

Class 5 Long Term Planning
Class 5 Autumn Term Plan

	Autumn 1
	Cornholme in the Past – Our Heritage
Maths <i>(links where appropriate)</i>	
English <i>(See text map for objectives)</i>	<ul style="list-style-type: none"> • Legends • Poems with a structure e.g. Haiku, limericks
Science	<p><u>Properties & changes of materials</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • 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
Computing	<p>Pupils should learn to:</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • respect individuals and intellectual property; use technology responsibly, securely and safely • select, use and combine a variety of software on a range of digital devices to accomplish given goals (<i>We are photographers</i>) (<i>We are architects</i>)
History/	

Geography	<p>A local history study – Our industrial past</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (Bramsche in Germany – Tod linked town) • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Art/DT	<p><u>Art – David Hockney</u></p> <ul style="list-style-type: none"> • to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. David Hockney (Art inspired by local architecture and/or local natural landscape) • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • to know about great artists, architects and designers in history.
PE	<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team (Trip to Whitehough) • play competitive games – Tennis
Music	

RE	
PSHCE	<ul style="list-style-type: none"> • New class – class rules / secret diary / setting a goal or target / class guide / learning more about ourselves • Self Awareness / Self Esteem – Being unique, appreciating differences, self esteem, put downs and ways to cope with put downs
MFL	<ul style="list-style-type: none"> • Revision of basics: Greetings, Days of the Week, Myself (Where I live, age etc)

	Autumn 2
	Christmas is the Business!
Maths <i>(links where appropriate)</i>	<ul style="list-style-type: none"> • Managing a budget, profit & loss, calculating costs, estimating costs of their venture, dealing with money at Christmas fair, use of a calculator
English <i>(See text map for objectives)</i>	<ul style="list-style-type: none"> • Novel as a theme: Significant Authors • Magazine Articles & Information Booklets with a range of text types
Science	<u>Seasonal Change</u> <ul style="list-style-type: none"> • Seasonal food • Planting outside ready for to use produce for healthy eating topic in Summer 2
Computing	<p>Pupils should learn to:</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals (<i>We are advertisers</i>)(<i>We are fundraisers</i>)
History/ Geography	N/A
Art/DT	<u>Design Technology</u> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a wide range of materials and components, including construction materials, textiles

	<p>and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p><u>Art</u></p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.
PE	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • play competitive games – Volleyball or Badminton
Music	
RE	
PSHCE	<ul style="list-style-type: none"> • Thought, Feelings, Actions – Basic feelings, feelings game, moods, feeling angry, consequences and feeling proud or boasting?
MFL	<ul style="list-style-type: none"> • Revision of colours • Numbers 1-50

Class 5 Spring Term Plan

	Spring 1 & 2
	Anglo-Saxons
Maths <i>(links where appropriate)</i>	
English <i>(See text map for objectives)</i>	<ul style="list-style-type: none"> • Historical Narrative • Older Literature • Reports including formal reports • Poems with figurative language
Science	<p><u>Forces</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the

	<p>Earth and the falling object</p> <ul style="list-style-type: none"> • 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 a greater effect.
Computing	<p>Pupils should learn to:</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
History/ Geography	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Britain's settlement by Anglo-Saxons and Scots
Art/DT	<p><u>Art</u></p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.
PE	<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance through gymnastics • compare their performance with previous ones and demonstrate improvement to achieve their personal best • swimming and water safety – swim competently and proficiently over a distance of at least 25 meters, use a range of strokes effectively and perform safe self-rescue in different water-based situations. • play competitive games using principles of invasion games – Handball
Music	
RE	
PSHCE	<ul style="list-style-type: none"> • Friendship & Bullying – different levels of friendship, when friends fall out, recipe for friendship, what is bullying? why some people become bullies, how to prevent bullying.
MFL	<ul style="list-style-type: none"> • Places to visit around the town • Directions

Class 5 Summer Term Plan

	Summer 1
	Life in the Rainforest
Maths <i>(links where appropriate)</i>	
English <i>(See text map for objectives)</i>	<ul style="list-style-type: none"> • Stories from other cultures • Persuasion Radio / TV broadcast • Discussion – Formal debate
Science	<p><u>Living Things and their habitats</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals.
Computing	<p>Pupils should learn to:</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • use search engines effectively; be discerning in evaluating digital content • select, use and combine a variety of software to accomplish given goals (<i>We are explorers</i>)
History/ Geography	<ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones • locate the world's countries, using maps to South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities
Art/DT	<p><u>Design Technology – Rainforest Shelters (Woodwork)</u></p> <ul style="list-style-type: none"> • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

	<ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria • build structures, exploring how they can be made stronger, stiffer and more stable <p><u>Art – Henri Rousseau</u></p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history <p><u>Art/DT – recycled art by Romauld Hazume</u></p> <ul style="list-style-type: none"> • select from and use a wide range of materials and components, including construction materials and textiles • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
PE	<ul style="list-style-type: none"> • play competitive games, modified where appropriate – rounders or cricket • use running, jumping, throwing and catching in isolation and in combination • swimming and water safety – swim competently and proficiently over a distance of at least 25 meters, use a range of strokes effectively and perform safe self-rescue in different water-based situations.
Music	
RE	
PSHCE	<ul style="list-style-type: none"> • Decision Making and Values (Links to Rainforest topic) what are decisions? Making choices, consequences, values, decision making practise, reaching goals and moving on.
MFL	<ul style="list-style-type: none"> • Food items / How to order food

	Summer 2
	The Human Body
Maths <i>(links where)</i>	Heart rate – plotting and reading graphs

<i>appropriate)</i>	
English <i>(See text map for objectives)</i>	<ul style="list-style-type: none"> • Film & Play scripts • Classic narrative poetry
Science	<p><u>Animals including humans</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age. • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans.
Computing	<p>Pupils should learn to:</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
History/ Geography	N/A
Art/DT	<p><u>Art – George Seurat (Pointillism Portraits)</u></p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history
PE	<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance through athletics • swimming and water safety – swim competently and proficiently over a distance of at least 25 meters, use a range of strokes effectively and perform safe self-rescue in different water-based situations.
Music	
RE	

PSHCE	<ul style="list-style-type: none">• Healthy Eating & Drug Awareness (Links to Human Body topic) – Healthy eating, dangers of smoking, understanding alcohol, what is a drug? Why people might choose to use drugs, peer pressure & saying no.
MFL	<ul style="list-style-type: none">• Revision and consolidation