

Year 5 Long Term Map

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
	Polar Explorers Geography led	Victorians History led	Earth and Space Science led	Ancient Greeks	History led	Coast to Coast Geography led
Hook	Survival Skills – build a tent and find cover Which foods would you eat in the wilderness?	Victorian Day – Children and teachers take their places as Victorians – help children to imagine what life was like in the 1800s	Winchester Science Museum Trip (INTECH)	Greek Day – dress up as Greeks for the day and take part in Olympics and Greek Food tasting activities throughout the day		Day at the beach trip considering the impact of human activity on our beaches - contact local companies about litter pick
Outcome	Create a library of our Antarctic Survival Guides to share with Year 6	Victorian museum - invite parents in to see their work from English and Topic	Children create and design their own planet in whichever way they wish (PowerPoint, poster, pictures) Present their planet to the class and convince them that they should live there	Children to persuade Year 3 children to travel back to Ancient Greek living and present their findings to KS2 in a school assembly	Children to create an informative pamphlet to share with Year 3	Writing letter to local MP regarding maintaining an eco-friendly approach to Southsea Beach
KEY QUESTIONS	Explain how Alaska is different to the UK Locate the Arctic Circle, Antarctic Circle, UK and Alaska on a map of the World	What was Queen Victoria's impact on Great Britain? What was Isambard Brunel's impact on the Industrial Revolution? How has women's role in society changed since the 1800s?	Explain how the planets move in relation to the Sun Describe the movement of the moon in relation to the Earth Explain how the Earth's movement affects day and night	How was life different in Ancient Greek times compared to the 1800s (Victorian times)? How have the Ancient Greeks influenced modern culture?	How has Greek decoration helped historians?	How have physical features such as Southsea Pier and the Spinnaker Tower affected tourism? What effect has this had on job opportunities? Explain how the coastline of Svalbard is different to Portsmouth's coastline
PSHE	PRIOR LEARNING: Learn what positively and negatively affects their physical health Explain the intensity of different feelings and explore reasons why you act in a particular way when you are feeling a particular emotion Understand how to keep safe online Understand key people who are responsible for keeping them healthy and safe and describe ways that they can help them do this Understand the importance of protecting personal information, including passwords, addresses and images	PRIOR LEARNING: Understand how to keep safe online (SMART) Focus on MEETING (never agree to meet anyone you have met online), ACCEPTING (never accept any emails, files, images from anyone you don't know) RELIABLE (understand that not everything you see, hear, read online can be trusted)	PRIOR LEARNING: Differentiate between the terms 'risk, 'danger' and 'hazard' and apply these terms to everyday situations Develop strategies to resolve conflict through negotiation and compromise	PRIOR LEARNING: Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child	PRIOR LEARNING: Recognise that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership Understand that differences and similarities between people arise from a number of factors	PRIOR LEARNING: Judge what kind of physical contact is acceptable or unacceptable and know how to respond Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others
	FUTURE LEARNING: Understand what is meant by the term habit and how habits can be hard to change Recognise that some substances and drugs are legal, some are restricted and some are illegal	FUTURE LEARNING: Explain the importance of keeping safe online, including on social media and responsible use of ICT, including mobile phones Describe a range of strategies to help others stay safe online, including 'Dos and Don'ts' and 'What to do if...'	FUTURE LEARNING: Critically examine what is presented to them in social media Understand how information contained in social media can misrepresent or mislead Understand the importance of being careful what they forward to others	FUTURE LEARNING: Understand that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)	FUTURE LEARNING: Recognise what makes a positive, healthy relationship Develop the skills to form and maintain positive and healthy relationships	FUTURE LEARNING: Learn about transition between key stages Explain ways to keep yourself and others safe as you become more independent
	Learn what positively and negatively affects their mental and emotional health Understand when you need to listen to your feelings in order to overcome them Explore a range of scenarios that you may encounter when online (including on social media) or when using a mobile phone	Describe the potential consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a	Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities Develop strategies for getting support for themselves or for others at risk Understand why and how rules and laws that protect them and others	Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing Present ideas about how we should care for local, natural and built environments (including conserving energy)	Understand that we all have rights to privacy Give feedback and support to benefit others as well as themselves Recognise that marriage is a commitment freely entered into by both people Understand that civil partnerships and marriage are examples of a public demonstration of the	Explore theme of loss, separation, divorce and bereavement Recognise how their body will change as they move through puberty (SRE) Learn about human reproduction (SRE) Revise basic emergency procedures from Year 3 Understand simple first aid

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	Recognise, predict and assess risks in different situations and understand how to manage them Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media	secret' Recognise and challenge stereotypes	are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules Understand that these universal rights are there to protect everyone and are more important than national law and family and community practices		commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment	
P4C	Should we strive to explore? Is exploration and adventuring a good thing?		Did man really land on the moon? Is it Space exploration important?			How responsible are humans for the oceans? Are coastlines better left untouched?
Learning Values	Resilience – Explorers have to be resilient through terrible conditions Initiative – Ernest Shackleton had to save his crew Collaboration – Explorers surviving as teams	Resilience – Link to Isambard Brunel when building his bridges Initiative - Link to Isambard Brunel when building his bridges & Queen Victoria as a ruler Respect – Towards adults – particularly in Victorian times (link to Victorian Day)	Resilience – Discuss NASA and astronauts failed and successful attempts to land on Mars/Moon Respect – Respect towards astronauts who train for most of their lives, and have to endure zero gravity conditions Collaboration – Astronauts working in teams to man the ISS – would this work if they worked independently?	Respect & Tolerance – Link to different lifestyles and religion – understanding Greek Gods and what the Greeks believed	Resilience – Understanding Pythagoras and other Greek mathematicians – how did they use resilience to get their mathematics accepted?	Collaboration – Look at collaborating artists such as My Dog Sighs and Snub32 Respect – Link to respect for artists' work and their differing ideas Initiative – What can we do to save our beaches? Identifying alternatives to plastic disposal
Outdoor Learning	Set up tents, and find food that they could eat if they were in the wilderness	Walk around local area to study the architecture of Victorian houses	Study the movement/appearance of the moon throughout the day Create sundials to tell the time by tracking the sun's position in the sky	Olympic activities as part of the hook day		Trip to Southsea beach, comparing the terrain to that of our school
Life Skills	Being able to set up a tent Basic survival skills e.g. choosing to drink running water instead of stagnant water	Sewing skills: being able to mend clothing and use a variety of stitching Equality and human rights (children's welfare)	Understanding of time zones: understanding why the time moves forward or backward when they go on holiday	Link to an understanding of what the Olympics are, and an understanding of equality changes over time In maths, an understanding of metric and imperial measures. Key facts to recall in life e.g. 1mile = 1km	Pythagoras' theorem – linking to real life maths	Understand of how to look after our beaches and care for our environment Explore impact of plastic disposal – identify ways to prevent this
English	Genre: Diary Purpose: Share viewpoint of Ernest Shackleton and his crew and describe Arctic conditions Text Driver: Survivors Genre: Explanation Purpose: Create a survival guide Text Driver: Ice Trap	Genre: Persuasive Advert Purpose: Persuade children to come to the workhouse Text Driver: Street Child Genre: Narrative Purpose: To entertain Text Driver: Oliver Twist	Genre: Speech Purpose: Convince people to move to Mars Text Driver: The Jamie Drake Equation and various famous speeches Genre: Description Purpose: Tour Guide of newly discovered planet Text Driver: Use of Pandora scene	Genre: Narrative Purpose: To entertain Text Driver: Who let the Gods out? Genre: Argument Purpose: Persuade the council of the Gods	Genre: Letter Purpose: Inform Percy's friends about what has been happening to him Text Driver: Percy Jackson the Lightning thief Genre: Biography Purpose: Inform people about a Greek god	Genre: Poetry Purpose: To entertain Text Driver: range of poems Genre: Story Purpose: To entertain Text Driver: Flotsam/Malamander Genre: Letter Purpose: To persuade MP to protect marine life Text Driver: Our Blue Planet informative
Maths	Number and Place Value Decimals (See fractions) Multiplication and Division	Addition and subtraction Geometry – 2D and 3D shape Fractions	Multiplication and division Fractions Position and direction	Measurement Place Value	Geometry – angles Statistics Fractions	Revision and consolidation
Computing	PRIOR LEARNING: Examine the impact of sharing a photo over social media	PRIOR LEARNING: Design a questionnaire and collect a range of data on a theme Draw information from a database/chart and use it to answer a set of questions Create and search a branching database	PRIOR LEARNING: Use keyboard to revise Y2 skills and then align text: left, right and centre.	PRIOR LEARNING: Create a PowerPoint where they change the layout and style of slides and create a title as well as content Use hyperlinks within it	PRIOR LEARNING: Debug a Scratch program to ensure it works Write algorithms using conditional statements (if... then ...) and selection (when the sprite touches this colour ...)	PRIOR LEARNING: In games, create alternative outcomes (Game over, or move on to the next level) and also begin to use variables Use procedures in programs to create a sub routine Write a program using variables
	FUTURE LEARNING: Put false info on internet so that children can read it and question it	FUTURE LEARNING: Design a questionnaire and collect a range of data on a theme Create data collection forms and enter data accurately from these Know how to check for and spot inaccurate data	FUTURE LEARNING: Select most appropriate software and means of presentation for a specific task Multimedia work shows restrained use of effects that help to convey meaning rather than impress	FUTURE LEARNING: Select most appropriate software and means of presentation for a specific task	FUTURE LEARNING: Scratch: Use external triggers and repeat until loops to control sprites Identify success criteria for creating digital content for a given purpose and audience	FUTURE LEARNING: Design and create game including sprites, backgrounds, scoring and/or timers Evaluate the effectiveness of the game and debug as required

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		Know which formulas to use when they want to change their spreadsheet model Make graphs from the calculations on their spreadsheet				
	Teacher 1 sends a neutral comment to T2 and T3/4/5 all expand on it in a pretend nasty way Understand that information can be stored and shared on the internet - understand websites such as Wikipedia are made by users (link to E-Safety) Use strategies to check the reliability of information (cross check with another source such as books) Be aware of a range of internet services such as email, VOIP (Voice Over Internet Protocol e.g. Skype) World Wide Web and what they do	Explore a record database to find out information. Use filters in a database to find out specific information.	Use advanced tools in word processing / publishing such as tabs, appropriate text formatting, line spacing appropriately to create quality presentations appropriate for a known audience	Make use of more advanced features in presentations (animations, sounds, video, and hyperlinks to different pages) Edit a range of existing and their own media to create content Explore alternative to PowerPoint and assess effectiveness (e.g. Prezi)	Appreciate that different programs work with different types of data, e.g. text, number, strings, Booleans Scratch: Create and edit variables Use conditional statements (if, then and else) Bug fixing: Recognise that different solutions exist for the same problem	Use sequence and broadcasting to create a digital story in Scratch Combine a variable with relational operators (< = > to determine when a program changes, e.g. score > 5 say 'you win')
Science	PRIOR LEARNING: States of matter – heating/cooling/evaporation/condensation	PRIOR LEARNING: N/A	PRIOR LEARNING: N/A		PRIOR LEARNING: Offspring of animals in adult form Classification of living things	PRIOR LEARNING: Living things and habitats – reproduction of plants and animals
	FUTURE LEARNING: N/A	FUTURE LEARNING: N/A	FUTURE LEARNING: N/A		FUTURE LEARNING: Classification of living things – micro-organisms	FUTURE LEARNING: N/A
	PROPERTIES OF MATERIALS	FORCES	EARTH AND SPACE		LIVING THINGS AND HABITATS	ANIMAL INCLUDING HUMANS
	Group everyday materials based on their properties e.g. hardness, solubility Demonstrate and explain reversible and irreversible changes e.g. dissolving, filtering Explain how some changes result in the formation of new materials Working scientifically Carry out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket?'	Use gravity to explain why unsupported objects fall towards the Earth Identify the effects of air resistance, water resistance and friction Recognise how levers and pulleys help smaller forces to have more effect Working scientifically Design and make a variety of parachutes and carrying out fair tests to determine which designs are the most effective Explore resistance in water by making and testing boats of different shapes Design and make products that use levers, pulleys, gears and/or springs and explore their effects	Describe the movement of Earth and other planets in relation to the Sun Describe the movement of the Moon in relation to the Earth Use the Earth, Moon and Sun to explain how we experience day and night and the movement of the Sun across the sky Working scientifically Compare the time of day at different places on the Earth Link to Year 5 Geography – Greenwich Meridian (Explorers) Link to Year 6 Geography – Time Zones (South America) Create simple models of the solar system Construct simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day Find out why some people think that structures such as Stonehenge might have been used as astronomical clocks Identify scientific evidence that has been used to support or refute ideas or arguments		Compare the life-cycles of mammals, amphibians, insects and birds e.g. whale, newt, ladybird, eagle Use the school pond. Describe the process of reproduction in some plants and animals Compare flowering plants (lily) with a non-flowering plant (mint) Compare reproduction of mammals/ birds/ fish/ butterflies Working scientifically Observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world, asking questions and suggesting reasons for similarities and differences Grow new plants from different parts of the parent plant Observe changes in an animal over a period of time Compare how different animals reproduce and grow	Identify and name the main parts of the circulatory system and their functions Recognise the impact of a healthy lifestyle on the function of the body Describe the way nutrients and water are transported within the body Working scientifically Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health
History & Geography	PRIOR LEARNING: Understand climate zones Locate Russia and USA on a map Locate Canada on a map	PRIOR LEARNING: Roman Empire (in comparison to the British Empire during Victorians)		PRIOR LEARNING: Roman Empire (the Romans were the end of the Greeks)	PRIOR LEARNING: Sketch map of human/physical features in the local area Identify urban and rural areas of the UK	

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	<p>Use an eight point compass</p> <p>FUTURE LEARNING: Locate N/S hemispheres on a map Use digital mapping to locate countries around the world</p> <p>Locate the world's countries, using maps Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Alaska Identify the position and significance of the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of physical geography including climate zones, rivers and mountains, human geography including types of settlement and land use, and the distribution of natural resources including energy and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</p>	<p>Identify reasons for Roman invasion and legacy</p> <p>FUTURE LEARNING: WW2 – they will link back to Victoria's alliance with India</p> <p>A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 FOCUS: Industrial Revolution and has it has shaped modern society Queen Victoria's British Empire Link to Yr 4 Geography – Urban Areas in the UK Justify reasons for events and people's actions (Queen Victoria's Empire – linking back to learning about Roman Empire) Explain and evaluate the impact of events and people's actions Compare British Empire to Roman Empire (from Y3) Evaluate how the industrial revolution has shaped manufacturing in the modern world Consider how the roles of people in society have changed between Victorian/Ancient Greek period to now (men, women, children) Explain why the past may be represented in different ways Use photographs and primary sources to interpret information</p>			<p>Locate the destination of labelled photos on a map of the UK</p> <p>FUTURE LEARNING: Compare South America to the UK Measure human and physical features in Portsmouth</p> <p>LOCAL AREA STUDY – SOUTHSEA SEAFRONT European link – contrast with a European coast line - Svalbard Describe and understand human geography including types of settlement and land use, economic activity including trade links – focus on tourism/job opportunities and the impact on the community e.g. Ferries, Southsea Pier, the hovercraft Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
RE	<p>PRIOR LEARNING: Enquire: Identify and explain the significance of symbols of worship Explore and define some of the key words used when studying religion Ask a range of questions about puzzling ideas Contextualise: Compare my ideas with others Describe some of the ways in which people show that religion is important Describe how special times are important to some people Communicate: Discuss my own and others' ideas Explain how ritual and symbolism help in worship Share my own experiences of a concept Describe some of the beliefs of a religion Evaluate: Show ways in which people reflect at a special time Make connections between religions Begin to explain simply some of the links between different features of a religion Realise that some features of a religion influence my own life Describe some symbols used in festivals and explain their meaning</p>				<p>FUTURE LEARNING: Enquire: Describe and explain what people mean by laws and how they compare with rights and rules Suggest and use a range of thoughtful questions and suggest suitable answers; developing into more probing questions and express my views Explore the meaning of a range of terms used when studying religion Contextualise: Explain the significance of the stories to Christians and how they affect our lives Express a personal insight and understand some of the ways religion can influence a person's life Describe the significance of prophecy within the story of the birth of Jesus Describe an important event and compare different people's accounts and experiences of this same event Communicate: Express my own ideas about different issues and can understand how religion may affect how I behave Explain why different people think some things are special and respect different peoples' ideas about things they value Communicate and justify my own beliefs about life and death, referring to religious and non-religious views Evaluate: Evaluate and offer thoughtful comments about the beliefs of a person/community Evaluate the significance of ritual by explaining its importance to Christians and Muslims Reflect on the importance of concepts in religion and can reflect on my own views and feelings on religious issues</p>

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	<p>Belonging – Shahada and Salat Communicate: Communicate my understanding of the concept Enquire: Through my enquiry , develop a greater religious vocabulary Contextualise: Contextualise the concept within religious practice and explore the diversity of practice and belief Evaluate: Describe and evaluate some ways in which people show that religion is important to them</p>	<p>Interpretation – The Christmas Mystery Enquire: Ask a range of thoughtful questions when studying religion Contextualise: Contextualise the concept within religious practice and explore the diversity of practice and belief Evaluate: Explain different people’s ideas about the things they value and their vision of life Communicate: Explain the importance of different people’s ideas about the things they value</p>	<p>Stewardship - Creation Enquire: Ask a range of thoughtful questions when studying religion Contextualise: Identify similarities and differences between the stories of different cultures and religions Evaluate: Recognise that some features are different in the same religion Communicate: Share my own beliefs about life and death, referring to ideas from religion</p>	<p>Justice – Stories of justice Enquire: Ask a range of thoughtful questions when studying religion Communicate: Link the things that are important to me and to other people Contextualise: Identify similarities and differences between the stories of different cultures and religions Evaluate: Make comparisons between different styles of worship and explain different viewpoints</p>	<p>Rites of passage - Islam Communicate: Communicate my understanding of the concept Enquire: Explore some of the ways in which people show that religion is important to them Contextualise & Evaluate: Link the way I behave to that of a believer and reflect on this</p>	<p>Umma – Hajj and Zakat Enquire: Ask a range of thoughtful questions when studying religion Contextualise: Contextualise the concept within religious practice and explore the diversity of practice and belief Evaluate: Describe and evaluate some ways in which people show that religion is important to them Communicate: Link the things that are important to me and to other people</p>
PE	<p>PRIOR LEARNING: Dance Demonstrate spatial awareness Basketball Pass and move with accuracy using hands to defend</p>	<p>PRIOR LEARNING: Football Passing with inside of foot / tackling / shooting</p>	<p>PRIOR LEARNING: Gym: Mirroring and matching Synchronised jumps and turns Netball Chest, bounce and shoulder pass Moving to space and using footwork to land</p>	<p>PRIOR LEARNING: Hockey Holding a stick, body position, push pass only, tackling on the move, shooting at a goal</p>	<p>PRIOR LEARNING:</p>	<p>PRIOR LEARNING: Athletics Javelin, Speed bounce, broad jump, running, sprinting and keeping pace Tennis Introduce V grip and ready position. Forehand swing, angle of racket Racket skills</p>
	<p>FUTURE LEARNING: Basketball Switching / half-court press / lay-ups and rolling off players</p>	<p>FUTURE LEARNING:</p>	<p>FUTURE LEARNING: Gym: Rhythmic gymnastics Hold balances, throwing and catching whilst jumping</p>	<p>FUTURE LEARNING: Hockey Introduce slap pass, soft touch receiving, introduce Indian dribble</p>	<p>FUTURE LEARNING: Rounders Introduce rounders positions and where to throw and when Bowling underarm with accuracy Volleyball Introduce blocking, switching, overarm serve</p>	<p>FUTURE LEARNING: Athletics Different techniques for javelin, triple jump, effective sprinting technique, relays Tennis Introduce net play and overarm serve Introduce game and scoring</p>
	<p>Dance Compose individual, partner and group dances that reflect the chosen dance style Show a change of pace and timing in their movements Demonstrate imagination and creativity in the movements they devise in response to stimuli Use transitions to link motifs smoothly together Ensure actions fit the rhythm of the music Consistently perform and apply skills and techniques with accuracy and control Basketball Y4 skills plus dribbling accurately with control and being able to change direction How to use your body to shield the ball Introduce set shot and rebounding</p>	<p>Football Passing – no touch, one touch, multiple touches Receive a ball whilst moving Marking and Tackling – channelling and tackling on the move Shooting – volleys, power and placement Gymnastics: Using equipment Introduce low apparatus e.g. Benches, low, box, bottom wall bars Jumps/turns – half/full turns, tuck and straddle jumps – pointed toes Progression – introduce music Sequence to reflect tempo Netball Passing at pace, on the move - Chest, bounce and shoulder pass How to mark, dodge and intercept (transferable skills from Handball) Landing – footwork and pivoting</p>	<p>Gymnastics: Using equipment Introduce low apparatus e.g. Benches, low, box, bottom wall bars Jumps/turns – half/full turns, tuck and straddle jumps – pointed toes Progression – introduce music Sequence to reflect tempo Netball Passing at pace, on the move - Chest, bounce and shoulder pass How to mark, dodge and intercept (transferable skills from Handball) Landing – footwork and pivoting</p>	<p>Hockey Introduce slap pass = more speed and power Soft touch receiving Passing and receiving on the move Push pass and slap How to draw a defender Crosses and 1 touch shots at goal Dribbling – open side only 7-a-side games – passing into space Dance Compose individual, partner and group dances that reflect the chosen dance style Show a change of pace and timing in their movements Demonstrate imagination and creativity in the movements they devise in response to stimuli Use transitions to link motifs smoothly together Ensure actions fit the rhythm of the music Consistently perform and apply skills and techniques with accuracy and control</p>	<p>Rounders Throwing overarm – accuracy, short distance Fielding a ball – one hop, rolled, high ball – two hands How to hold the rounders bat – one handed How to stand in the box Volleyball Introduce the dig, set, smash and underarm serve</p>	<p>Athletics Throwing – intro of shot-put technique Long jump- Improve techniques for jumping for distance Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight Land safely and with control Measure the distance and height jumped with accuracy Running –Accelerate from a variety of starting positions and select preferred position Tennis Introduce backhand Introduce underarm serve To be able to complete a forehand/backhand rally with a partner</p>

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Music	<p>PRIOR LEARNING: Sing using repeated patterns in three parts Accompany a song on tuned percussion Classify instruments and learn beatboxing sounds</p>	<p>PRIOR LEARNING: Sing using repeated patterns in three parts Explore layering of sounds</p>	<p>PRIOR LEARNING: Interpret notation Understand that melodies have phrases</p>	<p>PRIOR LEARNING: Accompany a song on tuned percussion Explore layers and layering of sounds</p>	<p>PRIOR LEARNING: Understand syncopation and off-beat rhythms in improvisation Understand that melodies have phrases Explore the layering of sounds</p>	<p>PRIOR LEARNING: Understand syncopation and off-beat rhythms in improvisation</p>
	<p>FUTURE LEARNING: Exploring expressing singing in a part song that echoes Create and play a variety of rhythm patterns Listen to and understand tone in a musical bridge</p>	<p>FUTURE LEARNING: Understand pitch through movement and notation</p>	<p>FUTURE LEARNING: Create and play a variety of rhythm patterns Combine rhythm cycles in a percussion piece</p>	<p>FUTURE LEARNING: Perform complex song rhythms Identify the structure of a piece of music</p>	<p>FUTURE LEARNING: Perform complex song rhythms Combine rhythm cycles in a percussion piece</p>	<p>FUTURE LEARNING: Perform complex song rhythms Create and play a variety of rhythm patterns</p>
	<p>Sing a song with expression and sustained notes Conduct rhythms of two and three Create musical effects using contrasting pitch Learn a melody and harmony part on instruments to accompany a song Listen to music and describe its effects and use of the musical dimensions Identify changes in tempo and their effects</p>	<p>Sing a song in unison and three-part harmony Listen to music and describe its effects and use of the musical dimensions Identify changes in tempo and their effects</p>	<p>Accompany a song with tuned and untuned instruments Develop accompaniments using ostinato and invented or improvised rhythms Explore and understand phrase structure of a song melody Identify changes in tempo and their effects</p>	<p>Create sounds for a movie, following a timesheet Control short, loud sounds on a variety of instruments Learn about the use of sound effects in movies Listen to music and describe its effects and use of the musical dimensions Identify changes in tempo and their effects</p>	<p>Explore beat and rhythm through a song Explore and understand phrase structure of a song melody Identify changes in tempo and their effects</p>	<p>Use a steady beat and syncopated rhythms (link to science heart-beats) Identify changes in tempo and their effects</p>
Art	<p>PRIOR LEARNING: Revisit line, shape, colour and texture from direct observation Add shadows to introduce depth</p>	<p>PRIOR LEARNING: Use soft and hard pencils to draw a self-portrait</p>	<p>PRIOR LEARNING: Explore modelling materials such as clay Use plastic clay modelling tools to create texture and effect on the creature Explore how adding water to the model will help to manipulate the material and will aid in assembling the model- used as a glue Use a range of sculpting materials such as junk, clay, felt, cotton wool</p>	<p>PRIOR LEARNING: Use soft and hard pencils to draw a self-portrait</p>		<p>PRIOR LEARNING: Add white and black to lighten and darken paint colours Create a paint strip Use watercolours to make a sunset or a seascape Evaluate how water colours can be used in similar ways as poster paint to create texture</p>
	<p>FUTURE LEARNING: Introduce depth and perspective into drawings during South America topic to create a rainforest scene from the perspective of a character looking in</p>	<p>FUTURE LEARNING: Use chalk, pastels and charcoals to create pictures including shadows</p>	<p>FUTURE LEARNING: Use saws and clamps for cutting wood Revisit using glue guns to independently stick wooden elements of the design together</p>	<p>FUTURE LEARNING: Use chalk pastels and charcoals to create pictures including shadows.</p>		<p>FUTURE LEARNING: Demonstrate knowledge of styles of painting e.g. Pop Art- choosing colour to represent emotions Use perspective to draw people's eyes into main points of the painting Use foam/ string printing techniques to create repeating patterns</p>
	<p>Experiment with a range of different drawing media in one picture e.g. fine liners, pastels, chalk- children should evaluate the best media for different areas of their work</p>	<p>Blend and smudge chalk pastels and charcoals to create Victorian silhouette</p>	<p>Research and study the work of David A. Hardy, and attempt to recreate a space-themed landscape Develop understanding of finishing sculpture e.g. glazing, painting or polishing clay models Use recycled, natural and manmade materials to create sculptures- work on confidently and successfully joining using a glue gun with the support of an adult</p>	<p>Explore the work of Greek pottery designers and how/ why pattern was used in the way it was. Experiment with a range of different drawing media in one picture e.g. fine liners, pastels, chalk- children should evaluate the best media for different areas of their work e.g. to create a coastal scene</p>		<p>Create an eyeball painting in the style of 'My Dog Sighs'- Use colour placement to create different textures which look like the details in an eyeball Understand and test out layering paint in My Dog Sighs painting Experiment with a range of different drawing media in one picture e.g. fine liners, pastels, chalk- children should evaluate the best media for different areas of their work My Dog Sighs- Research his artistic influence on Portsmouth as a city</p>
DT	<p>PRIOR LEARNING: Textiles Roman purse</p>					

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	<p>Focus: Technical Knowledge Construction: Make a rectangular frame Focus: Technical knowledge</p>					
	<p>FUTURE LEARNING: Movement Moving Toy Focus: Design</p>					
		<p>Textiles Christmas Stocking Focus: Design Step 1: Design the front of a stocking to complete using stitches Step 2: Children to use a paper template (pattern) to cut out the outline of two parts of the stocking (use felt) Step 3: Make - use stitches they know to join the stockings</p>		<p>Construction Make a wooden structure (ART LINK) Focus: Design Step 1: Research pictures of Greek chariots Step 2: all children to design their own chariot Evaluate the designs to choose the most suitable to make Step 3: Make models using the skills of cutting, gluing and using triangles to reinforce Step 4: Refer back to the designs and evaluate against their design</p>		
<p>French</p>	<p>PRIOR LEARNING: Listen and show understanding of short phrases through physical response Listen and demonstrate understanding of words in songs and rhymes</p>	<p>PRIOR LEARNING: Use familiar vocabulary to say simple sentences to give information using a language scaffold Read and show understanding of simple familiar phrases and short sentences</p>	<p>PRIOR LEARNING: Write and say simple phrases to describe people, places, things, actions using a language scaffold Write simple familiar short phrases from memory with understandable accuracy</p>	<p>PRIOR LEARNING: Ask and answer several simple and familiar questions with a rehearsed response Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural Demonstrate understanding of the position of some adjectives</p>	<p>PRIOR LEARNING: Ask and answer several simple and familiar questions with a rehearsed response Write and say simple phrases to describe people, places, things, actions using a language scaffold Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules Read and show understanding of simple familiar phrases and short sentences</p>	
	<p>FUTURE LEARNING: Listen and show understanding of more complex sentences containing familiar and unfamiliar words</p>	<p>FUTURE LEARNING: Manipulate familiar language to present own ideas and information in more complex sentences Read and show understanding of a series of complex sentences using familiar language</p>	<p>FUTURE LEARNING: Write and say a complex sentence manipulating familiar language, using a dictionary for new language Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy</p>	<p>FUTURE LEARNING: Engage in a short conversation using familiar questions and express opinions Use the correct form of the definite article in singular and plural sentences Apply all grammatical knowledge learnt to build sentences</p>	<p>FUTURE LEARNING: Engage in a short conversation using familiar questions and express opinions Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy Read aloud the text of familiar rhymes and songs Read and show understanding of a series of complex sentences using familiar language</p>	
	<p>The body, what you look like, what you are doing, fashion, how you feel FOCUS: Listening and Speaking Listen and show understanding of more complex familiar phrases and sentences Follow the text of familiar rhymes and songs identifying the meaning of the words Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help</p>	<p>Look what I can do, When I grow up, what am I going to do? (future tense focus) FOCUS: Listening, Speaking & Reading Use familiar vocabulary to say more complex sentences such as presenting ideas using a scaffold Follow the simple text of a familiar song or story and sing or read aloud Read and show understanding of a complex sentence using familiar language</p>	<p>Family tree, animals, French homes, what's in my house FOCUS: Reading & Writing Write and say a more complex sentence to describe people, places, things and actions using a language scaffold Use a French dictionary to find the meaning of nouns in the plural, adjectives and conjugated verbs Write a familiar complex sentence from memory with understandable accuracy</p>	<p>Thirsty, breakfast, sandwiches, eating, pizzas, FOCUS: Speaking & Writing Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help Use familiar vocabulary to say more complex sentences such as presenting ideas using a scaffold Produce positive and negative sentences with high frequency verbs and pronouns</p>	<p>Numbers, age, dates, verbs FOCUS: Reading & Writing Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help Write and say a more complex sentence to describe people, places, things and actions using a language scaffold Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules Read and show understanding of a complex sentence using familiar language Produce positive and negative sentences with high frequency verbs and pronouns</p>	