



Russell Hall Primary School Long-term planning. 2020-21

Class	5	Teacher	Mrs R Lake
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	<u>Autumn 1</u> Were the Anglo Saxons really smashing? <u>Historical focus</u>	<u>Autumn 2</u> How could Hitler have convinced a nation like Germany to have followed him? <u>Historical focus</u>	<u>Spring 1</u> Could you be the next CSI investigator? <u>Scientific focus</u>	<u>Spring 2</u> What is so special about the USA? <u>Geographical focus</u>	<u>Summer 1</u> Why should the rainforests be important to us all? <u>Geographical focus</u>	<u>Summer 2</u> How can we re-discover the wonders of Ancient Egypt? <u>Historical focus</u>
Significant person/people	Edward the Confessor St Bede Adrian of Canterbury	Adolf Hitler Winston Churchill Nicholas Winton Vernon Baker	Spencer Silver Alec Jeffreys Katherine Johnson	Christopher Columbus Neil Armstrong Mae C Jemison	David Attenborough Yanomami tribe	Howard Carter Tutenkhamun
History challenge	Britain's settlements by Anglo-Saxons (and Scots) - Anglo-Saxon invasions; names and places; art and culture and Christian conversion.	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/ 8th May VE.</u>	Opportunities, through Guided Reading, to research 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.	Were the Anglo Saxons really smashing? 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.	The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society.



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Geography challenge	<p>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.</p>	<p>Opportunities, through Guided Reading, to locate and investigate the world's countries, using maps to focus on Europe.</p>	<p>Local study: look at recent maps of our locality and relate to national and international maps.</p>	<p>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.</p>	<p>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. Scandinavia and Europe Viking maps Compass reading</p>	<p>Opportunities, through Guided reading, for research about Egypt – Its geographical location and the importance of the Nile</p>	
Science challenge	<p>Animals (including Humans) Describe the changes as humans develop to old age.</p>	<p>Forces Explain gravity, air resistance, water resistance and friction and their effects. Recognise mechanisms like levers and pulleys in relation to force.</p>	<p>Properties and Changes of Materials. Compare and group together everyday materials on the basis of their properties, know that some materials dissolve in liquid to form a solution, use knowledge of solids liquids and gasses, use fair tests to reason, understand reversible</p>	<p>Earth and Space Describe the movement of spherical bodies in our solar system - the Earth, moon and other planets and how they relate. Explain day and night.</p>	<p>Living Things and their Habitats 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</p> <p>How different will you be</p>	<p>Properties and Changes of Materials. – Mummification. Explain changes associated with .mummification</p>	



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			and irreversible changes.		when you are as old as your grandparents?	
Writing genre	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.	Narrative – flashback stories based on The Piano. Recounts - letters and diaries based on evacuees, 'Letters from the lighthouse' and Anne Frank. Grammar, Punctuation Spelling.	Poetry based on The Highwayman. Character descriptions. 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.	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 Information tex	Explanation texts: How mummies are made. Non- Chronological reports – Egyptian report/Newspaper. Grammar, Punctuation Spelling
Text/Author	Beowulf – Morpurgo edition. To be used as a class novel and in some Guided Reading sessions and as a basis for writing. Anglo-Saxon Boy Tony Bradman – class novel.	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	The London Eye Mystery – Siobhan Dowd 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 Explorer – Katherine Rundell. To be used as a class novel and in some Guided Reading sessions Michael Morpurgo: Butterfly lion Journey The Promise	Class novel: The girl of ink and stars - Kiran Millwood Hargrave. To be used in Guided Reading sessions The Red Pyramid – Rick Riordan
Maths	Place Value Addition and	Statistics Multiplication and	Multiplication and division 2 (methods).	Fractions	Decimals and percentage	Properties of shape Position and direction



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	subtraction	division 1 Perimeter and Area				
Computing	Coding battle Pupils use logical reasoning to explain how some simple algorithms work	Word/Power point reports Pupils select, use and combine a variety of software	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;	Green screening Communicating Coding (Espresso) Pupils use sequence, selection, and repetition in programs; work with variables and various forms of input and output Scratch	Scratch for presentations Pupils select, use and combine a variety of software (including internet services)
E-safety/Digital citizenship	E-Safety recognise acceptable and 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	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	E-Safety use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Design & Technology	Pupils use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for	Food technology: ingredients, according to their functional properties and aesthetic qualities – ration food. Baking bread and corned beef fritters.	Linked to class trip to 'Think Forensic' understand how key events and individuals in design and technology have helped shape the world – pupils will	Star constellations Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs,	Design and produce an information leaflet about an exotic animal. Evaluate - investigate and analyse a range of existing products. Evaluate their ideas	Canopic jars. Evaluate plaster of Paris and plaster moulds – the inventors or people who introduced them to Britain. Understand how key events and



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	purpose, aimed at particular individuals or group. Use clay to produce Beowulf eyes – talisman/gifts for each other.		work with shoe and tyre printing and their use in criminal investigations.	buzzers and motors] Electrical lighting onto canvas. Pupils reproduce a star constellation and add light and use switches to control.	and products against their own design criteria and consider the views of others to improve their work. Benin masks Milk jug elephants	individuals in design and technology have helped shape the world.	
Art	<p>Pupils will</p> <ul style="list-style-type: none"> • Use tools to carve and add shapes, texture and pattern (clay sculpting) <p>Opportunities to extend learning from Arts Week, portrait drawings. Self-portraits and portraits of older relatives</p>	<p>Pupils will</p> <ul style="list-style-type: none"> • 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. <p>Holocaust artists Bill (Wilhelm) Spira Jan Hartman Edith Birkin</p>	<p>Pupils will learn about great artists, architects and designers in history.</p> <p>Finger prints JA Braun Ink blowing</p>	<p>Pupils will</p> <ul style="list-style-type: none"> • Combine colours, tones and tints to enhance the mood of a piece. <p>painting, drawing upon ideas from other artists.</p> <p>Pop art - Andy Warhol and Roy Lichtenstein Peter Thorpe Space art</p>	<p>Pupils will learn how to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal].</p> <p>Still life - animals. Pointillism – Georges Seurat.</p> <p>Arts Week – self-portraits linked to anti-bullying. African Lion Willi Wamuti African pattern</p>	<p>Pupils will</p> <ul style="list-style-type: none"> • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <p>Egyptian pattern art and hieroglyphics. Pupils will</p> <ul style="list-style-type: none"> • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). <p>Hossam Dirar paintings</p>	
Music	SAMBA - guided	SAMBA- independent	SAMBA - independent	SAMBA - independent	Music and Arts (Bfd:	SAMBA- independent	



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	compositions	compositions/reading music	compositions/reading music	compositions/reading music	LA) SAMBA – pace, rhythm, beat, tempo, volume.	compositions/reading music		
P.E.	Gymnastics and Dance	Athletics/Sports day prep	Netball	Team games	Football Football			
M.F.L French	All about ourselves	School life	That's tasty	Family and friends	Getting to know you French	Time travelling		
R.E.	To understand beliefs and teachings - Diwali	To understand beliefs and teachings - individuals	To reflect – Sacred Texts	To understand beliefs and teachings = Creation	To understand practices and lifestyles Christianity in comparison to Benin religion/customs	To understand beliefs and teachings - communities		
P.S.H.C.E.	Identity, society and equality	Drug , alcohol and tobacco education	Keeping safe and managing risk	Mental health and emotional wellbeing	Physical health and wellbeing Rules in society	Careers, financial capability and economic wellbeing		
F.B.V	Respect	Law and Tolerance	Community	Democracy	Mutual Respect British pride v attacking Benin	Individual liberty		
Enrichment		Visit the bomb shelter in the school grounds Religious visitor or visit the war graves in the village cemetery. Paint pebbles for the cenotaph.	CSI visit if Covid 19 allows	Lunchtime – American food	Adopt a rainforest anima IMuseum of our work on display	Dress up day – Egyptian feast		