



Y5	Autumn Term Beside the Seaside			Spring Term Egypt			Summer Term Local Area - York		
Maths (STEM)	Place Value Addition & Subtraction Multiplication & Division		Multiplication & Division Geometry Graphs	Measure (length & mass) Fractions	Decimals Multiplication & Division		Fractions Percentages Measure (time/temperature)	Area and Perimeter Volume Position & Movement Roman Numerals	
Science (STEM)	Earth and Space		Forces	Properties and changes of Materials	Properties and changes of Materials		Animals, including Humans	Living things and their habitats	
Computing (STEM)	Coding (2Code)	Online Safety Skills (2Connect, 2Paint a Picture)	Spreadsheets Skills (2Calculate )	Databases Skills (2Question, 2Investigate)	Game Creator Skills (2DIY 3D)		3D Modelling Skills (2Design and Make)	Concept Skills (2Connect)	
Design & Technology (STEM)	D & T Element – Structures Build different bridges and the structures which support them			D & T Element – Mechanisms & Computer-aided design Moving toy based on animals/ ancient gods using CAD			D & T Element – Cooking & Nutrition Biscuit creations		



## LTP & National Curriculum Coverage 2020/2021

<b>English Reading (ARTS)</b>	<b>Key Texts:</b> Kensuke's Kingdom (Michael Morpurgo) Floodland (Marcus Sedgwick)  <b>Further reading experiences: guided reading lessons etc...</b>  Recycling (n-f) Bonfire Night (n-f) Newspaper articles Persuasive Adverts Persuasive Letters Poetry Day		<b>Key Texts:</b> Secrets of a Sun King (Emma Carroll)  <b>Further reading experiences: guided reading lessons etc...</b> Skipping Day (n-f) 'Daffodils' poem Planet Earth (n-f) Sir Isaac Newton (n-f) Space Poems Travel Brochures/ Leaflets Blogs/ Vlogs		<b>Key Texts:</b> The Secret Garden (Frances Hodgson Burnett)  <b>Further reading experiences: guided reading lessons etc...</b> The Highwayman poem (York topic)  A variety of comprehensions have been used for Home Learning this year including:  Garden Birds (Twinkl n-f information text) The Contraption (Literacy Shed, story) The Wexbridge Crier (Literacy Shed Newspaper Articles)
<b>English Writing (ARTS)</b>	<b>Writing Experiences</b> (Text – Kensuke's Kingdom) <ul style="list-style-type: none"> <li>• Adventure Story</li> <li>• Sea Shanties</li> </ul> (Text – Floodland) <ul style="list-style-type: none"> <li>• Newspaper Reports</li> <li>• Persuasive Adverts</li> <li>• Persuasive Letters</li> <li>• Poetry Day</li> </ul>		<b>Writing Experiences</b> (Text – Secrets of a Sun King) <ul style="list-style-type: none"> <li>• Story with historical setting</li> <li>• Space Poem</li> </ul> Travel Brochure/ Leaflet <ul style="list-style-type: none"> <li>• Blogs/ Vlogs</li> </ul>		<b>Writing Experiences</b> (Text - The Secret Garden) <ul style="list-style-type: none"> <li>• Non-Chron Report – Plastic Pollution</li> <li>• Short Story</li> <li>• Setting Description</li> </ul> (Text – The Highwayman)
<b>Art &amp; Design (ARTS)</b>	Drawing Scenery Sketch Local artist - Tess Willoughby	Painting Recreation of The Great Wave Artist - Kanagawa	Sculpture Scratch Art – Greek Pot	Collage and Textiles Mixed Media Art	Printing Print in the style of Miro's work
<b>Music (ARTS)</b>	Classroom Jazz 1 – Charanga Jazz, bossa nova, swing,		Fresh Prince of Bel Air – Charanga Music Hip Hop, rap,		Reflect. Rewind. Replay – Charanga Classical - Contemporary



# Gladstone Road Primary School Year 5

## LTP & National Curriculum Coverage 2020/2021

PE (ARTS)	6 weeks Real PE Unit 1 6 weeks Gymnastics T 6 weeks Real PE Unit 2 Games – Invasion games netball		6 weeks Real PE Unit 3 6 weeks Dance 6 weeks Real PE Unit 4 Games - athletics		6 weeks Real PE Unit 3 6 weeks Gymnastics U 6 weeks Real PE Unit 4 Games - Striking and Fielding rounders	
MFL (ARTS)	That's Tasty		School Life		Time Travelling	
Geography (HUMANITIES)	Coastlines  (Physical geography and U.K. locational knowledge focus)		Rivers and Deserts  (physical geography and the world locational knowledge focus)		Germany study (Osterode – Niedersachsen region) (place knowledge focus)	
History (HUMANITIES)	Coasts – HOLBECK HALL		Egypt		Local Area – Scarborough –Victorian link/industrial revolution/ GRPS – Victorian era	
PSHE (HUMANITIES)	Me and My Relationships	Keeping Myself Safe	My healthy Lifestyle	Me and My Future	Becoming and Active Citizen	
RE (HUMANITIES)	U2.1 Why do some people thinks God exists? Religions Studied: Christianity Humanist		U2.4 If God is everywhere why go to a place of worship? Religions Studied: Christianity Humanist Judaism		U2.6 What does it mean to be a Muslim in Britain today? Religions Studied: Islam	



Upper KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y5</b>	<u>Properties and changes of Materials</u> Compare and group material on the basis of their properties, including hardness, solubility, transparency, conductivity and responses to magnets. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including sieving, filtering and evaporating. Give reasons based on comparative and fair test, for particular uses of materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible Some changes result in the formation of a new material, and are not reversible.		<u>Earth and Space</u> Describe the movement of the earth and other planets relative to the sun. Describe the movement of the moon relative to earth. Describe the sun, earth and moon as spherical bodies. Use the ideas about the earth's rotation to explain day and night and the apparent movement of the sun across the sky.	<u>Forces</u> Explain that unsupported objects fall towards earth because of gravity acting between earth and the object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have greater effect.	<u>Animals, Including humans</u> Describe the changes as humans develop to old age.	<u>Living things and their habitats.</u> Describe the differences in lifecycles of mammals, amphibians, insects and birds. Describe the life process of reproduction in some plants and animals.

KS2 Y5 Units	Autumn Term ( 14 weeks)	Spring Term ( 11 weeks)	Summer Term ( 14 weeks)
	<p>Place Value (numbers to 1 000 000) – 3 weeks (includes time for Review 1) MNP Lessons Chapter 1 – 1 to 12</p> <p><b><u>Progression of skills</u></b></p> <p>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>count forwards or backwards in steps of powers of 10 for any given number up to 1000 000</p> <p>L8 To be able to make and identify patterns in numbers using knowledge of place value.</p> <p>L9 To be able to make number patterns that decrease in multiples of 10 000 or 100 000</p> <p>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>L1 L2 To be able to read and represent numbers to 100 000.</p> <p>L3 To be able to read and represent numbers to 1 000 000 using number discs.</p> <p>L4 L5 To be able to compare numbers to 1 000 000 using place value.</p> <p>L6 To be able to compare numbers to 1 000 000 using pictorial representations and proportionality.</p> <p>L7 To be able to compare numbers to 1 000 000 from pictorial representations, using lists and number lines.</p> <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (copied from Fractions)</p> <p>round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000</p> <p>L10 L11 To be able to round numbers to the nearest 10 000 using number lines and bar graphs.</p>	<p>Measurements – 2 weeks length and mass MNP Lessons Chapter 11 – 1 to 8</p> <p><b><u>Progression of skills</u></b></p> <p>use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.</p> <p>L4: To be able to solve problems by converting units of length.</p> <p>convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>L1 L3: To be able to convert units of length.</p> <p>L2: To be able to convert units of length, including centimetres and metres</p> <p>L5 L7: To be able to convert units of mass.</p> <p>L6: To be able to convert units of mass, including grams into kilograms.</p> <p>understand and use equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>L8: To be able to convert units of mass, including kilograms and pounds.</p>	<p>Fractions – 3 weeks (includes time for Review 6 and Revision 2) MNP Lessons Chapter 6 – 12 - 18</p> <p><b><u>Progression of skills</u></b></p> <p>add and subtract fractions with the same denominator and multiples of the same number</p> <p>L12: To be able to subtract fractions with different denominators; to be able to subtract fractions from whole numbers.</p> <p>L13: To be able to subtract fractions where the denominators are not the same; to be able to use bar models as a key strategy for subtracting fractions.</p> <p>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number (e.g. <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>)</p> <p>L14 To be able to subtract fractions and mixed numbers from mixed numbers with different denominators.</p> <p>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>L15: To be able to multiply fractions by whole numbers creating other fractions, mixed numbers or improper fractions.</p> <p>L16: To be able to multiply fractions by whole numbers where the product is an improper fraction or mixed number.</p> <p>L17: To be able to multiply mixed numbers by whole numbers, creating larger mixed numbers.</p> <p>solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}</math> and those with a denominator of a multiple of 10 or 25.</p>



	<p>L12 To be able to round numbers to the nearest 100, 1000, 10 000 and 100 000 using number lines.</p> <p><i>round decimals with two decimal places to the nearest whole number and to one decimal place (copied from Fractions)</i></p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>L13 To be able to apply knowledge of numbers to 1 000 000 to solve problems.</p>		<p>L18: To be able to multiply mixed numbers by whole numbers in multi-step word problems.</p> <p>L19: To be able to apply knowledge of fractions to solve problems.</p>
	<p><b>Whole Numbers: Addition and Subtraction – 2 weeks (time for Review 2 needed)</b>  <b>MNP Lessons Chapter 2 – 1 to 10</b>  <b><u>Progression of skills</u></b></p> <p>add and subtract numbers mentally with increasingly large numbers</p> <p>L1 To be able to add using the 'counting on' strategy with concrete materials and number lines.</p> <p>L2 To be able to subtract using the 'counting backwards' strategy with concrete materials.</p> <p>L7 To be able to add and subtract using number bonds as a key strategy and numbers within 1 000 000.</p> <p>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>L3 To be able to add numbers within 1 000 000 using rounding and concrete materials.</p> <p>L5 To be able to add numbers within 1 000 000 using the column method of addition.</p> <p>L6 To be able to subtract using the column method, number bonds and number discs using numbers to 1 000 000.</p> <p>L9 To be able to subtract numbers to 1 000 000 using concrete materials, the column method and number bonds.</p> <p><i>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</i></p>	<p><b>Fractions – 4 weeks</b>  <b>MNP Lessons Chapter 6 – 1 to 11</b>  <b><u>Progression of skills</u></b></p> <p>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt; 1 as a mixed number (e.g. <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>)</p> <p>L1: To be able to divide whole numbers to create fractions; to be able to create mixed numbers and improper fractions when dividing whole numbers.</p> <p>L2: To be able to write improper fractions and mixed numbers using a number line and pictorial methods.</p> <p>L6: To be able to compare mixed numbers using pictorial representations; to be able to find common denominators where one fraction is already the common denominator for all fractions in the question.</p> <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence)</p> <p>compare and order fractions whose denominators are all multiples of the same number</p> <p>L4 L5: To be able to compare and order fractions using the pictorial method.</p> <p>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>L3: To be able to find equivalent fractions using pictorial methods.</p>	<p><b>Percentage – 2 week</b>  <b>MNP Lessons Chapter 8 – 1 to 3</b>  <b><u>Progression of skills</u></b></p> <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence)</p> <p>recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator 100 as a decimal fraction</p> <p>L1: To be able to compare quantities.</p> <p>L1: To be able to compare fractions, decimals and percentages.</p> <p>L1: To be able to convert fractions to decimals and percentages.</p> <p>solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}</math> and those with a denominator of a multiple of 10 or 25.</p> <p>L2 L3: To be able to convert values of an amount into percentages.</p> <p>L2 L3: To be able to convert fractions into percentages.</p> <p>L4: To be able to apply knowledge of percentages to solve problems.</p>





<p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>L4 To be able to use addition and subtraction to solve comparison problems with numbers to 1 000 000.</p> <p>L8 To be able to consolidate and refine addition skills and place-value knowledge to solve addition problems.</p> <p>L10 L11 To be able to consolidate and refine subtraction skills and place-value knowledge to solve subtraction problems.</p> <p>L12 To be able to apply knowledge of addition and subtraction of whole numbers to solve problems.</p>	<p>add and subtract fractions with the same denominator and multiples of the same number</p> <p>L7: To be able to make number pairs (number bonds) with fractions with different denominators.</p> <p>L8 L9: To be able to add unlike fractions by finding a common denominator using pictorial methods.</p> <p>L10: To be able to add unlike fractions where the sum is greater than 1, creating mixed numbers or improper fractions.</p> <p>L11: To be able to add unlike fractions, which create improper fractions and mixed numbers that give rise to simplification.</p>	
<p><b>Whole Numbers: Multiplication and Division – 4 weeks (includes time for Review 3)</b>  <b>MNP Lessons Chapter 3 – 1 to 19</b>  <u><b>Progression of skills</b></u>  <i>count forwards or backwards in steps of powers of 10 for any given number up to</i>  <i>1 000 000</i>          (copied from Number and Place Value)</p> <p>multiply and divide numbers mentally drawing upon known facts</p> <p>L8 To be able to multiply 2- and 3-digit numbers by a 1-digit number using multiple strategies.</p> <p>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>L9 L10 To be able to multiply 4-digit numbers by 1-digit numbers with regrouping, using a variety of strategies</p> <p>L11 To be able to multiply a 4-digit number by a 1-digit number, with regrouping from the ones, tens and hundreds, using multiple methods.</p> <p>L 12 To be able to multiply 2-digit numbers by 2-digit numbers using multiple methods.</p> <p>L13 To be able to multiply a 2-digit number by a 2-digit number using multiple methods, including the grid method, number bonds and column method, with regrouping.</p>	<p><b>Decimals – 3 weeks (time for Review 7 needed)</b>  <b>MNP Lessons Chapter 7 – 1 to 15</b>  <b>The 7 sessions on adding and subtracting decimals needs to be reduced.</b>  <b>Additional sessions required on rounding decimals.</b>  <u><b>Progression of skills</b></u></p> <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents          (appears also in Equivalence)</p> <p>L4: To be able to compare tenths and hundredths written as decimals.</p> <p>use all four operations to solve problems involving measure (e.g. <b>length, mass, volume, money</b>) using decimal notation including scaling.</p> <p>solve problems involving numbers up to three decimal places</p> <p>L8: To be able to add and subtract amounts in decimals</p> <p>L9 L11 L13: To be able to add and subtract decimals.</p> <p>L9 L10 L11: To be able to add and subtract amounts in pounds and pence.</p> <p>L12: To be able to add and subtract decimals to find the smallest possible sum and difference.</p> <p>L13: To find number pairs that add up to 1.</p> <p>L14: To be able to add and subtract the perimeter of an object using decimals.</p>	<p><b>Measurements – 2 weeks time and temperature</b>  <b>MNP Lessons Chapter 11 – 9-14</b>  <u><b>Progression of skills</b></u></p> <p>use all four operations to solve problems involving measure (e.g. <b>length, mass, volume, money</b>) using decimal notation including scaling.</p> <p>L15: To be able to apply knowledge of measurements to solve problems.</p> <p>solve problems involving converting between units of time</p> <p>L9 L13: To be able to convert units of time.</p> <p>L10: To be able to convert units of time from days into weeks.</p> <p>L11: To be able to convert units of time./P&gt;</p> <p>L12: To be able to solve problems by converting units of time.</p> <p>L14: To be able to read the temperature on a thermometer.</p>



	<p>L 14 L15 To be able to multiply a 3-digit number by a 2-digit number, using the grid method and column method as key strategies.</p> <p>divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>L 17 To be able to divide 3- and 4-digit numbers by 1-digit numbers, using number bonds and long division as the key methods</p> <p>L18 To be able to divide 4-digit numbers by 1-digit numbers, using number bonds and long division as the key methods.</p> <p>L19 To be able to divide 3-digit numbers by 1-digit numbers, using long division, short division and mental methods that give rise to remainders.</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>L7 To be able to multiply 1- and 2-digit numbers by 10, 100 and 1000.</p> <p>L16 To be able to find thousands, hundreds and tens in a 4-digit number using concrete materials.</p> <p>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>L1 To be able to consolidate and review multiplication; to be able to find the result of multiplying by a number.</p> <p>L2 To be able to consolidate and review multiplication; to be able to find the factors of a given number.</p> <p>L3 To be able to define and find common factors of numbers to 100.</p> <p>Know and use vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>L4 To be able to identify and name the prime numbers; to be able to recognise prime numbers as numbers that only have two factors.</p> <p>L5 To be able to define and determine prime numbers to 100.</p> <p>recognise and use square numbers and cube numbers, and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>)</p>	<p>read, write, order and compare numbers with up to three decimal places</p> <p>L1: To be able to write decimal numbers.</p> <p>L2 L3: To be able to read and write decimals.</p> <p>L5: To be able to order and compare decimals.</p> <p>L6: To be able to compare and order decimals of amounts.</p> <p>round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>L15: To be able to round decimals to the nearest whole number.</p> <p>To be able to round numbers to the nearest tenth.</p> <p>read and write decimal numbers as fractions (e.g. <math>0.71 = \frac{71}{100}</math>)</p> <p>L7: To be able to write fractions as decimals.</p>	
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	<p>L6 To be able to create and determine square and cube numbers</p> <p>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p> <p>L20 To be able to apply knowledge of multiplication and division of whole numbers to solve problems.</p>		
	<p><b>Geometry – 3 weeks (includes time for Review 9)</b></p> <p><b>MNP Lessons Chapter 9 – 1 to 13</b></p> <p><b><u>Progression of skills</u></b></p> <p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>draw given angles, and measure them in degrees (<math>^{\circ}</math>)</p> <p>L2 L4 To be able to measure angles using a protractor.</p> <p>L3 L6 To be able to draw, measure and add angles using a protractor.</p> <p>L7 To be able to draw lines and angles with a high level of accuracy.</p> <p>use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>L8 To describe the sides and angles of both rectangles and squares.</p> <p>L10 To be able to solve problems involving angles in rectangles.</p> <p>L11 L12 To be able to solve problems involving angles</p> <p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>L9 To be able to investigate the angles of various quadrilaterals, including squares and rectangles.</p> <p>L13 To be able to investigate regular polygons.</p> <p>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>L1 To be able to know the names and qualities of acute, right, obtuse and reflex angles.</p>	<p><b>Whole Numbers: Multiplication and Division – 4 weeks (includes time for Review 3)</b></p> <p><b><u>Progression of skills</u></b></p> <p>multiply and divide numbers mentally drawing upon known facts</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p>	<p><b>Area and Perimeter – 2 weeks (time for Review 12 needed)</b></p> <p><b>MNP Lessons Chapter 12 – 1 to 11 (NOTE: Teach lessons 8 and 9 together – TB not needed for L8, discuss to enable children to access only WB)</b></p> <p><b><u>Progression of skills</u></b></p> <p>calculate and compare the area of squares and rectangles including using standard units, square centimetres (<math>\text{cm}^2</math>) and square metres (<math>\text{m}^2</math>) and estimate the area of irregular shapes (also included in measuring)</p> <p>L5: To be able to measure the area of shapes by counting squares.</p> <p>L6: To be able to measure the area of squares.</p> <p>L7: To be able to measure the area of a shape.</p> <p>L8 L9 L10: To be able to measure area in square metres.</p> <p>L11: To be able to make an estimation of area in kilometres.</p> <p>use all four operations to solve problems involving measure (e.g. <b>length, mass, volume, money</b>) using decimal notation including scaling.</p> <p>measure and calculate the <b>perimeter</b> of composite rectilinear shapes in centimetres and metres</p> <p>L1: To be able to find the perimeter of shapes.</p> <p>L2: To be able to find shapes with a specific perimeter.</p> <p>L3: To be able to find the perimeter of different shapes.</p> <p>L4: To be able to use scale diagrams to find the perimeter of a shape.</p>



	<p>identify:</p> <ul style="list-style-type: none"> <li>* angles at a point and one whole turn (total <math>360^\circ</math>)</li> <li>* angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total <math>180^\circ</math>)</li> <li>* other multiples of <math>90^\circ</math></li> </ul> <p>L4 To be able to identify two angles which add up to <math>180^\circ</math> on a straight line</p> <p>L5 To be able to investigate angles that, when combined, make <math>360^\circ</math>.</p>		<p>recognise and use square numbers and cube numbers, and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>)</p> <p>(copied from Multiplication and Division)</p>
	<p><b>Graphs – 2 weeks (includes time for Review 5)</b>  <b>MNP Lessons Chapter 5 – 1,3,4,5,7</b>  <b><u>Progression of skills</u></b>          complete, read and interpret information in tables, including timetables          L1 To be able to read the information presented in a table and interpret its meaning.          L3 To be able to read and respond to tables that have a variety of data sets.          L4 To be able to read and interpret information provided in a line graph where a single line represents the data.          L5 To be able to read and interpret information presented on a line graph where the data is represented by more than one line.</p> <p>solve comparison, sum and difference problems using information presented in a line graph          L7 To be able to read and interpret information presented in a table and turn it into a line graph; to be able to determine relationships between data sets.</p>		<p><b>Volume – 2 weeks (time for Review 13 needed)</b>  <b>MNP Lessons Chapter 13 – 1 to 10</b>  <b><u>Progression of skills</u></b>          estimate volume (e.g. using <math>1\text{ cm}^3</math> blocks to build cubes and cuboids) and capacity (e.g. using water)          L1: To be able to understand the volume of solids.          L3: To be able to find the volume of solids.</p> <p>use all four operations to solve problems involving measure (e.g. <b>length, mass, volume, money</b>) using decimal notation including scaling.          L2: To be able to find the volume of 3-D shapes.          L4: To be able to find the capacity of a cuboid.          L5: To be able to find the capacity of rectangular boxes.          L9 L10 L11: To be able to solve word problems involving volume.</p> <p>convert between different units of measure          L6: To be able to compare and convert units of volume.          L7 L8: To be able to convert units of volume (metric and imperial).</p>
			<p><b>Roman Numerals – 1 week (includes time for Review 14)</b>  <b>MNP Lessons Chapter 14 – 1 to 2</b></p>



# Gladstone Road Primary School Year 5

## LTP & National Curriculum Coverage 2020/2021

			<p><b>NOTE – 2 more lessons needed (children struggle with this chapter)</b></p> <p><b><u>Progression of skills</u></b></p> <p>read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>L1: To be able to write Roman numerals to 1000.</p> <p>L2: To be able to write numbers in their thousands in Roman numerals.</p>
			<p><b>Position and Movement – 1 week (time for Review 10 and Revision 3 needed)</b></p> <p><b>MNP Lessons Chapter 10 – 1 to 5</b></p> <p><b><u>Progression of skills</u></b></p> <p>identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p> <p>L1: To be able to name and plot points.</p> <p>L2: To be able to describe the position of a shape following a translation.</p> <p>L3: To be able to describe movements and reflecting shapes.</p> <p>L4: To be able to describe the movement of a 2-D shape when reflected.</p> <p>L5: To be able to reflect a shape more than once.</p>

Upper KS2	Autumn Term Beside the Seaside			Spring Term Egypt		Summer Term Local Area - York	
	Y5	Coding (2Code)  Skills  ~ Represent a program design and algorithm. ~ Create a program that simulates a physical system using decomposition. ~ Explore string and text variable types so that the most appropriate can be used in programs. ~ Use the Launch command in 2Code Gorilla	Online Safety Skills (2Connect, 2Paint a Picture)  ~Gain a greater understanding of the impact that sharing digital content can have. ~ Review sources of support when using technology and children's responsibility to one another in their online behaviour. ~ Know how to maintain secure passwords.	Spreadsheets Skills (2Calculate)  ~ Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell. ~ Copy and paste within 2Calculate. ~ Using 2Calculate tools to test a hypothesis. ~ Add a formula to a cell to automatically make a calculation in that cell.	Databases Skills (2Question, 2Investigate)  ~ Learn how to search for information in a database. ~ Contribute to a class database. ~ Create a database around a chosen topic.	Game Creator Skills (2DIY 3D)  ~ Set the scene for the game. ~ Create the game environment. ~ Create the game quest. ~ Finish and share the game. ~ Evaluate their and peers' games.	3D Modelling Skills (2Design and Make)  ~ Know about 2Design and Make and the skills of computer aided design. ~ Explore the effect of moving points when designing. ~ Understand designing for a purpose. ~ Understand printing and making.



	<ul style="list-style-type: none"><li>~ Program a playable game with timers and scorepad.</li></ul>	<ul style="list-style-type: none"><li>~ Understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.</li><li>~ Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</li><li>~ Learn about how to reference sources in their work</li><li>~ Search the Internet with a consideration for the reliability of the results of sources to check validity</li></ul>	<ul style="list-style-type: none"><li>~ Using a spreadsheet to model a real-life situation and answer questions.</li></ul>				and present this to an audience.
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# Gladstone Road Primary School Year 5

## LTP & National Curriculum Coverage 2020/2021

		and understand the impact of incorrect information.					
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Upper KS2	Autumn Term Beside the Seaside	Spring Term Egypt	Summer Term Local Area - York
<b>Y5</b> <b>Key person/event</b> Joseph Rowntree and other chocolatiers	<b>D &amp; T Element – Structures</b> <b>Build different bridges and the structures which support them</b>  <u>Skills to be developed:</u> -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 -Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -Investigate and analyse a range of existing products -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures -Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes -Consider the views of others to improve their work -Understand how key events and individuals in design and technology have helped shape the world -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	<b>D &amp; T Element – Mechanisms &amp; Computer-aided design</b> <b>Moving toy based on animals/ ancient gods using CAD</b>  <u>Skills to be developed:</u>	<b>D &amp; T Element – Cooking &amp; Nutrition</b> <b>Biscuit creations</b>  <u>Skills to be developed:</u>



UKS2 Topic	Autumn Term Coasts	Spring Term Ancient Egyptians	Summer Term History of York
Year 5	<p><b>Key Texts:</b> Kensuke's Kingdom (Michael Morpurgo) Floodland (Marcus Sedgwick)</p> <p><b>Further reading experiences: guided reading lessons etc...</b></p> <p>Recycling (n-f) Bonfire Night (n-f) Newspaper articles Persuasive Adverts Persuasive Letters Poetry Day</p> <p><b>Skills to be developed:</b></p> <p>PEE (although we've been told this is more of a hindrance when it comes to them answering SATs Qs, so are looking to bring our approach to answering comprehension Qs more in line with the Y6 approach)</p> <p>Selecting the appropriate evidence/quotes from the text to support a point or opinion</p>	<p><b>Key Texts:</b> Secrets of a Sun King (Emma Carroll)</p> <p><b>Further reading experiences: guided reading lessons etc...</b></p> <p>Skipping Day (n-f) 'Daffodils' poem Planet Earth (n-f) Sir Isaac Newton (n-f) Space Poems Travel Brochures/ Leaflets Blogs/ Vlogs</p> <p><b>Skills to be developed:</b></p> <p>We plan our reading lessons to cover all KOs ('skills') every half term, so each KO will have one or more lessons dedicated to it every half term and can be ticked off in the front of the books.</p> <p>Should we be focusing instead on a particular KO each term?</p>	<p><b>Key Texts:</b> The Secret Garden (Frances Hodgson Burnett)</p> <p><b>Further reading experiences: guided reading lessons etc...</b></p> <p>The Highwayman poem (York topic)</p> <p>A variety of comprehensions have been used for Home Learning this year including:</p> <p>Garden Birds (Twinkl n-f information text) The Contraption (Literacy Shed, story) The Wexbridge Crier (Literacy Shed Newspaper Articles)</p>



Y5

### National Curriculum skills being developed across the year

- 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 one 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.

UKS2 Topic	Autumn Term Coasts	Spring Term Ancient Egyptians	Summer Term History of York
Y5	<p><b>Writing Experiences</b> (Text – Kensuke’s Kingdom)</p> <ul style="list-style-type: none"> <li>• Adventure Story</li> <li>• Sea Shanties</li> </ul> <p>(Text – Floodland)</p> <ul style="list-style-type: none"> <li>• Newspaper Reports</li> <li>• Persuasive Adverts</li> <li>• Persuasive Letters</li> <li>• Poetry Day</li> </ul> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>• Audience &amp; purpose</li> <li>• Describe setting &amp; character</li> <li>• Figurative language</li> <li>• Dialogue to convey character &amp; advance action</li> <li>• Range of organisational &amp; presentational devices</li> <li>• Tense</li> <li>• Proof-reading</li> <li>• Cohesive devices &amp; adverbials</li> <li>• Relative clauses</li> <li>• Parenthesis</li> </ul>	<p><b>Writing Experiences</b> (Text – Secrets of a Sun King)</p> <ul style="list-style-type: none"> <li>• Story with historical setting</li> <li>• Space Poem</li> </ul> <p>Travel Brochure/ Leaflet</p> <ul style="list-style-type: none"> <li>• Blogs/ Vlogs</li> </ul> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>• Audience &amp; purpose</li> <li>• Describe setting &amp; character</li> <li>• Figurative language</li> <li>• Dialogue to convey character &amp; advance action</li> <li>• Develop the plot using atmosphere</li> <li>• Organisational &amp; presentational features</li> <li>• Tense</li> <li>• Proof-reading</li> <li>• Cohesive devices &amp; adverbials</li> <li>• Modal verbs</li> <li>• Relative clauses</li> <li>• Commas</li> <li>• Parenthesis</li> </ul> <p>Colons</p>	<p><b>Writing Experiences</b> (Text - The Secret Garden)</p> <ul style="list-style-type: none"> <li>• Non-Chron Report – Plastic Pollution</li> <li>• Short Story</li> <li>• Setting Description</li> </ul> <p>(Text – The Highwayman)</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>• Audience &amp; purpose</li> <li>• Describe setting &amp; character</li> <li>• Figurative language</li> <li>• Dialogue to convey character &amp; advance action</li> <li>• Develop the plot using atmosphere</li> <li>• Organisational &amp; presentational features</li> <li>• Tense</li> <li>• Proof-reading</li> <li>• Cohesive devices &amp; adverbials</li> <li>• Modal verbs</li> <li>• Relative clauses</li> <li>• Commas</li> <li>• Parenthesis</li> </ul> <p>Colons &amp; semi-colons</p>



### **National Curriculum Skills developed across the year**

#### **Transcription**

- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words, use a thesaurus to find alternative words with the same meaning

#### **Handwriting and presentation**

- write legibly, fluently and with increasing speed

#### **Composition**

- plan for purpose and audience
- draft and write
- evaluate and edit
- proof-read for spelling and punctuation errors

#### **Grammar and punctuation**

- using commas to clarify meaning or avoid ambiguity
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis

Revisited each term to include . , ? ! ' ( ) – “ ” : ;



Upper KS2	Autumn Term Beside the Seaside	Autumn Term Beside the Seaside	Spring Term Egypt	Spring Term Egypt	Summer Term Local area - York	Summer Term Local area - York
Y5	<b>Art Skill – Drawing</b> Scenery Sketch Local artist - Tess Willoughby  <b>Skills to be developed:</b> <ul style="list-style-type: none"> <li>➤ Range of pencils (including different grades of pencil)</li> <li>➤ Experiment with shading techniques (light/dark – pencil)</li> <li>➤ Total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</li> </ul>	<b>Art Skill – Painting</b> Recreation of The Great Wave Artist - Kanagawa  <b>Skills to be developed:</b> <ul style="list-style-type: none"> <li>➤ Mark make with paint (dashes, blocks of colour, strokes, points)</li> <li>➤ Use colours and explore their relationships – e.g. hot and cold colours</li> </ul>	<b>Art Skill – Sculpture</b> Scratch art Greek pot  <b>Skills to be developed:</b> <ul style="list-style-type: none"> <li>➤ Use papier mâché to create a 3D sculpture</li> <li>➤ Shape, form, model and construct from observation</li> <li>➤ Use pipe cleaners/wire to create sculptures of human forms.</li> <li>➤ Adding colour once sculpture is dried</li> <li>➤ Build on previous work with colour by</li> </ul>	<b>Art Skill – Collage and Textiles</b> Mixed Media Art  <b>Skills to be developed:</b> <ul style="list-style-type: none"> <li>➤ Use the techniques of folding, repeating and overlapping with a variety of different collage mediums</li> <li>➤ Investigate and sort colours, textures, qualities before combining in their work</li> <li>➤ Embellish materials</li> </ul>	<b>Art Skill – Printing</b> Print in the style of Miro's work  <b>Skills to be developed:</b> <ul style="list-style-type: none"> <li>➤ Create polystyrene printing blocks to use with roller and ink</li> <li>➤ Make a two-colour print and begin to experiment with additional colours</li> <li>➤ Experiment with screen printing</li> </ul>	





## LTP & National Curriculum Coverage 2020/2021

	<ul style="list-style-type: none"> <li>➤ Interpret the texture of a surface</li> <li>➤ Create depth in a composition through the use of very simple perspective</li> <li>➤ Draw the effect of light on objects and people from different directions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use hue, tint, tone, shades and mood</li> <li>➤ Explore the use of texture in colour</li> <li>➤ Confidently work from direct observation</li> </ul>	<ul style="list-style-type: none"> <li>exploring intensity</li> <li>➤ Explore using limited colour palettes</li> </ul>	<ul style="list-style-type: none"> <li>including textiles to create, textures and patterns</li> </ul>	
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Year 5	Autumn	Spring	Summer
Units of work	Fresh Prince of Bel Air	Classroom Jazz 1	Reflect, Rewind, Replay
Progression in skills			
Listen & Appraise	<p>To listen to and recall a range of sound, and patterns of sounds, confidently.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p>	<p>To recognise and use a range of musical notations including staff notation.</p> <p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians. Contrast the work of a famous composer with another.</p>	<p>To describe, compare and evaluate different types of music beginning to use musical words eg dynamics, tempo, and rhythm. (Su; L3)</p>
Performance: singing & instruments	<p>To sing in unison with clear diction, controlled pitch and sense of phrase. (Su; L2)</p>	<p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. (Su; L2)</p>	<p>To maintain my own part and be aware how the different parts fit together. (Su; L2,4)</p>



## LTP & National Curriculum Coverage 2020/2021

Improvisation & composition	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To recognise and use a range of musical notations including staff notation. (Su; L1, 3,4) To create increasingly complicated rhythmic and melodic phrases within given structures. (Su; L1,4)
Share & evaluate	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To comment on the success of own and others work, suggesting improvements based on intended outcomes. (Su; L2)

Upper KS2	Autumn Term	Spring Term	Summer Term
	Beside the Seaside	Egypt	Local area - York
<b>Y5</b>	<p><b>PE Focus –</b> <i>Co-ordination, static balance, agility, reaction and response; Cognitive and Creative</i></p> <p>Teacher: Real PE Unit 1, Real PE Unit 2</p> <p>HLTAs: Gymnastics (T) and Games (Invasion – netball)</p> <p>Teacher: Fitness /Yoga(extra)</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>~ Have a clear idea of how to develop my own and others' work</li> <li>~ Recognise and suggest patterns of play which will increase chances of success</li> </ul>	<p><b>PE Focus –</b> <i>Dynamic, static and counter balance; Social and applying physical</i></p> <p>Teacher: Real PE Unit 3, Real PE unit 4, HLTAs: Dance and Athletics</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>~ Give and receive sensitive feedback to improve myself and others.</li> <li>~ Begin to negotiate and collaborate appropriately</li> <li>~ Dynamic balance – on a line</li> <li>~ Counter balance in pairs</li> </ul>	<p><b>PE Focus –</b> <i>Co-ordination, agility and static balance; Health and fitness and personal</i></p> <p>Teacher: Real PE Unit 5, Real PE Unit 6, HLTAs: Gymnastics (U) and Games (Striking and fielding – rounders)</p> <p>Teacher: OAA (extra)</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>~ With others, select and perform appropriate warm up and cool down activities.</li> <li>~ Begin to identify possible dangers when planning an activity</li> </ul>



## LTP & National Curriculum Coverage 2020/2021

<ul style="list-style-type: none"> <li>~ Begin to develop methods to outwit opponents</li> <li>~ Co-ordination – ball skills</li> <li>~ Agility, reaction and response</li> <li>~ Respond imaginatively to different situations,</li> <li>~ Adapt and adjust my skills, movements or tactics</li> <li>~ Static balance – seated</li> <li>~ Static balance – floor work</li> <li>~ Show a range of bridges</li> <li>~ Create a sequence joining movements of bridges and rolls</li> <li>~ Travel in different directions</li> <li>~ Move smoothly into and from bridges</li> <li>~ Create a balanced sequence using a variety of levels, speeds and directions</li> <li>~ Transfer and extend onto apparatus</li> <li>~ Demonstrate basic passing and receiving skills using a netball.</li> <li>~ Develop an understanding and knowledge of the basic footwork rule of netball.</li> <li>~ Use good hand/eye co-ordination to pass and receive a ball successfully.</li> </ul>	<ul style="list-style-type: none"> <li>~ Use combinations of skills confidently in sport specific contexts.</li> <li>~ Perform a range of skills in practice situations</li> <li>~ Static balance - 1 leg</li> <li>~ Dynamic balance – jumping and landing</li> <li>~ Show fluency and control when practising the patterns and actions of a chosen dance style</li> <li>~ Show awareness of the music's rhythm and phrasing when improvising</li> <li>~ Listen to others and share ideas with about how to make improvements.</li> <li>~ Begin to take encouragement and advice from others.</li> <li>~ Begin to understand why some activities feel uncomfortable and show a willingness to overcome fears.</li> <li>~ Show enthusiasm for the ideas of others.</li> <li>~ Perform fluent dances that vary in direction, space and rhythm and show characteristics of the different styles, eras and cultures.</li> <li>~ Select and maintain a running pace for different distances.</li> <li>~ Practise throwing with power and accuracy.</li> <li>~ Throw safely and with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>~ Static balance – Stance</li> <li>~ Co-ordination - footwork</li> <li>~ See all new challenges as opportunities to learn and develop.</li> <li>~ Recognise my strengths and weaknesses and can set myself appropriate targets</li> <li>~ Agility – ball chasing</li> <li>~ Co-ordination – sending and receiving</li> <li>~ Identify 5 basic jumps</li> <li>~ Take off and land safely in different directions</li> <li>~ Create a sequence joining three different jumps or a jump and a roll, showing variation in pathway</li> <li>~ Spring from feet to hands and back to feet again</li> <li>~ Partner work – a controlled jump and roll showing contrasting body shapes</li> <li>~ Compose a sequence showing 2 different jumps, landings and rolls, plus 1 action of flight</li> <li>~ Transfer skills safely to apparatus</li> <li>~ Develop and investigate different ways of throwing, and to know when each is appropriate.</li> </ul>
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## LTP & National Curriculum Coverage 2020/2021

<ul style="list-style-type: none"> <li>~ Develop skills in the range of passes – chest pass, overhead pass, bounce pass and understand which pass to use depending on the distance the ball needs to travel.</li> <li>~ Understand the importance of 'getting free' in order to receive a pass.</li> <li>~ Understand how to make space by moving away and coming back and by dodging.</li> <li>~ Be able to demonstrate a range of defending skills and understand how to mark an opponent. ~ To understand how to intercept a pass.</li> <li>~ Learn how to shoot.</li> <li>~ Understand the different positions in a netball team (five-a-side).</li> <li>~ Recognise which positions are attacking and which are defending</li> <li>~ Use and refine the following skills: flexibility, strength, balance, power and mental focus.</li> <li>~ Use breathing techniques as a tool for controlling feelings such as anxiety or anger.</li> <li>~ Listen to others and share ideas with about how to make improvements.</li> <li>~ Begin to take encouragement and advice from others.</li> <li>~ 'Tune out' distractions and direct my attention to the present moment.</li> </ul>	<ul style="list-style-type: none"> <li>~ Demonstrate good running technique in a competitive situation.</li> <li>~ Explore different footwork patterns.</li> <li>~ Understand which technique is most effective when jumping for distance.</li> <li>~ Utilise all the skills learned in a competition.</li> </ul>	<ul style="list-style-type: none"> <li>~ Use ABC (agility, balance, co-ordination) to field a ball well.</li> <li>~ Use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation.</li> <li>~ Use hand-eye coordination to strike a moving and a stationary ball.</li> <li>~ Develop fielding skills and understand their importance when playing a game.</li> <li>~ Learn the different fielding roles and their importance in the game (i.e. backstop, bowler, 1<sup>st</sup> post, 4<sup>th</sup> post, deep fielders)</li> <li>~ Play in a competitive situation, and to demonstrate sporting behaviour (rounders).</li> <li>~ Plan and organise a simple orienteering trail using a variety of map reading and compass skills ~ Make more complex route choices</li> <li>~ Develop skills in unfamiliar and varying terrain</li> <li>~ Apply the skills and safety requirements for survival in an outdoor environment</li> <li>~ Devise appropriate responses to challenges and tasks and adapt to changing circumstances</li> <li>~ Accept responsibility for personal and group safety</li> </ul>
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- ~ Begin to understand why some activities feel uncomfortable and show a willingness to overcome fears.
- ~ Explore my own feelings and the feelings of others.
- ~ Improve my concentration and mood through relaxation techniques.
- ~ Perform yoga sequence that includes a variety of poses including standing, seated and balanced postures.
- ~ Know exercise affects the body in the short-term and long term
- ~ Warm up and prepare appropriately for different activities.
- ~ Explain why physical activity is good for health and well-being.
- ~ Understand that wearing appropriate clothing and being hygienic is good for health and safety.
- ~ Consolidate existing skills and gain new ones.
- ~ Perform actions and skills with more consistent control and quality.
- ~ Measure effects of exercise on pulse rate over time
- ~ Evaluate the effect of differing fitness activity on pulse rate

- ~ Make informed judgements about their own and others performances and use this to improve the quality and variety of their own work using an increasingly wider range of subject vocabulary
- ~ Record, view and evaluate their own performances independently



<b>Real PE vocabulary</b>	Develop, recognise and suggest, success, develop methods, outwit opponents, judge performance, identify strength and weaknesses, awareness of space, good decisions, tactics, adapting and adjusting skills, movements or tactics, different from, in contrast, link actions and develop sequences of movements, express ideas, change tactics, rules or tasks, fun, challenge, perform better, sensitive feedback, negotiate and collaborate, cooperate, organise, guide, competitive situations, combinations of skills, perform fluently and accurately, good body tension, running, jumping and throwing activities, different types and levels of fitness, self-select, perform, warm up and cool down, dangers, safety, health and fitness, expectations, record and monitor, new challenges, strengths and weaknesses, appropriate targets, react positively, persevere, improve, regular practice
<b>Dance/Yoga Vocabulary</b>	compose, create, original, imaginative, expressive, precise, strong, body posture, complex, high energy, slow grace, combine, strength, stamina, maintain, patterns, actions, rhythm, phrasing, encourage, fluent, perform, direction, space, flexibility, strength, power, balance, mental focus, refine, resilience, perseverance, sequences, concentration, poses, standing, seated, balanced, co-ordination, inhale, exhale, breathing techniques
<b>Gymnastics Vocabulary</b>	Range, bridges, sequence, joining movements, roll, travel, different directions, fluency, smooth movements, balanced sequence, levels, speeds, directions, extend; jumps (1 to 1 foot; 1 to other foot; 1 to 2 feet; 2 to 2 feet; 2 feet to 1 foot), roll, clear body shapes, take off, landing, safely, different directions, pathway, sequence, variation, spring, controlled, contrasting, flight, partner
<b>Games Vocabulary</b>	<b>choose, combine, technique, passing, catching, sending, receiving, throwing, possession, space, area, dodge, footwork, score, shoot, block, mark, positions (GA, GS, C etc.), court, distance, off-side, tactics, points, possession, isolation (alone), team work, strike, bowled, backstop, fielding, defend, attack, tactically anticipate, direction of play, appropriate tactics, spirit of fair play, good role model, attacking, defending, communication, positions (bowler, backstop, posts, deep fielders)</b>  <b>sprint, hurdle, choose, throw accurately, power, refine performance, analyse technique, body shape, control, take offs, landings, compete, track, personal best, set targets, improve,</b>
<b>Fitness/OAA vocabulary</b>	<b>select equipment, identify and manage risks, ask for and listen to advice, commitment, respect, teamwork, empathise, support (without being asked), positivity, challenging circumstances, assess and adapt, safety ensured, map skills, symbols, compass points, contouring, north-east, north-west, south-east, south-west, communication, perseverance, determination, personal barriers, risk-taking</b>  resilience, competence, previous goals, perseverance, skills, strategy, self-motivation, determination, goals, practice, personal best, refine technique, improve, effectiveness, hygiene, appropriate clothing and equipment, pulse rate, heart rate, breathing, effects, short-term, long term, consistency, control, quality





KS2	Autumn Term Beside the Seaside	Spring Term Egypt	Summer Term York
Y5	<p><b>That's Tasty</b></p> <p>In this unit children will learn key vocab related to food and drink. They will learn specific vocabulary of how to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and also the opening and closing times of shops. They will learn key phrases connected to the themes.</p> <p><b>Skills to be developed:</b>          Listen and respond to topic vocabulary          Answer questions orally using the topic vocabulary          Write an answer in a sentence using a modelled sentence          Take part in role play using key phrases studied          Interpret a chart written in French          Write words and phrases from memory          Use the correct masculine, feminine or plural forms of adjectives          Use the correct masculine, feminine or plural for some.</p>	<p><b>6. School Life</b></p> <p><b>7.</b> This 'School Life' unit will teach your class key vocabulary related to objects, subjects and prepositional language. There is a Maths lesson which teaches the children the names of 2D shapes. In the last two lessons in the Unit, children will learn questions and answers which they would use at school. They will learn key phrases connected to the themes.</p> <p><b>Skills to be developed:</b>          listen and respond to topic vocabulary;          answer questions orally using the topic vocabulary;          answer questions in writing using the topic vocabulary;          Take part in a conversation with a partner and show it to an audience.          use the pronouns 'il' and 'elle' to replace a person's name;          use a comparative adverb</p> <p><b>8.</b> . <b>9.</b></p>	<p><b>4. Time Travelling</b></p> <p><b>5.</b> In this unit, your class will apply previous skills and knowledge of topic areas such as numbers and dates, extending this to talk about key events in French history. They will be introduced to one of the common past tenses in the French language, learning to give dates of birth/death for famous French people and begin to use grammatical terms such as conjugation, auxiliary and infinitive verb. They will improve their inter-cultural understanding in a cross-curricular way.</p> <p><b>Skills to be developed:</b>          explain how larger numbers are often described by combining smaller number words;          use numbers in a sentence correctly;          demonstrate their understanding of a sentence;          identify auxiliary verb and past participle verb;          apply prior knowledge to say when and where they were born;          Say when significant people in French history were born and died.</p> <p><b>6.</b></p>
Key Vocabulary	<p>J'ai soif [I'm thirsty] les boissons chaudes (f) [hot drinks] les boissons fraîches (f) [cold drinks] le thé (m) [tea] le café (m) [coffee] le café au lait (m) [coffee with milk] le coca (m) [cola] la limonade (f) [lemonade] le jus d'orange (m) [orange juice] l'eau (f) [water] une bouteille (f) [bottle] une tasse (f) [cup] un verre(m) [glass] de [of] Qu'est-ce que vous désirez boire ? [What would you like to drink?] Je voudrais.... [I would like.....], le petit déjeuner (m) [breakfast] la nourriture (f) [food] une baguette (f) [bread - baguette] un croissant (m) [croissant] un yaourt (m) [yoghurt] de la confiture (f) [jam] des céréales (f) [cereals] un pain au chocolat (m) [chocolate bread, also known by the French name in UK] un thé (m) [tea] un café (m) [coffee] un chocolat chaud (m) [hot chocolate] un jus d'orange(m) [orange juice] de l'eau (f) [water] du lait (m) [milk] pour [for] mon (m) [my] je voudrais... [I would like...] et [and], le sandwich (m) [sandwich], le pain (m) [bread], Qu'est-ce que vous désirez ? [What would you like?], Je voudrais... [I would like...], les viandes (f) [meats], le rosbif (m) [roast beef], le jambon [ham], le poulet (m) [chicken], le saucisson sec (m) [salami], les légumes (m) [vegetables], les tomates (f) [tomatoes], la laitue (f) [lettuce], le concombre (m) [cucumber], l'oignon (m) [onion], la porte (f) [door], la fenêtre (f) [window], la table (f) [table], la chaise (f) [chair], l'ordinateur (m) [computer], l'armoire (f) [cupboard], la bibliothèque (f) [bookcase], l'évier (m) [sink], la à côté de [next to], Où est...? [Where is...?], Où sont...? [Where are...?], les matières (f) [subjects], le français (m) [French], l'anglais (m) [English], les sciences (f) [science], les mathématiques (les maths) (f) [mathematics/maths], la musique (f)</p>		



# Gladstone Road Primary School Year 5

## LTP & National Curriculum Coverage 2020/2021

	[music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (la géo) (f) [geography], l'informatique (f) [IT], le dessin (m) [Art].
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Upper KS2	Autumn Term Beside the Seaside	Spring Term Egypt	Summer Term Local Area - York
Y5	<p><b>Coastlines</b></p> <p>(Physical geography and U.K. locational knowledge focus)</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>- To describe where the UK is located, and name and locate a range of cities and counties.</li> <li>- To locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.</li> <li>- To locate the UK's regions and major cities.</li> <li>- To explain some ways a biome (including the oceans) is valuable and under threat from human activity.</li> <li>- To use four figure grid references confidently.</li> </ul>	<p><b>Rivers and Deserts</b></p> <p>(physical geography and the world locational knowledge focus)</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>- To locate some major cities and countries of Europe and North and South America on maps.</li> <li>- To describe some key physical and human characteristics of Europe and North and South America.</li> <li>- To locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</li> <li>- To understand how climate and vegetation are connected in biomes (desert)</li> <li>- To understand that animals and plants are adapted to the climate.</li> <li>- To describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a river and how it was formed.</li> <li>- To understand hazards from physical environments such as avalanches in mountain regions. The child can identify an important environmental issue.</li> </ul>	<p><b>Germany study</b></p> <p><b>(Osterode – Niedersachsen region)</b></p> <p>(place knowledge focus)</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>- To understand how a region has changed.</li> <li>- To know and share information about a European region, its physical environment and climate, and economic activity.</li> <li>- To understand how human activity is influenced by climate and weather.</li> <li>- To understand hazards from physical environments such as avalanches in mountain regions. The child can identify an important environmental issue.</li> <li>- To know and understand what life is like in cities and in villages.</li> <li>- To describe some renewable and non-renewable energy sources.</li> <li>- To describe different types of industry currently in the local area.</li> </ul>
	<p><b><u>Continuous Skills*</u></b></p> <div> <ul style="list-style-type: none"> <li>- naming the four countries of the U.K.</li> <li>- naming the capital cities of the U.K.</li> <li>- naming the continents</li> <li>- naming countries in Europe</li> <li>- naming countries in North/South America</li> <li>- meaning of rural/urban</li> <li>- meaning of biomes and examples</li> </ul> </div> <div> <ul style="list-style-type: none"> <li>- naming the seas around the UK</li> <li>- naming physical/human landscapes/environments</li> <li>- what is a continent/country/county/city/town/village?</li> <li>- significance of Equator/North and South Pole</li> <li>- significance of latitude/longitude</li> <li>- location of tropics, Arctic/Antarctic circles, Prime/Greenwich Meridian</li> <li>- 8 points of a compass, 4 figure grid references</li> </ul> </div> <p>(* link to EAL children in your class/children with family members of friends around the world – where possible to do so)</p>		



Upper KS2	Autumn Term	Spring Term	Summer Term
Y5	<p><b>History-</b> Coasts – HOLBECK HALL?</p> <p><b>Skills to be developed:</b> Continue to develop chronologically secure knowledge of History <b>Historical Knowledge:</b> Note connections, contrasts and trends over time <b>Research:</b> Understand how knowledge of the past is constructed from a range of sources <b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand... Address and sometimes devise historically valid questions with little support</p>	<p><b>History-</b> Egypt</p> <p><b>Skills to be developed:</b> <b>Chronology:</b> Describe and make links between main events, situations and changes across different time periods. <b>Interpreting:</b> Construct informed responses by selecting and organising relevant historical information: <b>Research:</b> Understand how knowledge of the past is constructed from a range of sources <b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand... Address and sometimes devise historically valid questions with little support</p>	<p><b>History-</b> Local Area – Scarborough –Victorian link/industrial revolution/GRPS – Victorian era</p> <p><b>Skills to be developed:</b> <b>Chronology:</b> Describe and make links between main events, situations and changes across different time periods. Continue to develop chronologically secure knowledge of History <b>Historical Knowledge:</b> Note connections, contrasts and trends over time <b>Research:</b> Understand how knowledge of the past is constructed from a range of sources <i>Identify Historically significant people and events from the studied topic area</i> Establish clear Narratives within and across periods studied</p>
	<p><b>Skills to be developed in the background:</b> <b>Chronology:</b> Describe and make links between main events, situations and changes across different time periods. <b>Interpreting:</b> Construct informed responses by selecting and organising relevant historical information: <b>Research</b> - <i>Identify Historically significant people and events from the studied topic area</i> Establish clear Narratives within and across periods studied</p>	<p><b>Skills to be developed in the background:</b> <b>Chronology:</b> Continue to develop chronologically secure knowledge of History <b>Historical Knowledge:</b> Note connections, contrasts and trends over time <b>Research:</b> <i>Identify Historically significant people and events from the studied topic area</i> Establish clear Narratives within and across periods studied</p>	<p><b>Skills to be developed in the background:</b> <b>Interpreting:</b> Construct informed responses by selecting and organising relevant historical information: <b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand... Address and sometimes devise historically valid questions with little support</p>



<b>Core Themes- Year 5</b>	<b>Me and My Relationships</b>  I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation.  I know the ways in which children grow and develop in puberty – physically and emotionally.  I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.  I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way.  I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship.  I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention.  I know where individuals, families and groups can get help and support.  I know how to respond safely and appropriately to adults I meet (including online) whom I do not know.  I understand what boundaries are appropriate in friendships with peers and others both on and offline.	<b>Keeping Myself Safe</b>  I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment (rail, farm, water and fire) and I know how to call 999 in an emergency.  I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks.  I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know both on and offline and the media.  I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games.  I recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website.  I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend.  I know how to present myself safely online and understand the potential risks of providing personal information online.	<b>My Healthy Lifestyle</b>  I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image.  I understand the importance of good oral hygiene, including regular visits to the dentist.  I know where individuals, families and groups can get help and support both on and offline.  I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others.  I know some of the ways of dealing with the feelings that sometimes arise from changes.  I understand what resilience is and have strategies I can use to build my own resilience.  I can resolve differences, looking at alternatives, making decisions and explaining choices.	<b>Me and My Future</b>  I am able to make considered decisions about saving, spending and giving.  I can differentiate between essentials and desires – needs and wants.  I am able to understand and manage feelings about money, my own and others.  I understand 'value for money' and can make informed choices to get 'value for money'.  I am able to assess 'best buys' in a range of circumstances.  I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly.  I know and understand how I can develop skills to contribute in the future.  I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this.  I know that there are a range of earnings for different jobs.  I understand that there are a range of benefits from employment, not just financial	<b>Becoming and active citizen</b>  I know what democracy is and how a democratic government works.  I have taken part in democratic events in school (eg: voting for school council, mock election)  I understand the consequences of breaking the law and how the criminal justice system works in the UK.  I know how to access local and national support groups both on and offline.  I know that circumstances in other countries and cultures may be different from our own.  I understand why some people have chosen to leave their country and migrate to the UK.  I understand the difference between economic migrant, asylum seeker and refugee.  I know about Fair Trade and what it means.  I know that individual and community rights and responsibilities need to be considered when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)  I understand that choices we make as individuals, a community and a nation impact internationally.
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	<p>I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent.</p> <p>I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point.</p>	<p>I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others.</p> <p>I understand that the person that I think I am communicating with on-line may not be who they say they are.</p> <p>I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request.</p>		<p>(making a difference, caring for others, etc).</p> <p>I am starting to consider what I like, what I am good at and what I enjoy doing and can talk positively about my strengths.</p> <p>I can identify positive achievements during my time in Year 5.</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 6.</p>	<p>I know where to find impartial advice to inform my decision making and understand about media bias.</p> <p>I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances.</p> <p>I can recognise and challenge stereotypes.</p> <p>I can express my views confidently and listen to and show respect for the views of others.</p> <p>I can talk and write about my opinions confidently and listen to and show respect for the opinions of others.</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices.</p>
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# Gladstone Road Primary School Year 5

## LTP & National Curriculum Coverage 2020/2021

Upper KS2	Autumn Term <i>U2.1 Why do some people think God exists?</i>	Spring Term <i>U2.4 If God is everywhere why go to a place of worship?</i>	Summer Term <i>U2.6 What does it mean to be a Muslim in Britain today?</i>
<b>Y5</b> <b>The threefold aim of RE:</b> A) Know about & Understand <b>B) Express &amp; Communicate</b> C) Gain & Deploy Skills Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims**	<b>Religions Studied:</b> Christianity Humanist  <b>Skills to be developed:</b> <b>Believing strand</b>  A) Know about & Understand A2, A3 <b>B) Express &amp; Communicate</b> <b>B1, B2, B3</b> C) Gain & Deploy Skills C1	<b>Religions Studied:</b> Christianity Humanist Judaism  <b>Skills to be developed:</b> <b>Expressing strand</b>  A) Know about & Understand A1, A3 <b>B) Express &amp; Communicate</b> <b>B1, B2, B3</b> C) Gain & Deploy Skills C1, C2	<b>Religions Studied:</b> Islam  <b>Skills to be developed:</b> <b>Living strand</b>  A) Know about & Understand A1, A2 <b>B) Express &amp; Communicate</b> <b>B1</b> C) Gain & Deploy Skills C1