



Eynesbury Church of England Primary School
Long Term Planning 2017/2018 – Year 5

	AUTUMN	SPRING	SUMMER
SCIENCE National Curriculum Objectives	<u>EARTH & SPACE</u> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of 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 the Earth because of the force of gravity acting between the Earth and the falling object <u>WORKING SCIENTIFICALLY:</u> reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.	<u>FORCES</u> 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. <u>PROPERTIES & CHANGES OF MATERIALS</u> 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. <u>WORKING SCIENTIFICALLY:</u> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	<u>LIVING THINGS & THEIR HABITATS</u> 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. <u>ANIMALS INCLUDING HUMANS</u> describe the changes as humans develop to old age <u>WORKING SCIENTIFICALLY:</u> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.
Additional Notes/ Info eg additional skills covered, how	Science split to fit better with other topics		



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<p>this links into other subjects.</p> <p>HISTORY National Curriculum Objectives</p>		<p>Ancient Egyptians</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Anglo-Saxons Unit 1 (before Alfred the Great)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p>
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>	<p>Links to Space & materials</p>		<p>Links to RE (Christian symbols) & Geography</p>
<p>GEOGRAPHY National Curriculum Objectives</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 (including day and night)</p>	<p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</p>	<p>human and physical characteristics, key topographical features land-use patterns; and understand how some of these aspects have changed over time describe and understand key aspects of human geography, including: types of settlement and land use</p>
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>		<p>Compare other biomes to desert (Egyptians)</p>	
<p>ART National Curriculum Objectives</p>	<p>Artist study Peter Thorpe Moon pictures</p>	<p>Artist study Rousseau Egyptian death masks</p>	<p>Perspective drawing – links to settlement and mapping</p>
<p>Additional Notes/ Info eg additional skills covered, how</p>			



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this links into other subjects.			
<p align="center">DT</p> <p>National Curriculum Objectives</p>	<p align="center">Rockets</p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>select from and use a wider range of materials and components, including construction materials</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p align="center">Shadufs</p> <p>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</p> <ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p align="center">Cooking</p> <ul style="list-style-type: none"> ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities</p>
Additional Notes/ Info eg additional skills covered, how this links into other subjects.		Egyptian links - farming	
<p align="center">COMPUTING</p> <p>National Curriculum Objectives</p>	<p align="center">We are game developers (linked to scratch) We are Bloggers</p>	<p align="center">We are cryptographers We are architects</p>	<p align="center">We are artists (Tessellations) We are web designers</p>
Additional Notes/ Info eg additional skills covered, how this links into other subjects.			
<p align="center">PE</p> <p>National Curriculum Objectives</p>	<p align="center">Gymnastics Quicksticks Hockey</p>	<p align="center">Dance Net & wall</p>	<p align="center">Swimming Athletics</p>
Additional Notes/ Info			



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<p align="center">RE</p> <p>National Curriculum Objectives</p>	<p>Christianity and Judaism: Is religion what you say or what you do?</p> <p>Is the Bible like a handbook?</p>	<p>Hinduism: What can stories and images of deities tell us about Hindu beliefs?</p> <p>Jesus: Who do people say I am? (I am sayings: different emphasis to Year 6 unit) Easter link</p>	<p>What is the significance of symbols in Christianity? (to include Communion, baptism - child and adult as well as fish, cross, dove etc)</p> <p>Beliefs and Actions in the World: What key beliefs influence people's faith and how do people of faith live out their lives?</p>
Additional Notes/ Info eg additional skills covered, how this links into other subjects.			
<p align="center">MUSIC</p> <p>National Curriculum Objectives</p>	<p>Sing songs in a wide variety of styles, showing accuracy and expression; Perform a song showing an awareness of phrasing and the shape of the melody</p> <p>Sing independently with increasing confidence and accuracy.</p> <p>Play a range of percussion and orchestral instruments with increasing confidence and ability.</p> <p>Maintain own part in a small instrumental group</p> <p>Play with a sense of pulse in a variety of metres</p> <p>Perform a piece of music using notation (graphic or conventional)</p> <p>Play by ear— copy back; finding phrases or melodies on instruments with increasing confidence</p> <p>Explore the different sounds and timbres that can be made on certain orchestral instruments and use them to effect in compositions Layering rhythmic and melodic ostinatos</p> <p>Explore the different metres, syncopation and how to swing the beat</p> <p>Compose a group / class arrangement of a song using voices and instruments</p> <p>Recognise and talk about specific styles/traditions of music with a growing awareness of the musical differences and similarities</p> <p>Recognise music from different times and countries identifying key elements that give it its unique sound.</p>	<p>Sing a second part of a two part song with increasing confidence</p> <p>Sing independently with increasing confidence and accuracy.</p> <p>Perform expressively showing an understanding of the music and its context.</p> <p>Perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly.</p> <p>Music for a special occasion (i.e.: a fanfare)</p> <p>Descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects.</p> <p>Recognise and identify features of expression (phrasing, dynamics, different tempi) in an extract of live or recorded music</p>	<p>Sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song)</p> <p>Perform a song showing an awareness of phrasing and the shape of the melody</p> <p>Play and improvise as part of a group and as a solo performer.</p> <p>Perform a piece of music using notation (graphic or conventional)</p> <p>Sustain a melodic ostinato or drone to accompany singing/other instruments</p> <p>Conventional and graphic notation to record simple rhythmic/melodic compositions</p> <p>Short rhythmic and melodic ostinatos on tuned and untuned instruments through improvisation</p> <p>Improvising over a drone</p> <p>Chords/ note clusters</p> <p>Lyrics to match a melody</p> <p>Recognise relationships between lyrics and melody</p> <p>Recognise chords / clusters</p>



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PSHE National Curriculum Objectives	Beginning & belonging Safety contexts inc. E-safety	Diversity & Community Family and friends	Managing risk Healthy Lifestyles SRE
Additional Notes/ Info eg additional skills covered, how this links into other subjects.			