



Russell Hall Primary School Long-term planning. 2019-2020

Class	5	Teacher	Mrs R Lake
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	<p style="text-align: center;"><u>Autumn 1</u> Why should the rainforests be important to us all? <u>Geographical focus</u></p>	<p style="text-align: center;"><u>Autumn 2</u> Were the Anglo Saxons really smashing? <u>Historical focus</u></p>	<p style="text-align: center;"><u>Spring 1</u> Could you be the next CSI investigator? <u>Scientific focus</u></p>	<p style="text-align: center;"><u>Spring 2</u> What is so special about the USA? <u>Geographical focus</u></p>	<p style="text-align: center;"><u>Summer 1</u> How can we re-discover the wonders of Ancient Egypt? <u>Historical focus</u></p>	<p style="text-align: center;"><u>Summer 2</u> How could Hitler have convinced a nation like Germany to have followed him? <u>Historical focus</u></p>
Significant person/people	David Attenborough	Edward the Confessor St Bede	Sir Frances Galton	Christopher Columbus Neil Armstrong	Howard Carter Tutenkhamun	Adolf Hitler Nicholas Winton
History challenge	Local study: Map reading local maps and looking at changes over time. Relate this to maps of the rainforests and changes over time due to deforestation.	Britain's settlements by Anglo-Saxons (and Scots) - Anglo-Saxon invasions; names and places; art and culture and Christian conversion.	Opportunities, through Guided Reading, to research Sir Frances Galton (1822 – 1911), Ruth Benerito, Alec Jeffreys and Spencer Silver.	Opportunities, through guided reading; read about Sacajawea and Christopher Columbus and how he introduced the Americas to Western Europe. To read about Armstrong and the moon landings.	The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society.	A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: Hitler's invasion of Europe and its impact on Britain. <u>75 years ,this September, since 2nd Sept 1945</u>
Geography challenge	South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. The Amazon. Make comparisons with South Asian forests.	Opportunities, through Guided Reading, to research Saxon settlements and kingdoms. Opportunities to look at Viking settlements (y6 topic) and how Britain was divided until the Norman conquest.	Local study: look at recent maps of our locality and relate to national and international maps.	Locate the world's countries, using maps to focus on North America and concentrating on their key physical and human characteristics, countries, and major cities. Research New York from the perspective of: its growth; its position on the Hudson; its importance in world economy, etc.	Opportunities, through Guided reading, for research about Egypt – Its geographical location and the importance of the Nile.	Opportunities, through Guided Reading, to locate and investigate the world's countries, using maps to focus on Europe.
Science challenge	Living Things and their Habitats	Animals (including Humans)	Properties and Changes of Materials.	Earth and Space	Properties and Changes of Materials. – Mummification.	Forces



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Writing genre	Narrative adventure story based on The Explorer. Persuasive texts – save the rainforests. Poetry through Guided Reading based on The Dreadful Menace. Grammar, Punctuation, Spelling.	Myths and legends. Grammar, Punctuation, Spelling. Topic writing – information texts about the changes in humans as they grow old. Non-chronological report about Anglo-Saxons.	Biographical text (scientists) Poetry based on The Highwayman. Grammar, Punctuation Spelling.	Information texts based on New York from the perspective of: its growth; its position on the Hudson; its importance in world economy. Grammar, Punctuation Spelling.	Explanation texts: How mummies are made. Non-Chronological reports – Egyptian report/Newspaper. Grammar, Punctuation Spelling.	Narrative – flashback stories based on The Piano. Recounts - letters and diaries based on evacuees, 'Letters from the lighthouse' and Anne Frank. Grammar, Punctuation Spelling.	
Text/Author	The Explorer – Katherine Rundell. To be used as a class novel and in some Guided Reading sessions	Beowulf – Michael Morpurgo edition. To be used as a class novel and in some Guided Reading sessions Anglo-Saxon Boy tony Bradman	The Lemonade crime – Jaqueline Davies. To be used as a class novel and in some Guided Reading sessions	Holes – Lewis Sachar. To be used as a class novel and in some Guided Reading sessions	The girl of ink and stars - Kiran Millwood Hargrave. To be used as a class novel and in some Guided Reading sessions	Letters from the lighthouse – Emma Carroll. Candle in the dark - Adele Geras To be used as a class novel and in some Guided Reading sessions	
Maths	Place Value Addition and subtraction	Statistics Multiplication and division Perimeter and Area	Multiplication and division methods.	Fractions Decimals and percentages Decimals	Decimals Properties of shape Position and direction	Converting units Measuring volume Consolidating year 5 learning	
Computing	Communicating Coding (Espresso) Pupils use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Pivot battle Pupils use logical reasoning to explain how some simple algorithms work	Research: scientists Pupils use technology safely, respectfully and responsibly	Coding (Scratch) Pupils design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;	Scratch for presentations Pupils select, use and combine a variety of software (including internet services)	Word/Power point reports Pupils select, use and combine a variety of software	
E-safety/Digital citizenship	E-safety use technology safely, respectfully and responsibly	E-Safety recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact	E-safety use technology safely; identify a range of ways to report concerns about content and contact	Appropriate use of technology: Social media. Identify a range of ways to report concerns about content and contact	E-Safety use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Appropriate use of technology: Social media use technology safely, respectfully and responsibly	
Design & Technology	Design and produce an information leaflet about an exotic animal. Evaluate - investigate and	Pupils use research and develop design criteria to inform the design of innovative, functional	Linked to class trip to 'Think Forensic' understand how key events and individuals in	Star constellations Understand and use electrical systems in their products [for example, series circuits	Canopic jars. Evaluate plaster of Paris and plaster moulds – the inventors or people who introduced them to	Food technology: ingredients, according to their functional properties and aesthetic qualities –	



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	analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	appealing products that are fit for purpose, aimed at particular individuals or group. Use clay to produce Beowulf eyes – talisman/gifts for each other.	design and technology have helped shape the world – pupils will work with shoe and tyre printing and their use in criminal investigations.	incorporating switches, bulbs, buzzers and motors] Electrical lighting onto canvas. Pupils reproduce a star constellation and add light and use switches to control.	Britain. Understand how key events and individuals in design and technology have helped shape the world.	ration food. Baking bread and corned beef fritters.
Art	Pupils will learn how to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal]. Still life - animals. Pointillism – Georges Seurat. Arts Week – self-portraits linked to anti-bullying.	Pupils will • Use tools to carve and add shapes, texture and pattern (clay sculpting) Opportunities to extend learning from Arts Week, portrait drawings. Self-portraits and portraits of older relatives	Pupils will learn about great artists, architects and designers in history. Finger prints JA Braun Hand/foot prints Salvador Dali Pieter Bruegel the Elder: The hunters in the snow.	Pupils will • Combine colours, tones and tints to enhance the mood of a piece. painting, drawing upon ideas from other artists. Pop art - Andy Warhol and Roy Lichtenstein	Pupils will • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. Egyptian pattern art and hieroglyphics. Pupils will • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Hossam Dirar paintings.	Pupils will • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Holocaust artists Bill (Wilhelm) Spira Jan Hartman Edith Birkin
Music	Music and Arts (Bfd: LA) SAMBA – pace, rhythm, beat, tempo, volume.	SAMBA - guided compositions	SAMBA - independent compositions/reading music	SAMBA - independent compositions/reading music	SAMBA- independent compositions/reading music	SAMBA- independent compositions/reading music
P.E.	Football	Gymnastics and Dance	Netball	Team games	Rounders	Athletics/Sports day prep
M.F.L French	Getting to know you	All about ourselves	That’s tasty	Family and friends	School life	Time travelling
R.E.	To understand practices and lifestyles	To understand beliefs and teachings - Diwali	To reflect – Sacred Texts	To understand beliefs and teachings = Creation	To understand beliefs and teachings - individuals	To understand beliefs and teachings - communities
P.S.H.C.E.	Rules in society	Personal safety	Respect	Puberty	Personal safety	Relationships
F.B.V	Mutual Respect	Respect	Community	Democracy	Law and Tolerance	Individual liberty
Enrichment		Religious visitor	CSI visit	Lunchtime – American food	Dress up day – Egyptian feast	Visit the bomb shelter in the school grounds.