

# Long Term Planning Grid for Year 5 2021-2022 Topics



Moorlands Junior School – Long Term Planning Y5

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Earth and Space/Forces Galileo		Properties and changes of materials		Living things and their habitats. Life cycles, life processes of reproduction in plants and animals, changes in humans.	
Humanities	<p><b><u>NAVIGATING THE WORLD, FROM THE VIKINGS TO PRESENT DAY</u></b></p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>		<p><b><u>THE MAYANS</u></b></p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Looks at rainforests (where Mayans lived), &amp; contrast with savannahs &amp; deserts. – Mapping the World &amp; Earth in Space.</p> <p>Latitude, longitude, Equator, Tropics, time zones, etc</p>		<p><b><u>A JOURNEY THROUGH SOUTH AMERICA</u></b></p> <p>Largely geography focussed. Locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical &amp; human characteristics, countries, and major cities- Use maps atlases globes &amp; digital/computer mapping to locate countries and describe features studied.</p>	

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Art/Technology	Outdoor art natural materials Goldsworthy Art	Making wooden structured Viking boats DT	3D Solar Systems DT	Mayan artwork	Weaving Art	Local Landscapes Art
Computing	Multimedia Presentations – History of computing	Computing: Internet Research and Webpage Design	Online Safety - CEOP and Internet Legends – Saved on the drive – Some resources will need to be downloaded using the link in the PDF. Key Skills	Micro bits	Networks	Scratch Programming
RE	What would Jesus do? Can we live by the values of Jesus in the 21 <sup>st</sup> C? (Y5)	Continued	If God is everywhere, why go to a place of worship? (Y5) <i>Christians, Hindus and/or Jewish people</i>	What does it mean to be a Muslim in Britain today? (Y5)	Why do some people believe that God exists? <i>Christians and Humanists</i> (Y5)	Continued
MFL Salut	<p style="text-align: center;"><b><u>Unit J</u></b> <b><u>En Vacances</u></b></p> <ul style="list-style-type: none"> <li>*More countries</li> <li>*Holiday accommodation</li> <li>*Vocabulary associated with the zoo, beach and theme park</li> <li>*Using the perfect past tense</li> </ul>	<p style="text-align: center;"><b><u>Unit K</u></b> <b><u>Sortir dîner</u></b></p> <ul style="list-style-type: none"> <li>*Asking for items in a shop or restaurant</li> <li>*Asking how much things cost</li> <li>*Some basic weights</li> <li>*How to order for others in a restaurant</li> </ul>	<p style="text-align: center;"><b><u>Unit L</u></b> <b><u>Les passe-temps</u></b></p> <ul style="list-style-type: none"> <li>*Naming hobbies</li> <li>*Talking about types of music and giving a variety of opinions</li> <li>*Saying what musical instruments they play</li> <li>*Talking about different types of film</li> </ul>	<p style="text-align: center;"><b><u>Unit M</u></b> <b><u>Une Excursion Scolaire</u></b></p> <ul style="list-style-type: none"> <li>* Identify the difference between “<i>mon</i>”, “<i>ma</i>” and “<i>mes</i>” in the French story text.</li> <li>* Identify and form new sentences, with some help, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences.</li> <li>* Recognise the future tense with little help.</li> <li>* Say and write about what they do and don't like to do in the context of school trips.</li> <li>*Join in with the unit's song, pronouncing all the words clearly and accurately.</li> </ul>	<p style="text-align: center;"><b><u>Unit N</u></b> <b><u>Les Saisons</u></b></p> <ul style="list-style-type: none"> <li>* Understand the meaning of the pronoun “<i>on</i>” in sentences relating to the date.</li> <li>* Respond to questions requiring a more complex opinion, using sentence models from the lesson.</li> <li>* Understand a set of French instructions to make a Chinese lantern with little help.</li> <li>* Recognise and use adjectives, understanding that they need to change according to a noun's gender and number.</li> <li>*Understand that French sentence structure often differs from in English, and use adjectives that go after the noun in French appropriately and with little help.</li> </ul>	<p style="text-align: center;"><b><u>Unit O</u></b> <b><u>L'environnement</u></b></p> <ul style="list-style-type: none"> <li>*Understand and use articles, selecting them according to the gender and number of the noun, with some accuracy.</li> <li>*Use the third person singular form of the present tense to describe what an animal eats.</li> <li>*Prepare from memory, and present, a short weather report, using sentence structures that differ from English structures, with little help.</li> </ul> <p>Write some regular plurals when provided with the singular noun, and recognise some irregular plural nouns.</p>

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PE Outdoors	Hockey (Sale Sports)	Basketball (Sale Sports)	Cricket (Sale Sports)	Tennis (Sale Sports)	Outdoor Adventure Activities	Athletics (Sale Sports)
PE Indoors	Dance 1 5D - Swimming	Gymnastics (T50 Gymnastics) 5D - Swimming	Dance 2 5D - Swimming	Gymnastics (T50 Gymnastics) 5C - Swimming	Problem solving games 5C - Swimming	Yoga 5C - Swimming
PSHE	Jigsaw Being me in my world	Jigsaw Celebrating difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me