



## Y5 Anston Hillcrest Primary Long Term Plan Cycle 2 (2022 – 2023)



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (5 weeks + 1 week transition)
<b>Learning Journey Title</b>	<b>Battle of Britain</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 –Why was this a significant turning point and comparing to modern day Britain? Does adversity make you stronger?		<b>Rainforest</b> What happens if it is not there tomorrow?		<b>Gullivers</b> <b>Ancient Greeks</b> Are we all equal?	
<b>Links to key Drivers</b>	<b>Reading</b> <b>Making a difference - a significant turning point in British history (inc women)</b>  <b>Local and Global awareness</b>		<b>Reading</b> Making a difference – environmental issues and deforestation  Local and Global Awareness		<b>Reading</b> Making a difference to others – entertainment Citizenship – equal opportunities / stereotypes	
<b>Launch Day</b>	Transition back to school  Going to War		David Attenborough challenge		Visit from a member of the Gullivers' team	
<b>Visit/Visitors</b>	Eden Camp		Conservationist or an environmentalist			Guillivers' Kingdom Presentations to Gullivers' - Gully Fest
<b>Learning Showcase</b>		Exhibition		Making a documentary David Attenborough style video: Destruction of the rainforest and impact Raising awareness and money – Bag Sale		



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<p><b>English</b></p>	<p>Narrative – warning story with historical setting (3 weeks)</p> <p>Poetry (1 week) Rhyming Couplets</p> <p>Report (2 weeks)</p>	<p>Recount – newspaper (3 weeks)</p> <p>Poetry (1 week) Sonnets</p> <p>Playscript (1 week)</p>	<p>Narrative – quest (3 weeks)</p> <p>Persuasion (2 weeks)</p> <p>Discussion (3 weeks)</p>	<p>Explanation linked to science (2 weeks)</p> <p>Recount - diary (2 weeks) Report – video script (2 weeks)</p> <p>Poetry (1 week) The Tyger William Blake</p>	<p>Narrative in style of Myth (3 weeks)</p> <p>Poetry (1 week) Tankas</p> <p>Persuasion linked to Gullivers (2 weeks)</p> <p>Playscript linked to persuasion eg radio ad (1 week)</p>	<p>Recount letters home from mythological character eg Hercules (2 weeks)</p> <p>Discussion (2 weeks)</p> <p>Poetry (1 week) Performance poetry</p>
<p><b>Reading for Pleasure Novel</b></p>	<p>Cogheart (or let class choose from your year group spine)</p>		<p>The Explorer (or let class choose from your year group spine)</p>		<p>Who Let the Gods out? (or let class choose from your year group spine)</p>	
<p><b>Whole class Reading Texts</b></p>	<p>Fiction: Rose Blanche extract</p> <p>Non Fiction: <b>Winston Churchill bio</b> World War text</p> <p>Poetry/Songs: The charge of the light brigade No Man’s land lyrics</p>	<p>Fiction: Letters from the Lighthouse</p> <p>Non Fiction: <b>Catherine Johnson</b></p> <p>Poetry</p>	<p>Fiction: Journey to river sea <b>The Jungle Books Rudyard Kipling original</b></p> <p>Non fiction: Rainforests Welcome to Costa Rica Biodiversity</p> <p>Poetry/songs: The Listeners Walter de la Mare</p>	<p>Fiction: Running Wild extract <b>The Wind in the Willows</b></p> <p>Non Fiction: Life cycle of a butterfly <b>Martin Luther King bio</b></p> <p>Poetry/Songs: Twas the night before Christmas The circle of life song :</p>	<p>Fiction: <b>The Hobbit extract</b> Who let the gods out extract</p> <p>Non fiction:</p> <p>Poetry/song: Be prepared / Out there (linked to PHSCE) Ancient Greece poem collection</p>	<p>Fiction: The Jamie Drake Equation</p> <p>Non Fiction: The Moon text Astronomy for Kids</p> <p>Poetry/Songs: Space Oddity David Bowie</p>
<p><b>Science</b></p>	<p><b>Living Things and their habitats</b></p> <p><b>LT1.</b> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p><b>LT2.</b> describe the life process of reproduction in some plants and animals</p>	<p><b>Animals inc Humans</b></p> <p><b>AH1.</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p><b>AH2.</b> Describe the life process of reproduction in some plants and animals.</p> <p><b>AH3.</b> Describe the changes as humans develop to old age.</p>	<p><b>Changing Materials</b></p> <p><b>CM1.</b> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p>	<p><b>Properties of Materials Changes</b></p> <p><b>C1.</b> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p><b>C2.</b> use knowledge of solids, liquids and gases to decide how mixtures might be separated,</p>	<p><b>Forces</b></p> <p><b>F1.</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p><b>F2.</b> Identify the effects of air resistance, water resistance</p>	<p><b>Earth and Space</b></p> <p><b>ES1.</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p><b>ES2.</b> Describe the movement of the Moon relative to the Earth</p> <p><b>ES3.</b> Describe the Sun, Earth and Moon as approximately spherical bodies</p>



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	<p><b>LT3.</b> find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p><b>LT4.</b> find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p><b>LT5.</b> They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p>		<p><b>CM2.</b> Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>including through filtering, sieving and evaporating</p> <p><b>C3.</b> Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p><b>C4.</b> 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.</p>	<p>and friction, that act between moving surfaces</p> <p><b>F3.</b> Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><b>ES4.</b> Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>
<p><b>Science Investigation</b></p>	<p>Animal behaviourists Research using secondary sources</p>	<p>Growth survey Observe changes over time</p> <p><b>Working Scientifically</b> <b>Do:</b> Take measurements using a range of equipment</p> <p><b>Conceptual Knowledge Context</b> Describe the changes as humans develop to old age.</p>	<p>Insulation layers Fair testing</p> <p><b>Working Scientifically</b> <b>Plan:</b> Plan scientific enquiry to answer question and recognise and control variables where necessary</p> <p><b>Conceptual Knowledge Context</b> Know that some materials will dissolve in a liquid to form a solution.</p>	<p>Nappy absorbency Dissolving Sugar cubes Pattern and relationship seeking</p> <p><b>Working Scientifically</b> <b>Do:</b> Gather and record data of increasing complexity using tables</p> <p><b>Conceptual Knowledge Context</b> Know that some materials will dissolve in a liquid to form a solution.</p>	<p>Aqua dynamics Spinners</p> <p><b>Working Scientifically</b> <b>Review:</b> Explain the degree of trust in the results</p> <p><b>Conceptual Knowledge</b> Identify the effect of water resistance</p>	<p>Craters Comparative testing</p> <p><b>Working Scientifically</b> <b>Do:</b> Gather and record data using tables and graphs.</p> <p><b>Conceptual Knowledge Context</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p>
<p><b>Geography (See LTP)</b></p>	<p>Not taught this term.</p>		<p>Biomes and climate zones, the rainforest, North and South America in depth Brazil</p>		<p>Revisit countries, climate zones. In-depth of Greece (PK LK)</p>	



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<b>History</b> (See LTP)	The Battle of Britain		Not taught		Ancient Greeks	
<b>Computing</b>	Collaborating Online Safe and responsible use of images and online content	Programming Physical Systems Play Like Share – Level 2 Session 1	Radio Advertising Extension 2 – Advertising Online	Creating Maths Games Play Like Share – Level 2 Session 2	Searching safely and effectively? Reporting illegal or inappropriate material found online	Computer Science Continued Band Runner – Online Game
<b>Art</b> (See LTP)	Sculpture Martin Jennings / Paul Day  Darrell Wakelam  Mixed media paint		Henri Rousseau  Sonny (pastel, paint and fabric)		Drawing and coil pot	
<b>Design &amp; Technology</b> (See LTP)	Not Taught		Textiles: Making a bag to support a campaign		Mechanisms / Computing: Designing a ride - linked to Gullivers' Theme: Ancient Greek God / Goddess	
<b>PE</b>	Football  Hockey	Gymnastics Basketball	OAA  Ice	Netball Tag Rugby	Tennis Rounders	Athletics  Cricket
<b>Music</b> Charanga	Livin' on a prayer	Classroom Jazz 1	Make you feel my love	The Fresh Prince of Bel - Air	Dancing in the street	Reflect, rewind and replay
<b>RE</b> (See Rotherham RE Syllabus)	How do Christians use the bible? What can we learn from Bible Stories?	How do Christians use the bible? What can we learn from Bible Stories?	Learning from the 5 pillars of Islam. What difference does it make?	Learning from the 5 pillars of Islam. What difference does it make?	Why are there over 50 mosques in Yorkshire?	Why are there over 50 mosques in Yorkshire?
<b>Spanish</b>						
<b>PSHCE</b> (See Jigsaw)	<b>Being me in My world</b> 1. Planning the forthcoming year. 2. Being a citizen	<b>Celebrating Differences</b> 1. Cultural differences and how they can cause conflict. 2. Racism	<b>Dream and Goals</b> 1. Future dreams 2. The importance of money. 3. Jobs and careers	<b>Health Me</b> 1. Smoking, including vaping. 2. Alcohol and anti-social behaviour.	<b>Relationships</b> 1. Self-recognition and self-worth. 2. Building self-esteem	<b>Puberty – RoSIS PSHE</b>



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	<ul style="list-style-type: none"> <li>3. Rights and responsibilities.</li> <li>4. Rewards and consequences.</li> <li>5. How behaviour affects groups.</li> <li>6. Democracy, having a voice, participating.</li> </ul>	<ul style="list-style-type: none"> <li>3. Rumours and name-calling.</li> <li>4. Types of bullying</li> <li>5. Material wealth and Happiness.</li> <li>6. Enjoying and respecting other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>4. Dream job and how to get there.</li> <li>5. Goals in different cultures</li> <li>6. Supporting others (charity).</li> <li>7. Motivation</li> </ul>	<ul style="list-style-type: none"> <li>3. Emergency aid</li> <li>4. Body image</li> <li>5. Relationships with food.</li> <li>6. Healthy choices</li> <li>7. Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>3. Safer online communities.</li> <li>4. Rights and responsibilities online.</li> <li>5. Online gaming and gambling.</li> <li>6. Reducing screen time,</li> <li>7. Dangers of online grooming.</li> <li>SMARRT internet 8. safety rules.</li> </ul>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2