# Morley Memorial Primary School Long Term Planning 2019-20 Year: 5 Teachers: KB / MD

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| **Learning Dispositions** | **Motivated** | **Resilient** | **Courageous** | **Curious** | **Collaborative** | **Reflective** |
| **Subjects**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Question** | SpaceWhy does night follow day?***And as a second topic in tandem:*** Shakespeare – What’s so special about Shakespeare?  | SpaceWhy does night follow day?***And as a second topic in tandem:*** Shakespeare – What’s so special about Shakespeare?  | VikingsWere the Vikings really vicious? | Civil RightsHas Martin Luther King’s dream come true? | Local HistoryWas the Victorian Era a Golden or a Dark Age for Cambridge? | RainforestsIs the Amazon Indispensable?  |
| **Trips** | Cast workshop at Peter Hall Performing Arts Centre  | Performance at Peter Hall Performing Arts Centre   | Gripping History immersive day  |  | Historyworks- outside initiativeBurwell House | Wandlebury |
| **‘Wow’ Starter** | Bringing Shakespeare to life - Play in a Day. |  | Gripping History immersive day  | Lesson developed to highlight the idea of inequality | Historyworks - local walk |  |
| **‘Wow’ End** |  | Performance at Mumford  | Clay longship figureheads |  | Historyworks |  |
| **Class Texts** | Abridged Shakespeare script used in performance | Sci-fi story eg Fortunately the Milk by Neil Gaiman | Odd and the Frost Giants by Neil Gaiman |  | Pax | The Explorer |
| **SPaG** | Fronted adverbialsDirect and indirect speechPronouns | Relative clausesExpanded noun phraseBracketsSubject verb agreement | DashesStandard English - verb and subject agreementStandard English - me an IWord groups - Pronouns (types of pronouns) | Modal VerbsLinking ParagraphsCommas within sentencesCommas to avoid ambiguity | Linking paragraphs using adverbialsLinking ideas with paragraphs Adverbs | Passive voice Present perfect  |
| **Spellings**in line with NNS | Words with the letter string ‘ough’Words with silent lettersWords ending in ‘-able’ and ‘-ible’.Homophones | HypensProof-readingApostrophesPossessives | Building words from root words‘I’ before ‘e’ except after ‘c’ | Words ending in ‘-ably’ and ‘-ibly’HomophonesRare GPCs | Proof reading for Year 5 wordsEtymologyHomophones | Proof-reading Statutory words Problem suffixes ‘ous’, ‘ing’, ‘ed’, ‘es’, ‘ies’Homophones |
| **Guided Reading** | Abridged Shakespeare script used in performanceVariety of texts depending on ability including titles from Badger Books (*Framed, How to train Your Dragon, To Be A Cat,)* and Reading Detectives | Variety of texts depending on ability including titles from Badger Books (*Framed, How to train Your Dragon, To Be A Cat,)* and Reading Detectives | Variety of texts depending on ability including titles from Badger Books (*Framed, How to train Your Dragon, To Be A Cat,)* and Reading Detectives | Variety of texts depending on ability including titles from Badger Books (*Framed, How to train Your Dragon, To Be A Cat,)* and Reading Detectives | Variety of texts depending on ability including titles from Badger Books (*Framed, How to train Your Dragon, To Be A Cat,)* and Reading Detectives | Variety of texts depending on ability including titles from Badger Books (*Framed, How to train Your Dragon, To Be A Cat,)* and Reading Detectives |
| **Visual Text**  | Animated Shakespeare | BBC Stargazing educational videos |  | Martin Luther King speech | Horrible histories | David Attenborough: Jungles (Planet Earth 1 and 2) |
| **Text Types** | Explanation text about day, night and seasons (Science)Shakespeare play | Newspaper ReportSci-fi story | Explanation (Viking ships)FictionMyths and legends | DiaryBiography | Poetry (reciting)Non-chronological report | PersuasionFormal letters |
| **English** | SHAKESPEARE SCHOOLS FESTIVALFocus on drama and spoken word. Around the performance focus on- participation in discussions, presentations, performance, role play and improvisation, speaking audibly, collaborative conversations. Character studyUnderstanding and moving on the narrative, spoken and written. | News report about Man on Moon Sci-fi Stories | Odd and the Frost Giants | Rosa Parks or Ruby Bridges inspired diary entriesPersuasive writing: ‘Did Martin Luther King’s Dream Come True’ | Pax: Diary entries, character descriptions  | Benchmark assessed unaided writing: Rainforest animation- retell the story |
| **Maths** | Place Value, Addition and Subtraction, Statistics | StatisticsNumber- Multiplication and DivisionMeasure- Perimeter and Area | Multiplication and Division, Fractions | Fractions, Decimals and Percentages | DecimalsGeometry- Properties of Shapes, Position and Direction | Converting Units, Volume |
| **Science** | 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 approx. 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.  | Forces - gravity, air resistance, friction and upthrust | Properties and changes of materials – grouping materials, experimenting with solids, liquids and gases, fair testing, reversible and irreversible changes.Strengthen underpinning scientific enquiry | Properties and changes of materials – grouping materials, experimenting with solids, liquids and gases, fair testing, reversible and irreversible changes.Strengthen underpinning scientific enquiry | Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have greater effect.Strengthen underpinning scientific enquiry. | Comparing life cycles of mammals, insects, birds and amphibians. Process of reproduction in plants.  |
| **D&T** |  | Structures - Project Launchpad - build a launchpad to fire a rocket into space! |  |  | Gears and Pulleys - fairground ride | Food - Muffins |
| **Art** | The Play-scene in Hamlet - by Daniel Maclise (1806-1870) - using shading techniques and choice of mediums to represent characters’ feelings, emotions, and status. |   | Viking sketches and 3D form | Faith Ringgold- Applique class mural |  |  |
| **Computing** | Debugging an algorithm (dog farmer hen corn) | E-Safety - Cyber bullying | Network hunt | Viking raid animation sequence activity | Boat race game |  |
| **History** |   | The Space Race (including Cold War after WW2)Moon landing (English link)  | What image do we have of the Vikings today? Why were longboats so critical for Vikings to thrive?Why have the Vikings gained such a bad reputation?How did the Vikings try to take over the country and how close did they get?How have recent excavations changed our view of the Vikings?What can we learn about Vikings settlement from a study of place-name endings?What can we learn about Vikings settlement from a study of place-name endings? | Martin Luther King and the Civil Rights Movement- context  | Local history study: how did the coming of the railway impact Cambridge? Digimaps software- Cambridge old and newStudy maps of Cambridge and through time; before, during and after Victorian era.  |  |
| **Geography** |  | Locational Geography: Atlas skills, continents, mountains and oceans |  | Locational Geography: continents, sea, rivers Contextual Geography: where did the Vikings come from? How far did they spread themselves?  | Human Geography:Mapping landuseDescribing the features of a well-known city Explain how a location fits into its wider geographical location with reference to human and physical features Taking into account what a place might look like in the future taking into account past changes | Geographical enquiry and geographical knowledge:Locate the world’s countries, using maps to focus on South AmericaIdentify the position and significance of latitude, equator, tropic of cancer and CapricornIdentify the position and significance of longitude, the Prime/Greenwich Meridian and time zonesDescribe and understand key aspects of physical geography, including: climate zones, biomes and vegetation beltsComparison of Cambridge UK and Manuas, Brazil in terms of temperature and precipitationCollecting information on a place and using it in a report |
| **Music** | Provided by Mr Ecclestone, Peripatetic music teacher |
| **RE Cambs Agreed Syllabus** | Hinduism | Hinduism  | Influential people | Jesus through Art  | Jesus through Art continued.  | Justice |
| **Indoor P.E.** | Gymnastics | Gymnastics | SwimmingDance: Jailhouse Rock? | Swimming | Gymnastics | Gymnastics |
| **Outdoor P.E.** | Invasion games - Netball | Invasion games - Netball |  | Invasion games - Football | Striking and Fielding - cricket, rounders and tennis  | AthleticsOAA - Wandlebury |
| **MFL** | Provided my M Jarry, Peripatetic French teacher |
| **P.S.H.E.** **Cambs PDP** | Beginning and Belonging | Family and Friends | Personal Safety | Diversity and Communities | Financial Capability | SRE |
| **Long term homework** | Learn lines for Shakespeare Play | Make a Space Race game | Make a Viking longboatWrite a Viking Myth |  | Challenge to discover and share something unexpected about the History of Cambridge | Rainforest in a shoe box  |