

St Joseph's RC Primary School
Year 5 Long Term Plan 2022-2023

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visits	Life Centre Lindisfarne		Scotswood Nature Garden		Grainger Town	Granger town
Class Reader	Viking Boy	Cosmic	Kensuke's Kingdom	Kensuke's Kingdom	Butterfly Lion	Butterfly Lion
Spellings	<p>Revise work done in previous years</p> <p>Endings which sound like /jəs/ spelt –cious or –tious vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious,</p> <p>Endings which sound like /jəl/ official, special, artificial, partial, confidential, essential</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence</p>	<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>	<p>Adding suffixes beginning with vowel letters to words ending in –fer referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p> <p>Use of the hyphen co-ordinate, re-enter, co-operate, co-own plough</p>	<p>Words with the /i:/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling</p> <p>Words containing the letter-string ough ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough</p>	<p>Homophones and other words that are often confused advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further/father: a male parent guessed: past tense of the verb <i>guess</i>/guest: visitor heard: past tense of the verb <i>hear</i>/herd: a group of animals led: past tense of the verb <i>lead</i>/lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>) morning: before noon/mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)/passed:</p>	<p>past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>) precede: go in front of or before/proceed: go on principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)/principle: basic truth or belief profit: money that is made in selling things/prophet: someone who foretells the future stationary: not moving/stationery: paper, envelopes etc. steal: take something that does not belong to you/steel: metal wary: cautious/weary: tired who's: contraction of <i>who is</i> or <i>who has</i> /whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>

Grammar and Punctuation	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Using hyphens to avoid ambiguity using semi-colons, colons or dashes to mark boundaries between independent clauses	Using a colon to introduce a list punctuating bullet points consistently
Maths	Number: Place value Addition and Subtraction Statistics	Number: Multiplication and division Measurement: area and perimeter.	Number: Multiplication and division Number: Fractions	Number: Fractions Number: Decimals and Percentages	Number: decimals Geometry: Properties of shape	Geometry: Position and direction Measurement: Converting units Measurement: Volume
Times Tables	Recall multiples of 12 in any order including missing numbers and related division facts fluently.	Recall multiples of 12 in any order including missing numbers and related division facts fluently.	Recall multiples of 12 in any order including missing numbers and related division facts fluently.	Recall multiples of 12 in any order including missing numbers and related division facts fluently.	Recall multiples of 12 in any order including missing numbers and related division facts fluently.	Recall multiples of 12 in any order including missing numbers and related division facts fluently.
RE	Domestic Church: Family, Ourselves Other World Faith: Judaism: Remembering Passover Baptism/Confirmation: Belonging, Marriage, Commitment Advent/Christmas: Loving, Hope		Local Church: Community, Mission Other World Faith: Islam: Ramadan and Pilgrimage Eucharist: Relating: Memorial Sacrifice Lent/Easter: Giving: Sacrifice		Pentecost: Serving, Transformation Reconciliation: Anointing of the Sick Universal Church: World: Stewardship	
Science	<u>Earth and 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	<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>Properties and changes of Materials (1)</u> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility,	<u>Properties and changes of Materials (2)</u> Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday	<u>Living things and their habitat</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process	<u>Animals including humans</u> Describe the changes as humans develop to old age.

	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>of reproduction in some plants and animals.</p>	
History/Geography	<p>Were the Vikings really vicious?</p> <ul style="list-style-type: none"> • Why Britain was in danger? • Raiders and Invaders • Viking life • Danelaw and Viking Kings • Were the Vikings really vicious? 	<p>Climate around the World:</p> <p>Describe the link between temperature and the equator. Know what the climate is like in different climate zones. Locate the world's largest hot deserts on a map. Locate the world's major temperate climate zones on a map Locate the world's major cold environments on a map</p>	<p>Who was making History in faraway places in the year 1000 BC?</p> <p>Mayan Civilisation</p> <ul style="list-style-type: none"> • the city states • the rulers of the Maya • Maya gods • Stargazing • why they built pyramids and temples. 	<p>Energy:</p> <p>Categorise uses into different types of energy describe some problems to do with non-renewable energy. list the benefits of using renewable energy. Describe examples of how technology is used to save energy</p>	<p>History in the local area</p> <ul style="list-style-type: none"> • Know your place • History of the school • Landmarks- Grainger Town • Local Heritage 	<p>Coasts:</p> <p>Name some famous coastlines around the world and give a reason why they are important. List some features which are created by erosion describe how people's lives and jobs can be affected by erosion.</p>
Art and Design Design Technology	<p>Architecture – Bridges Sculpture Visual Element – Line, shape, form</p>	<p>Famous British Artists Painting Visual Element - Colour</p>	<p>Famous International Artist *Exhibition Painting Visual Element – Colour,</p>	<p>Creative RE - Easter Clay Modelling Visual Element – shape, form</p>	<p>Landscapes Collage Visual Element - Texture</p>	<p>Landscapes Collage Visual Element - Pattern</p>

			Tone			
French	Our Solar System (cross curricular)	My Town/Region	My school subjects	My daily routine	My feelings	My Zoo trip
Computing	E-Safety	Green Screen to include Animation	Presentations Using Book Creator or Power Point	Webpages	Programming With Micro-bit	Programming Code.org
PE	Outdoor Adventure: Finding Success Gymnastics: (Finding Success) Swimming	Invasion in a Team: Hockey and Football Skills Dance: Space Swimming	Rules and Concept: Invasion in Football and Netball SWIMMING	Striking, fielding and exploring SWIMMING	Net and Wall Games Accuracy and rallies	Athletics: Olympic Training Outdoor Adventure and Sports Leadership
PSHCE	Child on Child Abuse Booklet Upper Key Stage Two Module 1 Created and Loved by God Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationship Unit 1: Religious Understanding Unit 1 – Religious Understanding explores the Gospel story of the ‘Calming of the Storm’ (from Matthew, Mark and Luke). Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation. This is the religious and spiritual foundation for the exploration throughout the rest of the work covered in Module 1: Created		their bodies as gifts from God. Genitals are also mentioned here, but not named and identified. Unit 3: Emotional Well-Being Continuing through the Paradise Street series, Unit 3 – Emotional Well-Being helps children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. The final session in this Unit covers how children may be affected by what they see online, including pornography. Unit 4: Life Cycles In Unit 4 – Life Cycles, children will learn about God’s design for creating new life through a more nuanced understanding of menstruation, fertility, conception, fetal development in the womb and childbirth. An optional session talks about sexual intercourse within the context of marriage being God’s plan for the place of sex within a relationship. Module 2 Created to Love Others Unit 2 Personal Relationships: Equip children with startgies for more complex experiences of relationships and conflict. Identify and understand how to repond to spoken and unspoken pressure.			

	<p>and Loved By God.</p> <p>Unit 2: Me, My Body, My Health In Unit 2 – Me, My Body, My Health, children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of</p>	<p>The concept of concert. Future teaching on how thoughts and feelings have an impact on how we act.</p>
<p>Music</p>	<p>SoundStart programme delivered by Newcastle Music Service. Children learn to read and compose music and play an instrument as part of an orchestra.</p>	