

Year 5 Long Term Intent

Autumn 1

Key Texts	Street Child											
Genres	Setting description, narrative and persuasive argument											
Trips/Visits/Visitors/Experiences	Cromer											
Writing	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, using organisational and presentation devices appropriate to genre Increase effectiveness of narrative writing by describing characters and settings Increase the effectiveness of narrative writing by integrating dialogue Use a variety of cohesive devices to build cohesion within sentences and paragraphs, including pronouns and adverbials Link ideas across paragraphs using adverbials of time, place and number Use tenses consistently and correctly to link ideas Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility Use a range of conjunctions and adverbials to link, compare and contract and extend ideas, information and events Use adverbials to build cohesion across sentences and paragraphs Maintain tense consistently where shifts in tense may occur Apply knowledge of nouns when differentiating between homophones Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 											
Reading	<ul style="list-style-type: none"> Use a range of strategies to identify the meaning of new vocabulary Summarise ideas across paragraphs, identifying key details that support the main ideas Retrieve information, referring to more than one place in the text Identify whether changes in characters met or challenged the reader's expectations Provide evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text Comment on how a character is built and presented, referring to dialogue, action and description Identifies how an author varies pace by using direct or reported speech at different points in a story Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the groups thinking further Identifies precision in the use of technical terminology and considers the different reasons as to why an author might use this 											
Spelling	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Unit 1</td> <td>Words with silent letter b</td> </tr> <tr> <td>Special focus 1</td> <td>Words that contain the letter-string -ough</td> </tr> <tr> <td>Unit 2 (x2 weeks)</td> <td>Words ending in -ible</td> </tr> <tr> <td>Special focus 2</td> <td>Homophones</td> </tr> <tr> <td>Unit 3 (x2 weeks)</td> <td>Words ending in -able</td> </tr> </table>	Unit 1	Words with silent letter b	Special focus 1	Words that contain the letter-string -ough	Unit 2 (x2 weeks)	Words ending in -ible	Special focus 2	Homophones	Unit 3 (x2 weeks)	Words ending in -able	
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Handwriting	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Unit 1: practising joining to and from the letter r</td> <td rowspan="4"></td> </tr> <tr> <td>Unit 2: ensuring letters are consistent in height and size</td> </tr> <tr> <td>Unit 3: developing fluency</td> </tr> <tr> <td>Unit 4: ensuring the letter t is at the right height</td> </tr> </table>	Unit 1: practising joining to and from the letter r		Unit 2: ensuring letters are consistent in height and size	Unit 3: developing fluency	Unit 4: ensuring the letter t is at the right height						
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Maths	<ul style="list-style-type: none"> Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 Count forwards and backwards with positive and negative whole numbers, including through zero Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit Read Roman numerals to 1000 (M) and recognise years written in Roman numerals Interpret negative numbers in context Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Solve number problems and practical problems that involve all of the above Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy 											

	<ul style="list-style-type: none"> • Add and subtract whole numbers with more than four digits, including formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods and to use and why • Complete, read and interpret information in tables, including timetables • Solve comparison, sum and difference problems using information presented in a line graph • Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers • Know and use the vocabulary of prime numbers • Establish whether a number up to 100 is prime and recall numbers up to 19 • Recognise and use square and cube numbers • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • Solve problems involving multiplication and division including using their knowledge of factors, multiples, squares and cubes • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates • Solve problems involving addition and subtraction, multiplications and division and a combination of these, including the meaning of equals sign
<p style="text-align: center;">Science Living things and their habitats</p>	<ul style="list-style-type: none"> • Know the differences between the life cycles of: a mammal, a bird, an insect, an amphibian • Know the process of reproduction in plants • Know the differences between different life cycles • Know the process of reproductions in animals <p>Working Scientifically</p> <ul style="list-style-type: none"> • Record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs.
<p style="text-align: center;">History</p>	<ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know about life in Anglo-Saxon Britain and if life was better during Anglo-Saxon or Roman times • Know why the Anglo-Saxons moved away from their home land • Know what challenges the Anglo-Saxons had when they settled in Britain • Know the importance of religion to the Anglo-Saxons • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Suggest reasons for conflicting historical accounts <p>Historical Skills</p> <ul style="list-style-type: none"> • Analyse sources of information for accuracy, usefulness and relevance • Make links between events and changes, giving reasons for them and explaining the result • Discuss the impact and causes of historical changes in Britain • Choose appropriate sources to answer questions • Identify and describe changes within and between different periods in history • Use and understand abstract terms such as: Empire, civilisation, parliament and peasantry • Place events, people and changes into correct periods of time and in chronological order • Create historically valid questions about cause and significance
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> • know and locate the main seas surrounding the UK • know and locate places with beaches in the UK • Analyse information from a range of sources and make conclusions <ul style="list-style-type: none"> • Know how the geography of the UK has changed over time • Know the impact of erosion has on coastal regions of the UK • Use a range of sources to compare places studied

	<ul style="list-style-type: none"> • Know how to plan a journey within the UK, using a road map • Read the scale on contour lines on an OS map 																
<p align="center">Religious Education</p> <p align="center">Unit 2:10 What will make our community more respectful place?</p>	<ul style="list-style-type: none"> • Make clear connections between what people believe and how they live, individually and in communities. • Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures. • Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. • Ask and suggest answers to important questions about religion and beliefs • Describe why people belong to religions. • Explain the impact of beliefs on individuals and communities. • Suggest possible reasons for similarities and differences within different religions. • 																
<p align="center">Physical Education</p>	<p>Circuit Fitness (Bootcamp)</p> <ul style="list-style-type: none"> • Create circuits, using exercises that will include all major muscles • Learn the names for certain muscles (quadriceps, biceps, triceps, abdominals, deltoids, pectorals, gluteus maximus, hamstrings) • Pick up on something a partner does well and also on something that can be improved • Know why own performance was better or not as good as their last • Understand how to stay healthy and list the benefits of leading a healthy lifestyle <p>Dance (Dynamic Dance)</p> <ul style="list-style-type: none"> • Compose own dances in a creative way • Perform dance to an accompaniment • Dance shows clarity, fluency, accuracy and consistency • Choose own dance steps and movements and develop them into a routine • Improve timing and stepping to the beat • Count moves and perform in repetitions of eight, four, two and singles 																
<p align="center">Computing</p> <p align="center">Game Creator</p>	<table border="1"> <thead> <tr> <th data-bbox="553 914 1256 943">Game Creator</th> <th data-bbox="1256 914 2130 943"></th> </tr> </thead> <tbody> <tr> <td data-bbox="553 943 1256 971">Children will know that:</td> <td data-bbox="1256 943 2130 971">Children will know how to:</td> </tr> <tr> <td data-bbox="553 971 1256 1023">To know that 3D games can be made using the 2DIY 3D tool.</td> <td data-bbox="1256 971 2130 1023">• Make a 3D game using the key functions of the 2DIY 3D game creator tool.</td> </tr> <tr> <td data-bbox="553 1023 1256 1137">To know that to maximise playability, it is important to plan and design a game before making it.</td> <td data-bbox="1256 1023 2130 1137">• Use a design document to plan the theme and aim, characters and game world, game features, timing, character movement and interaction for a 3D game.</td> </tr> <tr> <td data-bbox="553 1137 1256 1220">To know that it is important to give the player good instructions to enable them to enjoy playing the game.</td> <td data-bbox="1256 1137 2130 1220">• Create useful instruction screens for players.</td> </tr> <tr> <td data-bbox="553 1220 1256 1278">To know that the visual properties of a game should fit with the theme and add a feeling of immersion to the experience.</td> <td data-bbox="1256 1220 2130 1278">• Choose and design appropriate textures for the game world walls, floors, lighting, hazards and scenery.</td> </tr> <tr> <td data-bbox="553 1278 1256 1335">To know that the audio properties of a game should fit with the theme and add a feeling of immersion to the experience.</td> <td data-bbox="1256 1278 2130 1335">• Choose or compose appropriate sound effects and music for the game.</td> </tr> <tr> <td data-bbox="553 1335 1256 1528">To know that the design of baddie sprites and collectable quest items is a key aspect of game creation.</td> <td data-bbox="1256 1335 2130 1528"> <ul style="list-style-type: none"> • Design the collectable quest items and add movement, sound effects and actions. • Consider where to place the collectable quest items so it is possible to finish the game. • Place sprites in the game in such a way as to provide challenge but not make it impossible to play. • Select appropriate penalties for encountering an enemy. </td> </tr> </tbody> </table>	Game Creator		Children will know that:	Children will know how to:	To know that 3D games can be made using the 2DIY 3D tool.	• Make a 3D game using the key functions of the 2DIY 3D game creator tool.	To know that to maximise playability, it is important to plan and design a game before making it.	• Use a design document to plan the theme and aim, characters and game world, game features, timing, character movement and interaction for a 3D game.	To know that it is important to give the player good instructions to enable them to enjoy playing the game.	• Create useful instruction screens for players.	To know that the visual properties of a game should fit with the theme and add a feeling of immersion to the experience.	• Choose and design appropriate textures for the game world walls, floors, lighting, hazards and scenery.	To know that the audio properties of a game should fit with the theme and add a feeling of immersion to the experience.	• Choose or compose appropriate sound effects and music for the game.	To know that the design of baddie sprites and collectable quest items is a key aspect of game creation.	<ul style="list-style-type: none"> • Design the collectable quest items and add movement, sound effects and actions. • Consider where to place the collectable quest items so it is possible to finish the game. • Place sprites in the game in such a way as to provide challenge but not make it impossible to play. • Select appropriate penalties for encountering an enemy.
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	To know that there are criteria which determine the playability of a video game.	<ul style="list-style-type: none"> Evaluate the playability of a video game.
	To know that evaluation is important so a game can be improved.	<ul style="list-style-type: none"> Evaluate games made by their peers using given criteria. Read evaluations of their game from others. Make appropriate improvements to their game.
DT Design and make kites	<ul style="list-style-type: none"> Come up with a range of ideas after collecting information from different sources to design a kite Produce a detailed, step-by-step plan to create a kite Explain how a product will appeal to a specific audience Suggest alternative plans; outlining the positive features and draw backs Evaluate appearance and function against original criteria Use applique to decorate by gluing and stitching Cut and measure doweling, strip wood and square sections accurately Build frameworks using a range of materials 	
Music	<ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. 	
Personal, Social, Health Education Relationships	<ul style="list-style-type: none"> How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. Understand that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them Develop strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. Understand how friendships can change over time, about making new friends and the benefits of having different types of friends. Know that friendships have ups and downs; develop strategies to resolve disputes and reconcile differences positively and safely. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary Develop strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support Know about discrimination: what it means and how to challenge it. 	
Modern Foreign Languages	<ul style="list-style-type: none"> Understand basic grammar in the context of talking about what they want to be when they grow up. Listen to spoken language and join in by responding appropriately. Develop accurate punctuation and intonation so that others understand what they are saying. Describe emotions using basic sentences. 	

- Understand basic grammar appropriate and build sentences in the context of prediction what's going to happen.
- Appreciate stories, songs, poems and rhymes in the context of a traditional tale.
- Write phrases from memory in the context of writing personal presentations.
- Describe people, places, things and actions in the context of describing themselves.