
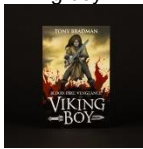
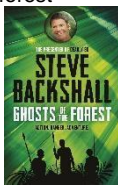

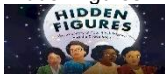
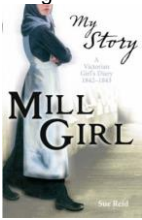


Ashbrook Junior School Long Term Plan - Year 5

Concept	Identity and diversity	Community	Sustainable development	Perseverance	Equality and fairness	Creativity
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Respect	Kindness	Responsibility	Aspiration	Equality	Creativity
Name of unit	Anglo Saxons	Vikings	Rainforests	Maya	Earth and space	Industrial revolution
Big Question	Who do you think you are?	How are we a United Kingdom?	Why should we care?	Why do things change over time?	How are we all connected?	Why is creativity important?
Text	Beowulf 	Viking boy 	Ghosts of the forest 	Rain Player 	Hidden figures 	Mill girl 
Hook	Archaeological dig – artifacts	Artwork (map/shields) Veggie Scandi meatballs	Henri Rousseau artwork Food tasting	Food tasting Play pokittok	Play dough planets Till roll – pocket planet	Weaving Lowry paintings
<b>Fieldwork</b>	NA	NA	Hike using map reading skills	Measuring rainfall in Derby and comparing to South American city	NA	NA
<b>Enrichment</b>	Model Anglo-Saxon village - Sherwood	Theme day – visitor	Twycross – workshop (rainforest)	Maya workshop experience	Space center -	Cromford mills – Trip (make sure it is booked early)
Oracy Outcome	Read to year 3	Record diary entry on iPad	Assembly – share writing with parents	Read to year 2's	Read poetry – share on Dojo	Record news report – blue screen iMovie
<b>Authentic Written Outcomes</b>	1. Narrative 2. Playscript	1. Diary extract 2. Instructions	1. Persuasive letter 2. Discussion text	1. Non-chronological report 2. Narrative	1. Biography 2. Poetry (stereotypes)	1. News report 2. Narrative
Driver	History	History	Geography	History	Science	History
Enhancer	Art	DT	Science	geography	History	Science
Curriculum Links						
Science	<b>Properties and changes of Materials</b>	<b>.Forces</b>	<b>Living things</b>		<b>Earth and</b>	<b>Animals including</b>

	<p><b>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</b></p> <p><b>know that some materials will dissolve in liquid to form a and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</b></p> <p><b>demonstrate that dissolving, mixing and changes of state are reversible changes</b></p> <p><b>explain that some changes result in the formation of new materials, and that this solution, and describe how to recover a substance from a solution</b></p> <p><b>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</b></p>	<p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>-describe the life process of reproduction in some plants and animals.</p>		<p><b>space</b></p> <p>-describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>-describe the movement of the Moon relative to the Earth.</p> <p>-describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>-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><b>humans</b></p> <p>describe the changes as humans develop to old age</p>
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	<p><b>give reasons, based on evidence from comparative kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</b></p>					
<p>Geography</p>	<p>NA (Map work of where Saxons came from)</p>	<p>Scandinavia -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Rainforests</b> -using maps to focus on South America, key physical and human characteristics. - 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) - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and <b>North and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>		<p><b>Local study</b> -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,</p>
<p>History</p>	<p><b>Anglo Saxons</b> - Britain's settlement by Anglo-Saxons.</p>	<p><b>Vikings</b> -the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. -</p>		<p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD</p>	<p><b>Moon landing and space travel</b></p>	<p><b>Industrial Revolution</b> -Local study</p>

				900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		
Art	<p><b>Sculpture (clay jewelry)</b></p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>-to improve their mastery of art and design techniques, including sculpture.</li> </ul>			<p><b>Self portraits</b></p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>- to improve their mastery of art and design techniques, including drawing, with a range of materials.</li> </ul>		<p><b>Famous artists (Lowry)</b></p> <ul style="list-style-type: none"> <li>- learn about great artists in history.</li> </ul>

DT		<p><b>Design, make, evaluate (Long boats)</b>  -use research and develop design criteria to inform the design of functional, products that are fit for purpose.  -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.  -select from and use a wider range of tools and equipment to perform practical tasks accurately.  -select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities.  -investigate and 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.</p>	<p><b>Recycling (Garden decorations)</b>  -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.  -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.  -select from and use a wider range of tools and equipment to perform practical tasks accurately.  -select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities.  -investigate and analyse a range of existing products.  -evaluate their ideas and products against their own design</p>		<p><b>Moon buggy</b>  -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.  -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.  -select from and use a wider range of tools and equipment to perform practical tasks accurately.  -select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities.  -investigate and analyse a range of existing products.  -evaluate their ideas and products against their own design criteria and consider the</p>	
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		<p>-understand how key events and individuals in design and technology have helped shape the world.</p> <p>-apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>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>-apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>		<p>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>-apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>-understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	
Music	Brass tuition			Brass tuition		
RE	Why do some people believe god exists?		If god is everywhere, why go to a place of worship?		What does it mean to be a Muslim in Britain today?	What would Jesus do?
French	Unit 1: French Festivals Unit 2: Numbers beyond 100	Unit 3: My Family & Friends Unit 4: My home	Unit 5: Colours & shades Unit 6: Animals	Unit 7: Food Unit 8: Calendar	Unit 9: clothing Unit 10: Shopping at a market	Unit 11: holidays & celebrations Unit 12: Towns & cities
Computing	Film making	Radio Stations		Coding		Internet research

PSHE	How can bad news affect our physical and mental health?	Why is it important to respect other peoples' points of view?  Are all relationships the same?	What makes us individuals?  Do we all go through the same changes?	Is diversity the same in all communities ? Do we all share the same values about diverse communities ?	Why do we have age restrictions?  How can we respond to emergencies ?	Should we do things just because we can? Is the internet a source of positivity or negativity?
PE	Personal	Social	Cognitive	Creativity	Physical	Health and fitness.
	develop competence to excel in a broad range of physical activities ♣ are physically active for sustained periods of time ♣ engage in competitive sports and activities ♣ lead healthy, active lives.					