

Year 5 Long Term Intent

Spring 2

Key Texts	Floodland													
Genres	Setting description, persuasive speech, narrative													
Trips/Visits/Visitors/Experiences	N/A													
Writing	<ul style="list-style-type: none"> • Spell words with further prefixes and suffixes • Spell words with 'silent letters' • Spell some word from the Year 5/6 spelling list • Use a thesaurus and dictionary • Maintain legible, joined handwriting • Write effectively for a range of purposes and audiences, using organisational and presentational devices appropriate to a setting description, a narrative and a persuasive speech about saving our environment and the life within it (chicks). • Distinguish between the language of speech and writing and choosing the appropriate register • Select appropriate grammar and vocabulary • Proof-read writing for errors and effectiveness • Begin to use the range of punctuation taught at KS2 • Increase effectiveness of a setting description by using expanded noun phrases • Increase effectiveness of a narrative by describing characters and settings • Link ideas across paragraphs using adverbials of time, place and number • Use adverbs to indicate degrees of possibility • Use a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events • Use modal verbs to indicate degrees of possibility • Propose changes to vocabulary to enhance effect 													
Reading	<ul style="list-style-type: none"> • Use a range of strategies to identify the meaning of new vocabulary • Identifies examples of effective description that evoke time or place commenting both on word and sentence choice • Comments on use of language using terminology including onomatopoeia, metaphor, personification • Identifies whether changes in characters met or challenged the reader's expectations • Summarises ideas across paragraphs, identifying key details that support the main ideas • Justifies personal response to particular texts and characters with evidence • Comments on how a character is built and presented, referring to dialogue, action and description • Retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text • Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader 													
Spelling	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Special Focus 7</td> <td>To spell homophones</td> </tr> <tr> <td>Unit 8</td> <td>To spell the ee sounds spelt ei</td> </tr> <tr> <td>Special Focus 8</td> <td>Homophones and other words that are easily confused</td> </tr> <tr> <td>Unit 9</td> <td>Words ending in -ant, -ance and -ancy</td> </tr> </table>	Special Focus 7	To spell homophones	Unit 8	To spell the ee sounds spelt ei	Special Focus 8	Homophones and other words that are easily confused	Unit 9	Words ending in -ant, -ance and -ancy					
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Maths	<ul style="list-style-type: none"> • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including square) using standard units (cm² and m²) and estimate the area of irregular shapes • Use all four operations to solve problems involving measure • Estimate volume and capacity • Complete, read and interpret information in tables, including timetables • Solve comparison, sum and difference problems using information presented in a line graph 													

<p style="text-align: center;">Science Forces</p>	<ul style="list-style-type: none"> • Know what gravity is and its impact on our lives • Identify and know the effect of air and water resistance • Identify and know the effect of friction • Explain how levers, pulley and gears allow smaller force to have greater effect • Identify the effect of forces that act between moving surfaces • Recognise that some mechanisms allow a smaller force to have a greater effect <p>Working Scientifically</p> <ul style="list-style-type: none"> • Able to present information related to scientific enquires in a range of ways including using IT such as PowerPoint such as iMovie • Use all measurements as set out in Year 5 mathematics (measurement), including capacity and mass • Use other scientific instruments as needed e.g. thermometer, rain gauge, spring scales (for measuring Newtons) • Able to give an example of something focussed on when supporting a scientific theory e.g. how much easier it is to lift a heavy object using pulleys • Frequently carry out research when investigating a scientific principle or theory
<p style="text-align: center;">History Ancient Greeks</p>	<ul style="list-style-type: none"> • Know what a city state was in Ancient Greek times and compare to modern day • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know why the Ancient Greek Olympics was so important • Know what democracy is and how Athens was governed • Know how Athens won the Battle of Marathon • Understand the legacy of Greek culture on later periods in British History, including the present day • Know and retell Ancient Greek Myths and Legends and write own versions. • Analyse sources of information for accuracy, usefulness and relevance • Use and understand abstract terms such as: Empire and civilisation • Place events, people and changes into correct periods of time and in chronological order • Create historically valid questions about cause and significance • Identify and describe changes within and between different periods in history <p>Historical Skills</p> <ul style="list-style-type: none"> • 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 • Analyse sources of information for accuracy, usefulness and relevance • Examine artefacts and explain what they show us about that time in history • Examine and compare artefacts
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> • Know what impact human activity is having on the rainforests and animal life • Label layers of a rainforest and know what deforestation is • Know what is meant by biomes and what are the features of a specific biome • Analyse information from a range of sources and make conclusions • Know the names of, and locate, a number of South or North American countries • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map • Know what is meant by the term 'tropics' • Use a range of sources to compare places studied
<p style="text-align: center;">Religious Education</p>	<ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms • Make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed

	<ul style="list-style-type: none"> • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own • Identify features of Gospel texts (for example, teachings, parable, narrative)
<p style="text-align: center;">Physical Education</p>	<p>Cricket (striking and fielding)</p> <ul style="list-style-type: none"> • Choose the most appropriate throw to use within a game. • Call out for a catch in a game showing they know they are in the best place. • Use good hand/eye co-ordination to pass and receive a ball successfully. • Run, throw and catch with accuracy at a target using different techniques. • Choose which type of fielding technique to use. • Apply a range of attacking and defending tactics and skills <p>Gymfit</p> <ul style="list-style-type: none"> • Make complex extended sequences • Combine action, balance and shape • Perform consistently to different audiences • 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. • Perform a range of balances with a high level of control and accuracy. • Use counterbalances and incorporate them into a sequence of movements. • Perform new gymnastic moves with control and accuracy. • Complete a sequence of balances and moves at the same time as a partner, in unison and before and after as a canon • Learn how to link moves together with fluency and good body tension • 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 style="text-align: center;">Computing Unit 5.6 3D Modelling</p>	<p>Unit 5.6 3D Modelling</p> <ul style="list-style-type: none"> • To be introduced to the 2Design and Make tool. • To explore the effect of moving points when designing. • To design a 3D model to fit certain criteria. To refine and print a model. <p>Unit 5.1 E-Safety</p> <ul style="list-style-type: none"> • To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology. • To review children' responsibility to one another in their online behaviour. • To know how to maintain secure passwords • To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information • Ensuring reliability through using different methods of communication.
<p style="text-align: center;">DT Design and create a treehouse using a pulley system</p>	<ul style="list-style-type: none"> • Appraise and evaluate products that use pulleys in relation to their purpose • Design a product that requires pulleys • Suggest alternative plans outlining the positive features and draw backs of your design • Create a prototype and evaluate its effectiveness • Make a final product that relies on pulleys • Evaluate the appearance and function of the final product against the original criteria • Use a range of tools and equipment competently including a glue gun, saw, drill • Link scientific knowledge to design by using pulleys or gears

	<ul style="list-style-type: none"> • Use more complex IT program to help enhance the quality of the product produced • Select the most appropriate way to join and secure materials
<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
<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.