>   <p>Shackleton's Journey</p>  <p>Amazing Expeditions: Journeys that changed the world</p>		<p>Cogheart</p> 		

Pupils should be taught to:

apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet

Pupils should be taught to maintain positive attitudes to reading and an understanding of what they read by:

*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

*reading books that are structured in different ways and reading for a range of purposes

*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

*recommending books that they have read to their peers, giving reasons for their choices

*identifying and discussing themes and conventions in and across a wide range of writing

*making comparisons within and across books

*learning a wider range of poetry by heart

*preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Pupils should be taught to understand what they read by:

*checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

*asking questions to improve their understanding

*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

*predicting what might happen from details stated and implied

*summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

*identifying how language, structure and presentation contribute to meaning

*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

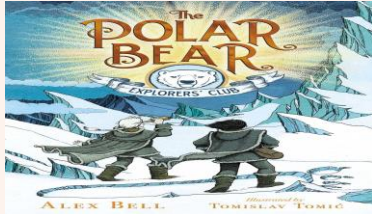
*distinguish between statements of fact and opinion

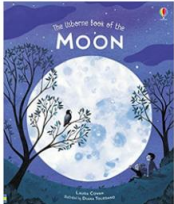


*retrieve, record and present information from non-fiction

*participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

*explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

*provide reasoned justifications for their views

<p>Writing</p>	<p><u>Writing to Inform:</u></p> <p>Descriptive writing of Greek gods and mythical creatures Non-fiction writing based on ancient Greek Life</p> <p>Structure of ancient Greek myths - planning and writing own Greek myth</p> <p><u>Writing to Entertain:</u></p> <p>First Person narrative based on Shackleton's Journey Poetry</p> <p><u>Writing to Persuade:</u></p> <p>Interview process Letter of application</p>	 <p><u>The Polar Bears Explorers Club</u></p> <p>Writing to Inform:</p> <p>Writing to entertain:</p> <p>Non-chronological reports Newspaper report</p>	<p>Writing to Inform:</p> <p>Information text on Zeppelins Inventions: Whitby Abbey: Setting description</p> <p>Writing to entertain:</p> <p>Cogheart writing opportunities</p> <p>Writing to Persuade:</p> <p>Blists Hill Radio adverts Formal Letter writing: Ironbridge</p>
<p>SPAG</p>	<p><u>SPAG Focus:</u></p> <p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) Verb prefixes (dis-, de-, mis-, over- and re-) <u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must) <u>Text</u> Devices to build cohesion within a paragraph (then, after that, this, firstly)</p>	<p><u>SPAG Focus:</u></p> <p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) Verb prefixes (dis-, de-, mis-, over- and re-) <u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must) <u>Text</u> Devices to build cohesion within a paragraph (then, after that, this, firstly)</p>	<p><u>SPAG Focus:</u></p> <p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) Verb prefixes (dis-, de-, mis-, over- and re-) <u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must) <u>Text</u> Devices to build cohesion within a paragraph (then, after that, this, firstly)</p>

	Linking ideas across paragraphs using adverbials of time <u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity		Linking ideas across paragraphs using adverbials of time <u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity		Linking ideas across paragraphs using adverbials of time <u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	
Maths	Place Value Addition and Subtraction Multiplication and Division Fractions A -		Multiplication and Division Fractions B Decimals and percentages Perimeter and area Statistics		Shape Position and Direction Decimals Number - negative numbers Converting units Measurement - Volume	
Science	Earth, Moon and Sun 	Sound	Materials	Forces 	Life Cycles- Reproduction - plants 	Life Cycles- Reproduction - animals and insects
Geography		South America		Biomes of the world		Guildford compared to Ironbridge

History	<u>Ancient Greece</u> <i>How was Ancient Greek life different from our own? What effect did it have on the western world?</i>		<u>Maya</u> <i>What was everyday life like in the Maya civilisation compared to the Saxons and how do we know? Who was the better civilization: the Vikings, or the Maya?</i>		<u>Victorians</u> . What were the benefits and disadvantages of the Industrial Revolution?	
Art		<u>Drawing</u> Focus Artist: <u>Lorien Stern</u>	<u>Maya art</u> Focus Artist: Dan Fenelon			<u>Sculpture</u> Focus Artist: Charles Rennie -Mackintosh
DT	<u>Ancient Greece - marble labyrinths</u> Construction			<u>Shackleton - making energy bars for a polar scientist.</u> Food	<u>Ironbridge - make cloth bags to carry Jackfields tiles.</u> Textiles and Materials	
Computing	<u>Search engines</u> <u>Online Safety</u> Online protection	<u>Programming music</u> <u>Online Safety</u> Online communication	<u>Mars Rover 1</u> <u>Online Safety</u> Online reputation	<u>Micro:bit (5 lessons)</u> <u>Online Safety</u> Online bullying	<u>Stop motion animation</u> <u>Online Safety</u> Online health	<u>Mars Rover 2</u> <u>Online Safety</u>
PE	Netball	Football	Sportshall athletics	Handball	Athletics	Tennis

Dance	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 					
PSHE	Physical health and wellbeing: In the media	Identity, society and equality: Stereotypes, discrimination and prejudice.	Keeping safe and managing risk: Making safer choices.	Mental health and emotional wellbeing: Dealing with feelings.	Drug, alcohol and tobacco education: Different influences.	Careers, financial capability and economic wellbeing: Borrowing and earning money. Puberty Lesson1 Talking about puberty Lesson 2 Reproductive system Lesson 3 Help and support
Music Yellow = Listening	English Folk Song Suite, <u>Vaughan Williams</u> (20th Century) Symphonic Variations on an African Air, <u>Coleridge-Taylor</u> (20th Century) Music led by outside agency - dancing and singing techniques	This Little Babe from Ceremony of Carols, <u>Britten</u> (20th Century) Jai Ho from Slumdog Millionaire, <u>A. R. Rahman</u> (21st Century) Music led by outside agency - dancing and singing techniques	O Euchari, <u>Hildegard</u> (Early) Hallelujah from Messiah, <u>Handel</u> (Baroque) Music led by outside agency - dancing and singing techniques	Rondo alla Turca, <u>Mozart</u> (Classical) Symphony No. 5, <u>Beethoven</u> (Classical) Music led by outside agency - dancing and singing techniques	Night on a Bare Mountain, <u>Mussorgsky</u> (Romantic) Mars from The Planets, <u>Holst</u> (20th Century)	Bolero, <u>Ravel</u> (20th Century) For the Beauty of the Earth, <u>Rutter</u> (20th Century) Night Ferry, <u>Anna Clyne</u> (21st Century) Music led by outside agency - dancing and singing techniques

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RE	How did the church begin?	Why should Hindus have a good life?	What do Christians believe about creation?	Why is the idea of Rescue so important to Christians?	What helps Muslims to live a good life?	What can be done to reduce racism? Can RE help? OR Is life a journey?
Forest School/ Outdoor Learning	Fire circle safety and FS rules. Free exploration Mud exploration Bug hunting	Leaf art Tool use Seasonal changes	Shelter building Tracking	Bird feeders Wild art Plant it, grow it, eat it	Plant it, grow it, eat it	Seasonal changes Fire lighting