



Name: L Duckworth, J Wilson and L Frost.

Class: 11 and 12. Year Group: 5

<p style="text-align: center;">Childwall CE Primary School Curriculum Long Term Plan 2021-22</p>						
<p style="text-align: center;">Year 5</p>						
Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Community	Hope	Wisdom	Joy	Peace	Dignity
English	<p>Stories from Other Cultures - Kensuke's Kingdom (Geography link)</p> <p>Plan and write own imaginative story</p> <p>Edit and improve stories, including grammar and punctuation</p> <p>Write a persuasive argument</p> <p>Write an informal letter</p> <p>Write character descriptions</p> <p>Identify the features of a non-chronological report</p> <p>Write a non-chronological report</p> <p>Write a formal letter</p> <p>Write a book review</p>	<p>Myths and Legends</p> <p>Read a variety of myths and legends</p> <p>Know the difference between a myth and a legend</p> <p>Know the key features of myths and legends</p> <p>Plan and write a myth</p> <p>Evaluate and improve own writing</p> <p>Poetry with figurative language</p> <p>Read, discuss and evaluate a variety of poems containing figurative language</p> <p>Identify examples of figurative language within poetry</p>	<p>Novel Study - The Firework Maker's Daughter</p> <p>Character studies</p>	<p>Poems with a structure - various types</p> <p>Novel Study- The Railway Children.</p> <p>Read a variety of poems with different structures and know their features</p> <p>Draft and write own poems with a structure</p> <p>Discuss and express opinions about plot and character</p> <p>Write character descriptions</p>	<p>Persuasion - Radio or TV broadcasts, Adverts and Playscripts</p> <p>Read and express opinions about a variety of persuasive texts</p> <p>Know the features of a variety of persuasive texts (including adverts)</p> <p>Create persuasive phrases for impact and effect</p> <p>Create adverts, scripts for radio/TV broadcasts</p> <p>Read a variety of playscripts</p>	<p>Explanation Texts</p> <p>Classic Narrative Poetry</p> <p>Read a variety of explanation texts</p> <p>Know the features of an explanation text</p> <p>Write an explanation text</p> <p>Read and discuss a classic narrative poem</p>



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		<p>Create pieces of descriptive writing containing a variety of examples of figurative language</p> <p>Write poems containing a variety of examples of figurative language</p>		<p>Some reading comprehension work will be linked to 'The Railway Children' novel study.</p>	<p>Know the features and structure of a play script</p> <p>Write a playscript</p> <p>Act out a playscript (with a group)</p> <p>Evaluate performances of playscripts</p>	
Maths	<p>Number place value, addition and subtraction.</p> <p>Read, write, order and compare numbers to at least 1 000 000.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</p> <p>Interpret negative numbers in context.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000. 10000, 100 000.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Add and subtract whole numbers with more</p>	<p>Number - multiplication and division - fractions (including decimals and percentages).</p> <p>Identify multiples and Factors.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written.</p> <p>Multiply and divide numbers mentally.</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method.</p>	<p>Measurement</p> <p>Convert between different units of metric measure</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Calculate and compare the area of rectangles (including squares)</p> <p>Estimate Volume</p>	<p>Geometry - properties of shapes - position and direction</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>Draw given angles, and measure them in degrees (°)</p> <p>Identify: -angles at a point and one whole turn (total 360°)</p> <p>angles at a point on a</p>	<p>Statistics</p> <p>Solve comparison, sum and difference problems using information presented in a line graph</p> <p>Complete, read and interpret information in tables, including timetables.</p>	<p>This term will be used to assess the children's understanding of year 5 objectives and consolidate understanding of all previous learning during year 5.</p>



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	<p>than 4 digits.</p> <p>Solve number problems and practical problems.</p> <p>Solve addition and subtraction multi-step problems in contexts.</p>	<p>Multiply and divide whole numbers and those involving decimals.</p> <p>Recognise and use square numbers and cube numbers.</p> <p>Compare and order Fractions. Identify, name and write equivalent fractions of a given fraction.</p>		<p>straight line and a turn (total 180°)</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>Identify, describe and represent the position of a shape following a reflection or translation</p>		
Religious Studies	<p>Unit 5. 1- How and why do Christians read the Bible</p> <p>This unit focuses on deepening children's understanding of the importance and impact</p>	<p>Unit 5.2 - Christmas: The Gospels of Matthew and Luke</p> <p>The aim of this unit is to give children a Biblical perspective on the nativity story</p>	<p>Unit 5.3 - Jesus the Teacher</p> <p>What are the most important lessons we have learnt in life so far? What is a parable and how</p>	<p>Unit 5.4 - Why do Christians believe that Easter is a celebration of victory?</p> <p>What does VICTORY (to be</p>	<p>Unit 5.5 - Exploring the lives of significant women in the Old Testament</p> <p>How was Jochebed – the mother of</p>	<p>Unit 6.5 - Ascension and Pentecost</p> <p>What were the key events at Ascension? How do artists</p>



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	<p>of the contents of the Bible.</p> <p>What names are given to the Bible? What does the Bible say about itself?</p> <p>Why do Christians read the Bible? Do you have to read the Bible to be a Christian?- Children will have a visitor from the local church.</p> <p>The Bible is HOLY and this is shown in ancient scriptures-studying Eadfrith, Bishop of Lindisfarne between 698CE and 721CE</p> <p>What would the Bible say about current news items? (IMPACT)</p> <p>Links to other faiths: what is special about the Koran and how is it holy to Muslims?</p>	<p>and to challenge their ideas and deepen their understanding of the true meaning of Christmas.</p> <p>Where in the Bible is the Christmas story?</p> <p>How are the stories in Matthew and Luke different?</p> <p>How do our celebrations reflect the true meaning of Christmas?</p> <p>Where do the ideas of including a donkey and a stable in the story come from?</p> <p>Is there a link between modern day homelessness and the Christmas story?</p>	<p>many do we know already?</p> <p>What does Jesus want us (Christians) to learn from particular parables?</p> <p>What does Jesus want us (Christians) to learn from parables about the Kingdom of God?</p> <p>What are the Beatitudes and how do they show Christians how to live?</p> <p>How do our school Christian Values and British Values connect with how we are in school?</p>	<p>VICTORIOUS) mean?</p> <p>In what ways is Christ's death believed (by Christians) to be a victory?</p> <p>How do hymns and art work represent Easter?</p> <p>How does the story of "The Lion, The Witch and the Wardrobe" show Christian Easter beliefs of death, resurrection, good over evil. How is Easter significant to Christians we know?</p> <p>Reflect on the significance of the Easter story for Christians.</p>	<p>Moses – significant in God's Big Plan?</p> <p>Some people take great risks to save the lives of others-the story of Rahab</p> <p>Consider the story of Deborah and decide what are the qualities of a good leader</p> <p>How Miriam (and Christians today) express their thanks to God in song and dance. Links to other faiths: Understand the significance of the story of Esther</p> <p>How the festival of Purim links to the story of Esther and why Jews celebrate it today.</p>	<p>represent these events?</p> <p>Recap and recall the events of Pentecost</p> <p>What symbolism is associated with Pentecost?</p> <p>How does Christian belief about the Holy Spirit impact on important Christian services today?</p> <p>How do Christians today see the work of the Holy Spirit in their lives?</p>
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	<p>what is special about the Torah and how is it holy to Jews?</p> <p>What are some of the holy (sacred) teachings of Hinduism?</p>					
Science	<p>Earth and Space</p> <p>To describe the Sun, Earth and the Moon as approximately spherical bodies and explain how we know this.</p> <p>To name, describe and order the planets in our solar system.</p> <p>To describe the movement of the Earth, and other planets, relative to the Sun in the solar system through the geocentric and heliocentric theories.</p> <p>To use the idea of the Earth's rotation to explain day and night and the apparent</p>	<p>Forces</p> <p>To understand what forces are and name examples. To identify the forces and the direction that the force is being applied.</p> <p>To understand the force of gravity and how it can be affected by air resistance.</p> <p>To understand which forces make paper aeroplanes fly and carry out an investigation to discover the best paper aeroplane design for long flight.</p>	<p>Plants and Lifecycles</p> <p>To describe the life process of reproduction in plants.</p> <p>To describe the life cycle of a mammal.</p> <p>To describe the life cycle of an amphibian.</p> <p>To describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis.</p> <p>To describe the differences in the</p>	<p>Materials</p> <p>To compare and group together everyday materials on the basis of their properties, including their hardness, transparency and response to magnets by sorting and classifying materials according to their properties.</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday</p>	<p>Materials</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic by investigating the best electrical conductors. To compare and group together everyday materials on the basis of their electrical conductivity by investigating the best electrical conductors</p>	<p>Animals including Humans</p> <p>Describe the changes as humans develop to old age.</p> <p>Describe the changes as humans develop to old age in the context of the development of babies in their first year.</p> <p>Describe the changes as humans develop to old age by comparing the changes that</p>



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	<p>movement of the sun across the sky.</p> <p>To describe the movement of the Moon, relative to the Earth by explaining how the Moon orbits the Earth.</p>	<p>To learn about the effects of friction.</p> <p>To explore the effects of water resistance.</p> <p>To explore and design mechanisms.</p>	<p>life cycles of a mammal, an amphibian, an insect and a bird by describing and comparing different life cycles, including birds.</p>	<p>materials, including metals, wood and plastic by investigating thermal conductors and insulators.</p> <p>To compare and group together everyday materials on the basis of their thermal conductivity by investigating thermal conductors and insulators.</p>	<p>To know that some materials will dissolve in liquid to form a solution by investigating dissolving. To compare and group together everyday materials on the basis of their solubility by investigating dissolving.</p> <p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating by separating different mixtures. To demonstrate that dissolving, mixing and changes of state are reversible changes by separating different mixtures.</p>	<p>take place to boys and girls.</p> <p>Describe the changes as humans develop to old age by understanding the changes that take place in old age.</p> <p>To understand the gestation periods of animals.</p> <p>To compare the gestation periods and life expectancy of animals.</p>
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					<p>To describe how to recover a substance from a solution by separating different mixtures.</p> <p>To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of soda by identifying and observing irreversible chemical changes.</p>	
Geography	<p>European Country - The Alps</p> <p>Where should we go on holiday?</p> <p>In this unit, the children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the</p>		<p>Changes to the Local Area</p> <p>How is our country changing?</p> <p>In this unit, the children will find out about the regions of the United Kingdom, discovering how</p>		<p>Climate Change</p> <p>Are we damaging our world?</p> <p>In this unit, the children will consider if we are damaging our world and how we can protect it. The children will</p>	



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	<p>climate. They create a storyboard or digital book on mountain formation, design a sustainable eco-resort and produce literature for visitors to the area using geographical vocabulary. The unit builds on previous work the children may have done investigating their local area and other regions of the UK earlier in this series.</p>		<p>some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area, writing a magazine article and working towards The Big Finish.</p> <p>Geographical skills and fieldwork: Traffic survey??</p>		<p>investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.</p> <p>Geographical skills and fieldwork. Litter survey, Forby beach?</p>	
<p>History</p>		<p>Victorians in Liverpool. The children will complete a local history study of Liverpool. They will look at how the Victorians changed the way we live in Liverpool</p>		<p>Ancient Egypt. The children will learn about the culture and religion of the ancient Egyptians. The children will look at sources of information and they will give reasons for events. They will look at the impact the Egyptians</p>		<p>How has communication changed over time? Children will investigate the change in how we communicate and how this continue to impact on our daily lives.</p>



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				have had on our lives today.		
Design and Technology		Machines		<p>DT- Cams Mechanical Systems.</p> <p>To understand what a cam mechanism is and investigate toys with moving cam mechanisms.</p> <p>To design a cam mechanism moving toy- to be designed in four different stages.</p> <p>To evaluate a cam mechanism moving toy.</p>		<p>DT Week Project -Celebrating culture and seasonality</p>
Art and Design	<p>Formal elements of art: architecture</p> <p>To draw by interpreting forms from direct observation.</p> <p>To compose a print from a larger observational drawing. To select a</p>	<p>Art and design skills</p> <p>To develop observational drawing.</p> <p>To design a new invention.</p>	<p>Every picture tells a story</p> <p>To evaluate and analyse creative work using the language of art, craft and design. To understand that art can have both</p>	<p>Design for a purpose</p> <p>To understand how visual language can be used to communicate personality and interests.</p>	<p>Teachers own choice- to be decided closer to the time.</p>	<p>Teachers own choice- to be decided closer to the time.</p>



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	<p>suitable area from my previous house drawing using cropping methods. To evaluate my print composition and create a clear print.</p> <p>To transform the look of a building in the style of a famous artist. Describe Hundertwasser's work and recognise it. Reimagine buildings in this style. Add colours and motifs to a design to transform the look of a building.</p> <p>To design a building in an architectural style. Design a building based on an architectural style. Use a perspective view, a plan view or front elevation to draw my design. Design a building based on a theme or to suit a specified purpose.</p> <p>To design a monument. Understand the purpose of a monument. To know what a legacy is. Design</p>	<p>To create a continuous line drawing.</p> <p>To create a collage and draw this from observation.</p> <p>To successfully upscale a drawing and paint accurately.</p> <p>To use imagination and visualisation to create an original piece of artwork.</p>	<p>meaning and message.</p> <p>To create a symmetrical, abstract art form.</p> <p>To use symbols to create a meaningful message.</p> <p>To analyse and evaluate creative works using the language of art, craft and design. To demonstrate the meaning of a piece of artwork through drama.</p> <p>To develop ideas for 3D work through sketching, drawing and visualisation in 2D.</p> <p>To assess the pupil's knowledge of this unit of work.</p>	<p>To work collaboratively to a specific design brief.</p> <p>To continue to work to a design brief.</p> <p>To design a product which is appealing and purposeful.</p> <p>To present a product pitch.</p> <p>To assess the pupil's knowledge of this unit of work.</p>		
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	<p>a monument to symbolise a person or event.</p> <p>To assess the pupil's knowledge of the formal methods of art.</p>					
<p>Wellbeing PSHE/SMSC</p>	<p>ROAR Programme/Mental Health/V4S/Internet Safety/Black History Month</p>	<p>V4S/Firework Safety/Internet Safety/Anti-bullying week/Drug and Alcohol Education</p>	<p>Safer Internet Day/V4S/ROAR/</p>	<p>V4S/Internet Safety/ROAR/Fairtrade and Global Goals</p>	<p>V4S/Internet Safety/ROAR/Mental Health Awareness Week/Money Sense Week</p>	<p>SRE Refugee Week/V4S</p>
<p>Computing</p>	<p>Unit 5.2 - Online safety Unit 5.1 - Coding</p> <p>Gain a greater understanding of the impact that sharing digital content can have. Review sources of support when using technology. To review children's responsibility to one another in their online behaviour.</p> <p>Review coding vocabulary. To use a sketch or storyboard to</p>	<p>Online safety. Unit 5.5 - Game Creator</p> <p>To Introduce the 2DIY 3D tool. To begin planning a game. Review and analyse a computer game. Describe some of the elements that make a successful game. Begin the process of designing their own game</p> <p>To design the game environment. Design</p>	<p>Online safety. Unit 5.6 - 3D Modelling</p> <p>To be introduced to the 2Design and Make tool. Know what the 2Design and Make tool is for.</p> <p>To explore the effect of moving points when designing. Adapt one of the vehicle models by moving the points to alter</p>	<p>Online safety. Unit 5.4 - Databases</p> <p>To learn how to search for information in a database. Understand the different ways to search a database. Search a database to answer questions correctly.</p>	<p>Online safety. 2Cal</p> <p>Understand the concepts of 'identity' and 'freedom of expression' when they are online. They will identify aspects of their own online identities, explore the boundaries of freedom of expression online and understand the importance of</p>	<p>Online safety. Unit 5.7 - Concept Maps</p> <p>To understand the need for visual representation when generating and discussing complex ideas. To understand the uses of a 'concept map'. Make connections between</p>



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	<p>represent a program design and algorithm. To use the design to create a program.</p> <p>Design and write a program that simulates a physical system.</p> <p>Review the use of number variables in 2Code. To explore text variables.</p> <p>Create a playable, competitive game.</p>	<p>the setting for their game so that it fits with the selected theme.</p> <p>To design the game quest to make it a playable game. Design characters for their game.</p> <p>To finish and share the game. Make their game more unique by selecting the appropriate options to maximise playability.</p> <p>To self- and peer-evaluate. Evaluate their own and peers' games to help improve their design for the future.</p>	<p>the shape of the vehicle while still maintaining its form.</p> <p>To design a 3D model to fit certain criteria. Explore how to edit the polygon 3D models to design a 3D model for a purpose.</p> <p>To refine and print a model. Refine one of their designs to prepare it for printing. Print their design as a 2D net and then created a 3D model. Explore the possibilities of 3D printing.</p>	<p>To contribute to a class database. Design an avatar for a class database. Successfully enter information into a class database.</p> <p>To create a database around a chosen topic. Create their own database on a chosen topic. Add records to their database. Know what a database field is and can correctly add field information. Understand how to word questions so that they can be effectively answered using a search of their database.</p>	<p>respect and reputation when navigating the digital world. Explain what is meant by the term 'identity.' Describe aspects of their own online identity. Explore what it means to express their identity freely online. Describe issues online that might make themselves or other feel sad, worried or uncomfortable and understand how to seek help.</p>	<p>thoughts and ideas. See the importance of recording concept maps visually.</p> <p>To understand and use the correct vocabulary when creating a concept map. To create a concept map. Understand what is meant by 'concept maps', 'stage', 'nodes' and 'connections'. Create a basic concept map.</p> <p>To understand how a concept map can be used to retell stories and information. Use 2Connect Story Mode to create an informative text.</p>
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						<p>Add their own additional information to their informative text.</p> <p>To create a collaborative concept map and present this to an audience. Use 2Connect collaboratively to create a concept map. Use the Presentation Mode to present their concept maps to an audience.</p>
Music	Singing through Signs	Christmas				
PE	<p>Dodgeball To recap on the rules of dodgeball and apply them to a game.</p> <p>To develop throwing at a moving target.</p>	<p>Lacrosse Basketball/Netball</p> <p>Basketball- To develop protective dribbling against an opponent.</p>	<p>Dance Hockey</p> <p>Hockey- To develop dribbling to beat a defender.</p>	<p>Gymnastics Football/Tag Rugby</p> <p>Football- To be able to dribble the ball under pressure.</p>	<p>Athletics Cricket</p> <p>Cricket- To develop throwing accuracy and catching skills.</p>	<p>Circuit Training Tennis</p> <p>Circuit training- To develop an awareness of what your body is capable of.</p>



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	<p>To use jumps, dodges and ducks to avoid being hit</p> <p>To develop catching to get an opponent out.</p> <p>To select and apply tactics in the game.</p> <p>To develop officiating skills and referee a dodgeball game.</p>	<p>To be able to move into a space to support a teammate.</p> <p>To be able to choose when to pass and when to dribble.</p> <p>To be able to track an opponent and use defensive techniques to win the ball.</p> <p>To be able to perform a set shot and a jump shot.</p> <p>To be able to apply the rules and tactics you have learnt to play in a basketball tournament.</p>	<p>To develop sending the ball using a push pass.</p> <p>To develop receiving the ball with control.</p> <p>To be able to move into space to support a teammate.</p> <p>To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.</p> <p>To apply the rules and skills you have learnt to play in a hockey tournament.</p>	<p>To pass the ball accurately to a target to help to maintain possession.</p> <p>To use different turns to keep the ball away from defenders.</p> <p>To develop defending skills to gain possession.</p> <p>To develop goalkeeping skills to stop the opposition from scoring.</p> <p>To be able to apply the rules and tactics you have learnt to play in a football tournament.</p>	<p>To develop batting accuracy and directional batting.</p> <p>To develop catching skills (close/deep catching and wicket keeping).</p> <p>To develop overarm bowling technique and accuracy.</p> <p>To develop a variety of fielding techniques and to use them within a game.</p> <p>To develop long and short barriers and apply them to a game situation.</p>	<p>To develop speed and stamina.</p> <p>To develop strength using my own body weight.</p> <p>To develop co-ordination through skipping.</p> <p>To perform actions that develop agility.</p> <p>To develop control whilst balancing.</p>
MFL	Self, Family and Friends	School Life	School Life	Animals and Home	Leisure	Summer
Themed Days and Weeks	Black History Week	Remembrance Anti-Bullying Week Safer Internet Day	Internet Safety Week Story telling week	World Book Day Comic Relief Day	St. George's Day, Mental Health Awareness Week Sports Day	DT Week Refugee Week Curriculum enrichment week Money sense



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