

Year 5 Long Term Intent

Spring 1

Key Texts	CGP Anglo-Saxon Study Book		
Genres	Non-Chronological Report, Journal entry, Newspaper Report		
Trips/Visits/Visitors/Experiences	Chick hatching Make a vegetable soup		
Writing	<ul style="list-style-type: none"> • Use suffixes such as –ate, -ise and –ify • Use verb prefixes such as dis-, de-, im-, over- and re- • Write effectively for a range of purposes and audiences, using organisational and presentational devices appropriate to non-chronological reports about life cycles of animals and the Anglo-Saxons and a newspaper report. • Select appropriate grammar and vocabulary for non-chronological reports and newspaper reports • Use a thesaurus and dictionary to check or correct spellings • Spell some words from the Year 5/6 spelling list with increasing accuracy • Maintain legible, joined handwriting • Use a variety of cohesive devices to build cohesion in sentences and paragraphs including pronouns and adverbials about the Anglo-Saxons • Proof-read writing for spelling and punctuation and spelling errors • Use a full range of punctuation accurately to demarcate within sentences including apostrophes • Maintain tense consistently where shifts in tense may occur • Use modal verbs/adverbs to suggest degrees of possibility • Use relative clauses appropriately within writing to add detail to sentences • Use adverbials to build cohesion within and across paragraphs • Use brackets to indicate parenthesis • Use bullet points to list information • Use the perfect form of verbs to mark relationships of time and cause • Use commas to clarify meaning or avoid ambiguity • Note and develop initial ideas drawing on research and reading where necessary 		
Reading	<ul style="list-style-type: none"> • Uses a range of strategies to identify the meaning of new vocabulary • Summarises main ideas from more than one text to support note taking • Analyses information from tables and charts and can incorporate this information into a summary of the whole text • Summarises ideas across paragraphs, identifying key details that support the main ideas • Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information • Identifies conventions across a range of non-fiction text types and forms 		
Spelling	Special focus 5	Homophones and other words that are easily confused	
	Unit 6	Words ending in –ent	
	Unit 6	Words ending in –ent	
	Special focus 6	Common exception words	
	Unit 7	Words ending in –ence	
	Unit 7	Words ending in –ence	
Handwriting	Unit 11: more practice with presentation		
	Unit 12: ensuring correct formation of the letter k		
	Unit 13: forming the letter y correctly		
	Unit 14: practising speed and fluency		

	Unit 15: practising punctuation Unit 16: ensuring consistency in letter sizes	
Maths	<ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Read and write decimal numbers as fractions Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with a denominator 100 and as a decimal Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 and 25 	
Science Animals including humans	<ul style="list-style-type: none"> Create a timeline to indicate stages of growth in humans <p>Working Scientifically</p> <ul style="list-style-type: none"> Able to relate causal relationships when, for example, studying life cycles Keep an on-going record of new scientific words that they have come across for the first time 	
History	<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 <p>Historical Skills</p> <ul style="list-style-type: none"> Suggest reasons for conflicting historical accounts Analyse sources of information for accuracy, usefulness and relevance Examine artefacts and explain what they show us about that time in history 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 Examine and compare artefacts 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 Examine periods in world history and influences on British society at the time 	
Geography	<ul style="list-style-type: none"> Make a scale drawing using scales based on powers of 10 Make a simple thematic map based on data Read the scale on contour lines based on an OS map Analyse information from a range of sources and make conclusions 	

<p>Religious Education</p>	<ul style="list-style-type: none"> • Identify and explain Hindu beliefs e.g dharma, karma, samsara and moksha • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view
<p>Physical Education</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> • Perform consistently to different audiences • Use and refine the following skills: flexibility, strength, balance, power and mental focus. • Learn how to link moves together with fluency and good body tension • Perform actions in and out of rolls. • Use and refine the following skills: flexibility, strength, balance, power and mental focus. • Develop skills for movement, including rolling, bridging and dynamic movement. • Lead others in a stretching routine to prepare for gymnastics. <p>Circuit fitness (Mighty Movers)</p> <ul style="list-style-type: none"> • Perform a fitness circuit that aims to improve strength and stamina. • Understand that circuits can take different forms and work on different fitness elements. • Experience some of the changes that occur to the body during exercise. • Improve fitness by raising the heart rate and strengthening the legs and arms.
<p>Computing Unit 5.5 Game Creator</p>	<ul style="list-style-type: none"> • To introduce the 2DIY 3D tool. • To begin planning a game. • To design the game environment. • To design the game quest to make it a playable game. • To finish and share the game. • To self- and peer-evaluate.
<p>DT Design, make and evaluate a vegetable soup</p>	<ul style="list-style-type: none"> • Be both hygienic and safe in the kitchen • Know how to prepare a meal by collecting the ingredients in the first place • Know which season various foods are available for harvesting • Understand how food types affect our bodies
<p>Music Samba</p>	<ul style="list-style-type: none"> • Maintain own part whilst others are performing their part • Understand when to use varying volumes, pitch and expression in voice to portray an idea or mood. • Layer sounds to create effects. • Perform given compositions/songs from memory. • Describe, compare and evaluate music thinking about texture, structure, timbre and dynamics. • Explain why they think music is successful or unsuccessful

<p>Personal, Social, Health Education Living in the wider world</p>	<ul style="list-style-type: none"> • To discuss how resources are allocated and the effect this has on individuals, communities and the environment • To understand the importance of protecting the environment and how everyday actions can either support or damage it • To discuss how to show compassion for the environment, animals and other living things • To discuss about the way that money is spent and how it affects the environment • To be able to express their own opinions about their responsibility towards the environment • To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • To discuss basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased
<p>Modern Foreign Languages</p>	<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.