

Year 5 Long Term Intent

Summer 1

	The Odyssey									
Key Texts										
Genres	Newspaper Report and Recount									
Trips/Visits/Visitors/Experiences	n/a									
Writing	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, using organisational and presentation devices appropriate to a newspaper report, a recount and a character description Link ideas about The Trojan War across paragraphs using adverbials of time, place and number within a newspaper report. Apply knowledge of nouns when differentiating between homophones Ensure correct subject and verb agreement when using singular and plural Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on research and reading where necessary Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Assess the effectiveness of their own and others writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proofread for spelling and punctuation errors Use verb 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 contrast and extend ideas, information and events Use adverbials to build cohesion across sentences and paragraphs Use full range of punctuation accurately to demarcate within sentences including apostrophes Use a variety of cohesive devices to build cohesion within sentences and paragraphs, including pronouns and adverbials within a newspaper report. 									
Reading	<ul style="list-style-type: none"> Uses 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 main ideas from more than one text to support note taking Summarises ideas across paragraphs, identifying key details that support the main ideas Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text Recognises that characters may have different perspectives in the story Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information 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 Checks whether viewpoint changes in the story 									
Spelling	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Special Focus 9</td> <td>Orange words</td> </tr> <tr> <td>Unit 10</td> <td>Words ending in shus spelt -cious</td> </tr> <tr> <td>Unit 10</td> <td>Words ending in shus spelt -cious</td> </tr> <tr> <td>Special Focus 10</td> <td>Orange words</td> </tr> </table>	Special Focus 9	Orange words	Unit 10	Words ending in shus spelt -cious	Unit 10	Words ending in shus spelt -cious	Special Focus 10	Orange words	
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<p style="text-align: center;">Maths</p>	<ul style="list-style-type: none"> • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles • Use the properties of rectangles to deduce related facts and find missing lengths and angles • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • Know angles are measure in degrees; estimate and compare acute, obtuse and reflex angles • Draw given angles and measure them in degrees • Identify: angles at a point and one whole turn, angles at a point on a straight line and half turn other multiples of 90° • Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed
<p style="text-align: center;">Science Changes and properties of materials</p>	<ul style="list-style-type: none"> • Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets • Know and explain how a material dissolves to form a solution • Know and show how to recover a substance from a solution • Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating) • Know and demonstrate that some changes are reversible and some are not • Know how some changes result in the formation of a new material and that this is usually irreversible <p>Working Scientifically</p> <ul style="list-style-type: none"> • Report and present findings from enquiries using diagrams, as and when necessary, to support writing • Identify that not all results may be trustworthy and evaluate these when explaining findings from scientific enquiry • Clear about what has been found out from recent enquiry and can relate this to other enquiries, where appropriate <p>Their explanations set out clearly why something has happened and its possible impact on other things, suggesting how evidence can support conclusions</p>
<p style="text-align: center;">History</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. <p>Historical Skills</p> <ul style="list-style-type: none"> • 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 style="text-align: center;">Geography The Disappearing Rainforest</p>	<ul style="list-style-type: none"> • 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 • Show how Christians put their beliefs into practice in worship • 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)

	<ul style="list-style-type: none"> • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts • Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different views • Outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper • Show how Christians put their beliefs into practice in different ways • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view • Ask and suggest answers to important questions about religions and beliefs • Ask and suggest answers to questions of values and commitments • Explain how religious stories and texts are used within different world religions • Explain how beliefs, symbols and actions impact on the everyday lives of religious individuals • Recognise diversity in forms of religions, spiritual and moral expression within and between religions • Explain how religious sources are used to provide answers to ultimate questions and ethical issues • Explain the impact of beliefs on individuals and communities <p>Suggest possible reasons for similarities and difference within different religions</p>
<p align="center">Physical Education</p>	<p>Young Olympians (Athletics)</p> <ul style="list-style-type: none"> • Sustain running at a continuous pace • Improve the technique for running at speed and understand the importance of knee lift and arms • Know the position to stand in when receiving a baton • Run longer distances; knowing when to use a sprint. • Controlled when taking off and landing • Throw with increasing accuracy • Combine running and jumping • Demonstrate correct push technique when throwing a discus and shot-put • Understand how to successfully perform a standing long jump. <p>Nimble Nets</p> <ul style="list-style-type: none"> • Know the correct technique for forehand, backhand and volley. • Accurately play shots on the move and run towards the net to play a volley (approach shot) • Learn the correct techniques for an overhead serve • Apply a range of attacking and defending tactics and skills • Help other members of team to find space within a team game. • Use all the skills learned by playing in a mini tournament.
<p align="center">Computing Unit 5.7 concept maps</p>	<ul style="list-style-type: none"> • To understand the need for visual representation when generating and discussing complex ideas. • To understand the uses of a 'concept map'. • To understand and use the correct vocabulary when creating a concept map. • To create a concept map. • To understand how a concept map can be used to retell stories and information. <p>To create a collaborative concept map and present this to an audience</p>
<p align="center">Art Create a piece of work inspired by Ancient Greeks</p>	<ul style="list-style-type: none"> • Know how to make an Ancient Greek sculpture of a vase using a variety of joining methods • Research the work of Ergotimos and Kleitas and use their work to replicate a style • Use stylistic features of well - known Ancient Greek potters and painters such as Ergotimos and Kleitas • Develop proficiency in different sculpting techniques such as geometric patterns,

	<ul style="list-style-type: none"> • Understand the historical and cultural developments of Ancient Greek pottery
<p>Music The Fresh Prince of Bel-Air</p>	<ul style="list-style-type: none"> • Describe, compare and evaluate music thinking about texture, structure, timbre and dynamics. • Explain why they think music is successful or unsuccessful • Contrast the work of a famous composer with another and explain preferences • Begin to explore reasons for composers' tempo choices. • Explain how music has changed over time.
<p>Personal, Social, Health Education Physical health and mental wellbeing</p>	<ul style="list-style-type: none"> • Understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. • Know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. • Understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. • Consider strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing situations that may require the emergency services; know how to contact them and what to say.
<p>Modern Foreign Languages</p>	<ul style="list-style-type: none"> • Generate questions about topics covered • Use accurate pronunciation in spoken tasks and use intonation to make meaning clear • Use a bilingual dictionary or glossary to look up new words • Learn key foods for breakfast, lunch and dinner • Give preferences about food and say likes and dislikes • Understand a short story of factual text and the main points • Write a paragraph of 2-3 sentences • Substitute words and phrases to create new sentences and express ideas clearly