

Moorlands Junior School – Long Term Planning Y5

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| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Science | Earth and Space/Forces | Properties and changes of materials | BSW- Renewable Energy | Life cycles, life processes of reproduction in plants and animals, changes in humans. | Living things and their habitats. |
| Humanities | ***NAVIGATING THE WORLD, FROM THE VIKINGS TO PRESENT DAY***Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. | ***THE MAYANS***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. Looks at rainforests (where Mayans lived), & contrast with savannahs & deserts. – Mapping the World & Earth in Space. Latitude, longitude, Equator, Tropics, time zones, etc | ***A JOURNEY THROUGH SOUTH AMERICA***Largely geography focussed. Locate the world’s countries, using maps to focus on South America, concentrating on environmental regions, key physical & human characteristics, countries, and major cities- Use maps atlases globes & digital/computer mapping to locate countries and describe features studied.  |
| Art/Technology | Trees - ART | Space Buggies - DT | Mayan Masks - ART  | Bird Houses - DT | Chris Ofili – Artist Study  | Afternoon Tea - DT |
| Computing | Selection in physical computing  | Computing: Internet Research and Webpage Design | Online Safety  | Scratch  | Vector Drawing | Networks |
| RE | Why do some people believe God exists?(Believing) | If God is everywhere, why go to a place of worship?(Expressing) | What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)(Believing) | **Spring 2 - Easter Service**Green religion? How and why should religious communities do more to care for the Earth?(Living) | What does it mean to be a Muslim in Britain today?(Living) |
| MFLSalut | **Unit J****En Vacances**\*More countries\*Holiday accommodation\*Vocabulary associated with the zoo, beach and theme park\*Using the perfect past tense | **Unit K****Sortir dîner**\*Asking for items in a shop or restaurant\*Asking how much things cost\*Some basic weights\*How to order for others in a restaurant | **Unit L****Les passe-temps**\*Naming hobbies\*Talking about types of music and giving a variety of opinions\*Saying what musical instruments they play\*Talking about different types of film | **Unit M****Une Excursion Scolaire**\* Identify the difference between “*mon*”, “*ma*” and “*mes*” in the French story text.\* Identify and form new sentences, with some help, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences.\* Recognise the future tense with little help.\* Say and write about what they do and don’t like to do in the context of school trips.\*Join in with the unit’s song, pronouncing all the words clearly and accurately. | **Unit N****Les Saisons**\* Understand the meaning of the pronoun “*on*” in sentences relating to the date.\* Respond to questions requiring a more complex opinion, using sentence models from the lesson.\* Understand a set of French instructions to make a Chinese lantern with little help.\* Recognise and use adjectives, understanding that they need to change according to a noun’s gender and number.\*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. | **Unit O****L’environnement**\*Understand and use articles, selecting them according to the gender and number of the noun, with some accuracy.\*Use the third-person singular form of the present tense to describe what an animal eats.\*Prepare from memory, and present, a short weather report, using sentence structures that differ from English structures, with little help.Write some regular plurals when provided with the singular noun, and recognise some irregular plural nouns. |
| PE Outdoors | Cricket | Lacross | Touch rugby | OAA | Athletics | Tennis |
| PE Indoors | Dance 1 – Val Sabin scheme of work.5D Swimming | Gymnastics5D Swimming | Problem-solving games5D Swimming | Dance 1 – Val Sabin scheme of work.5P & 5H Swimming | Gymnastics5P & 5H Swimming | Problem-solving games5P & 5H Swimming |
| PSHE | JigsawBeing me in my world | JigsawCelebrating difference | JigsawDreams and Goals | JigsawHealthy Me | JigsawRelationships | JigsawChanging Me |