# 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** | Space  Why does night follow day?  ***And as a second topic in tandem:*** Shakespeare – What’s so special about Shakespeare? | Space  Why does night follow day?  ***And as a second topic in tandem:*** Shakespeare – What’s so special about Shakespeare? | Vikings  Were the Vikings really vicious? | Civil Rights  Has Martin Luther King’s dream come true? | Local History  Was the Victorian Era a Golden or a Dark Age for Cambridge? | Rainforests  Is 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 initiative  Burwell 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 adverbials  Direct and indirect speech  Pronouns | Relative clauses  Expanded noun phrase  Brackets  Subject verb agreement | Dashes  Standard English - verb and subject agreement  Standard English - me an I  Word groups - Pronouns (types of pronouns) | Modal Verbs  Linking Paragraphs  Commas within sentences  Commas to avoid ambiguity | Linking paragraphs using adverbials  Linking ideas with paragraphs  Adverbs | Passive voice  Present perfect |
| **Spellings**  in line with NNS | Words with the letter string ‘ough’  Words with silent letters  Words ending in ‘-able’ and ‘-ible’.  Homophones | Hypens  Proof-reading  Apostrophes  Possessives | Building words from root words  ‘I’ before ‘e’ except after ‘c’ | Words ending in ‘-ably’ and ‘-ibly’  Homophones  Rare GPCs | Proof reading for Year 5 words  Etymology  Homophones | Proof-reading  Statutory words  Problem suffixes ‘ous’, ‘ing’, ‘ed’, ‘es’, ‘ies’  Homophones |
| **Guided Reading** | Abridged Shakespeare script used in performance  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 | 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 Report  Sci-fi story | Explanation (Viking ships)  Fiction  Myths and legends | Diary  Biography | Poetry (reciting)  Non-chronological report | Persuasion  Formal letters |
| **English** | SHAKESPEARE SCHOOLS FESTIVAL  Focus on drama and spoken word.  Around the performance focus on-  participation in discussions, presentations, performance, role play and improvisation, speaking audibly, collaborative conversations.  Character study  Understanding 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 entries  Persuasive 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 | Statistics  Number- Multiplication and Division  Measure- Perimeter and Area | Multiplication and Division, Fractions | Fractions, Decimals and Percentages | Decimals  Geometry- 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 new  Study 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 landuse  Describing 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 America  Identify the position and significance of latitude, equator, tropic of cancer and Capricorn  Identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts  Comparison of Cambridge UK and Manuas, Brazil in terms of temperature and precipitation  Collecting 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 | Swimming  Dance: Jailhouse Rock? | Swimming | Gymnastics | Gymnastics |
| **Outdoor P.E.** | Invasion games - Netball | Invasion games - Netball |  | Invasion games - Football | Striking and Fielding -  cricket, rounders and tennis | Athletics  OAA - 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 longboat  Write a Viking Myth |  | Challenge to discover and share something unexpected about the History of Cambridge | Rainforest in a shoe box |