




Yearly Plan 2021/22

Class 8 (Year 5)

	Autumn Term		Spring Term		Summer Term	
Term dates	02/09/21 - 15/10/21	01/11/21 - 16/12/21	05/01/22 - 11/02/21	21/02/22 - 01/04/21	19/04/22 - 27/05/21	06/06/22- 27/07/22
Key Learning Challenges	Benin, West Africa		Anglo-Saxons and Vikings		Local Industry (Coal mines)	
Wow moments (visits/visitors)	Videos/Images		Yorvik or alternative visit		Coal mining museum?	
Parental engagement	Tilly Willis paintings					
Core Text	Journey to Jo'burg by Beverley Naidoo Non-fiction - Africa	Who was Nelson Mandela? By Meg Belviso Non-fiction – Nelson Mandela	Lady Of Shalott by Alfred Lord Tennyson Non-fiction - Anglo Saxons	Beowulf by Michael Morpurgo Non-fiction – Vikings Poetry Kennings	The coal mine by Derek Slater?? Non-fiction – mining Poetry – coal mining	Children of the mine by Jacqueline Bellew??
English 	<ul style="list-style-type: none"> • Diary • Letter • Writing in role • 	<ul style="list-style-type: none"> • Balanced argument • Biography 	<ul style="list-style-type: none"> • Character description • Diary –Flash back • Report – Anglo Saxons 	<ul style="list-style-type: none"> • Recount of story • Character description • Narrative – in style of writer • Kenning • Information text 	<ul style="list-style-type: none"> • Author study (Michael Morpurgo) • Non-fiction – explanation of coal mining • Recount - visit 	<ul style="list-style-type: none"> • Narrative – a child down the mine • Description – setting • Recount – newspaper (Aberfan mine disaster)


Yearly Plan 2021/22

Class 8 (Year 5)

<p>Maths</p> 	<ul style="list-style-type: none"> • Reasoning with large whole numbers Understand, compare and solve number and practical problems to 1 000 000. • Integer addition and subtraction Explore calculation strategies for large number problems, reasoning towards appropriate operations and methods. • Line graphs and timetables Read and interpret information presented in tables and line graphs and solve comparison, sum and difference questions. 	<ul style="list-style-type: none"> • Multiplication and division Solve problems using known facts, knowledge of factors, primes, squares and cubes and combinations of operations. • Perimeter and area Calculate and compare the perimeter and area; estimate areas of non-rectilinear shapes. 	<ul style="list-style-type: none"> • Multiplication and division To multiply and divide using a range of formal methods. • Fractions and decimals Understand and use numbers with up to 3 decimal places; read and write decimals as fractions; solve problems involving measure with all four operators. 	<ul style="list-style-type: none"> • Fractions and percentages Understand percentages and convert to fractions/decimals; add/subtracts fractions with different denominators; multiply fractions by whole numbers; solve problems with all of the above. 	<ul style="list-style-type: none"> • Calculating with whole numbers and decimals Consolidation and application opportunities. Solve multi-step problems in contexts, using all four operations and deciding on appropriate methods. • 2-D and 3-D shape Distinguish between regular and irregular polygons; recognise, describe and build 3-D shapes, including making nets; illustrate and name parts of circles. 	<ul style="list-style-type: none"> • Transformations Identify and describe translations and positions of shapes with appropriate language; deduce missing lengths and angles. • Converting units of measure Convert between units of metric measure and understand approximate equivalences between metric and imperial units. • Volume Estimate volume and capacity; recognise and use cube numbers with notation.
<p>Science</p> 	<p><u>Living things and their habitats</u> Pupils should be taught to: -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><u>Earth and Space</u> Pupils should be taught to: -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.</p>	<p><u>Forces</u> Pupils should be taught to: -explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object -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><u>Properties and changes of materials</u> Pupils should be taught to: -compare and group together everyday materials on their properties, including their hardness, solubility, 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 -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.</p>	<p><u>Animals including humans</u> Pupils should be taught to: -describe the changes as humans develop to old age.</p>	






Yearly Plan 2021/22

Class 8 (Year 5)

<p>History (H)</p> 	<p>Pupils should be taught about a non-European society that provides contrasts with British history</p>	<p>Pupils should be taught about Britain's settlement by Anglo-Saxons <i>This could include:</i> <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i> <i>Anglo-Saxon art and culture</i> <i>Christian conversion - Canterbury, Iona and Lindisfarne</i> Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>This could include:</i> <i>Viking raids and invasion</i> <i>resistance by Alfred the Great and Athelstan, first king of England</i> <i>further Viking invasions and Danegeld</i> <i>Anglo-Saxon laws and justice</i> <i>Edward the Confessor and his death in 1066</i></p>	<p>What impact did the coal mines have on the local area?</p>
<p>Geography</p>	<p><u>Locational knowledge</u> -locate the world's countries, using maps; concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Human and physical geography describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Human and physical geography</u> describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle</p>	<p><u>Locational knowledge</u> -locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <u>Place knowledge</u> -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. <u>Human and physical geography</u> describe and understand key aspects of: -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p><u>Locational knowledge</u> -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <u>Place knowledge</u> -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Human and physical geography describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

Yearly Plan 2021/22

Class 8 (Year 5)

			<u>Geographical skills and fieldwork</u> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		<u>Geographical skills and fieldwork</u> -use maps, atlases, -use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. -use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
Art/DT 	<u>Colour and mood</u> To create a range of moods in their paintings (Tilly Willis)	DT <u>Jewellery and fastenings</u> To create a piece of jewellery in the style of another culture	<u>Sewing</u> To experiment with and combine materials and processes to design and make a story (link Bayeux tapestry)	DT <u>Create and design a Viking boat</u> To select and use a variety of materials to create a Viking boat	<u>Shading and cross hatching</u> To use shading to create mood – link coal mines (Henry Moore)	DT <u>To design a model mine shaft with a working pulley</u> To experiment with a single or double pulley system
Music 	Living on a prayer Listen & appraise Playing instruments (Glockenspiels) Improvise and compose	Class Jazz Listen & appraise Playing instruments (Ukuleles) Improvise and compose	Make you feel my love Listen & appraise Playing instruments Improvise and compose	Fresh Prince of Bel Air Listen & appraise Playing instruments Improvise and compose	Dancing in the street Listen & appraise Playing instruments Improvise and compose	Reflect, rewind and replay Listen & appraise Playing instruments Improvise and compose
P.E. 	Basketball	Dance	Gymnastics	Hockey	Swimming	Swimming
R.E. 	How far would a Sikh go for their religion? See Discovery planning	Is Christmas a true story? See Discovery planning	Are Sikh stories important today? See Discovery planning	Did God intend for Jesus to be crucified? See Discovery planning	What is the best way for a Sikh to show commitment to God? See Discovery planning	What is the best way for a Christian to show commitment to God? See Discovery planning
Computing 	<u>Sharing information</u> Identifying and exploring how information is shared between digital systems.	<u>Video editing</u> Planning, capturing, and editing video to produce a short film	<u>Selection in physical computing</u> Exploring conditions and selection using a programmable microcontroller	<u>Flat-file databases</u> Using a database to order data and create charts to answer question	<u>Vector drawing</u> Creating images in a drawing program by using layers and groups of objects.	<u>Selection in quizzes</u> Exploring selection in programming to design and code an interactive quiz.

Yearly Plan 2021/22

Class 8 (Year 5)

PSHCE	<ul style="list-style-type: none"> <u>Celebrating difference</u> I can explain the differences between direct and indirect bullying 	<ul style="list-style-type: none"> <u>Dreams and Goals</u> I can describe the dreams and goals of a young person in a culture different from mine and relate the to my own 	<ul style="list-style-type: none"> <u>Healthy me</u> I can describe different roles food can play in people's lives ad can explain how people can develop eating problems relating to body image pressures 		<ul style="list-style-type: none"> <u>Relationships</u> I can explain how to stay safe when using technology to communicate with my friends 	<ul style="list-style-type: none"> <u>Changing me</u> I can describe how boys' and girls' bodies change during puberty
FRENCH	<ul style="list-style-type: none"> Getting to know you 	<ul style="list-style-type: none"> All about ourselves 	<ul style="list-style-type: none"> Food and drink 	<ul style="list-style-type: none"> Family and Friends 	<ul style="list-style-type: none"> School Life 	<ul style="list-style-type: none"> Key events in French history