



Inmans Y5 LTP

What is significant about Kingston Upon Hull? (local history including slavery) <i>History</i>	How do rivers differ? <i>Geography</i>	How has the Victorian period affected our lives? <i>History</i>	How has Ancient Greece changed the world? <i>History/geography</i>	How can we make £5 blossom? Local industry/enterprise
Knowledge and Understanding of the world Covering the history of Hull as Kingstown. Looks at whaling and what whaling is, how it has changed and the impact this has had on the people of Hull. A study into the life of William Wilberforce and the impact he had on slavery. French	Knowledge and Understanding of the world Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Knowledge and Understanding of the world A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – life during the Victorian era.	Knowledge and Understanding of the world Ancient Greece – a study of Greek life and achievements and their influence on the western world Describe and understand key aspects of; physical geography including climate zones, rivers and mountains and volcanoes. French	Knowledge and Understanding of the world Project management- Understanding the 13 skills of business. Identify own skills and use them to generate a money-making idea. Plan, make and budget a fundraising event for the school Fayre. Children challenging industry. Community links with local businesses.



<u>Do you have a pet?</u> Engage in conversations; ask and answer questions; express opinions and respond to others about pets, including the negative form. Speak using more complex sentences and phrases using familiar vocabulary. Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet.	<u>French</u> <u>What is the date?</u> Recall significantly more vocabulary to say what the date is and when their birthdays are in French. Say the date in French. Including the 7 days of the week, 12 months of the year and numbers 1 – 31. Develop understanding of how different languages have different rules e.g. in French, we do not write the days of the week or the months of the year with capital letters unless they are found at the beginning of the sentence. Recognise and recall the 7 days of the week in French. Recognise and recall the 12 months of the year in French.	<u>French</u> <u>The Weather</u> Learn and remember a set of phrases that describe the weather, but also to integrate these into personalised weather presentations, where they will pretend to be French meteorologists on television. Repeat and recognise the vocabulary for weather in French. Ask and say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols. <u>Habitats</u>	<u>Clothes</u> Engage in conversations; ask and answer questions; express opinions and respond to others about clothes. Broaden their vocabulary and develop their ability to understand new words that are introduced using the correct indefinite article/determiner. Make longer and more interesting sentences as they describe what they are wearing and/or packing in a suitcase for a holiday. Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes.	<u>French</u> <u>The Olympics</u> Use decoding skills to help breakdown longer texts in French. Use a number of language learning strategies such as story ordering and using cognates to help develop this skill as well as support the acquisition of new unknown language. Read carefully and show understanding of words and phrases in written text. Write sentences using a word bank or dictionary. Listen attentively to longer passages in French about the ancient and modern Olympic Games. Look for cognates and highlight key words when learning how to
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Attempt to create a longer phrase using the conjunctions et (“and”) or mais (“but”).	Recognise and recall numbers 1-31 in French. Ask and answer the question ‘Quelle est la date aujourd’hui ?’ (What is the date today?) in French. Ask and answer the question ‘C’est quand ton anniversaire ?’ (When is your birthday?) in French.	Learn the language the needed to talk about different habitats. Read and hear more complex and complicated sentences and, by the end of the unit, present on the different plants and animals that live in the different habitats. Build on previous knowledge of phonics, vocabulary and grammar and use this together with new knowledge to describe different habitats in more detail. Tell somebody in French the key elements that animals and plants need to survive in their habitat. Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.	Use the verb porter in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.	decode longer texts in gist listening and reading in French. Recall the nouns in French for 10 key sports in the current Olympic games with their articles/determiners. Form positive and negative sentences using the verb faire (to do) in French. Recognise the concept of gendered nouns in French in regard to the male and female Olympians.
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		Tell somebody in French which animals live in these different habitats. 2 Tell somebody in French which plants live in these different habitats		
RE & SMSC <u>Unit 5.1 Expressions-How is belief expressed?</u> <u>Religion and World view</u> <u>focus: Christianity, Islam and Humanism</u> <u>Summary</u> Explore how people express their beliefs through personal symbols and artefacts. Investigate the significance of religious festivals and rituals. Explore how values provide rules for living and may be influenced by religious belief. <u>Jigsaw</u> Being Me in My World	RE & SMSC <u>Unit 5.1 Expressions-How is belief expressed?</u> <u>Religion and World view</u> <u>focus: Christianity, Islam and Humanism</u> <u>Summary</u> Explore how people express their beliefs through personal symbols and artefacts. Investigate the significance of religious festivals and rituals. Explore how values provide rules for living and may be influenced by religious belief. <u>Upper Key Stage 2 Christmas-Is Christmas only for Christians?</u> <u>Year 5 focus:Peace</u>	RE & SMSC <u>Unit 5.2 Faith in action-what are the challenges?</u> <u>Religion and World view</u> <u>focus: Christianity, Islam and Humanism</u> <u>Summary</u> This unit is an opportunity to use the lens of Theology to explore in greater depth the impact of the teaching of faith founders and other religious figures and the influence they had - and continue to have - today. In addition, contrast the ideas and influence of significant people who hold non-religious worldviews. There are elements of personal development covered in this unit.	RE & SMSC <u>Unit 5.3 Pilgrimage-why pilgrimage?</u> <u>Religion and World view</u> <u>focus: Christianity, Islam and Humanism</u> <u>Summary</u> This is a stand-alone unit building on an understanding of 'journey' to investigate the impact of pilgrimage on participants, exploring local, national and global pilgrimage sites for different faiths. It is important where possible to visit a local sacred place which may be a place of pilgrimage for some – church, cathedral, cemetery, memorial, garden, tree, monument, quiet space.	RE & SMSC <u>Unit 5.3 Pilgrimage-why pilgrimage?</u> <u>Religion and World view focus: Christianity, Islam and Humanism</u> <u>Summary</u> This is a stand-alone unit building on an understanding of 'journey' to investigate the impact of pilgrimage on participants, exploring local, national and global pilgrimage sites for different faiths. It is important where possible to visit a local sacred place which may be a place of pilgrimage for some – church, cathedral, cemetery, memorial, garden, tree, monument, quiet space. By the end of this unit pupils will understand the purpose of making



To recognise we all, have our own rights and responsibilities within society. We need to be a British Citizen	<u>Summary</u> • different titles for Jesus - Prince of Peace, Messiah, Light of the World • listening to Handel's Messiah and link to Isaiah's prophecy • a series of images and symbols expressing peace and harmony in art and literature • how the message of Christmas is celebrated around the world • festivals of peace celebrated throughout the year <u>Jigsaw</u> Celebrating Difference To explain the differences between direct and indirect types of bullying.	By the end of this unit pupils should know something of the challenges posed by choosing to live a life of faith. <u>Easter-What is the message of Easter to the World for today?</u> <u>Summary</u> Year 5 focus: the resurrection. • the symbolism of Ash Wednesday • Lenten actions: fasting, making sacrifices, spending more time with God, an act of service • how Jews prepare homes for Passover (link with story of Moses) • how Jesus, as a Jewish boy, travelled to Jerusalem to celebrate Pesach with his parents • the resurrection and its impact on Jesus' disciples	By the end of this unit pupils will understand the purpose of making pilgrimage, what happens during pilgrimage and its impact. <u>Jigsaw</u> Relationships To explain how to stay safe when using technology to communicate with my friends To recognise and resist pressures to use technology in ways that may be risky or cause harm to themselves or others.	pilgrimage, what happens during pilgrimage and its impact. <u>Jigsaw</u> Changing Me To describe how boys' and girls' bodies change during puberty. To express how they feel about the changes that will happen to them during puberty.
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	To know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.	<u>Jigsaw</u> Dreams and Goals To describe the dreams and goals of a young person in a culture different from mine Reflect on how these relate to their own. Healthy Me To describe the different roles food can play in people's lives and explain how people can develop eating problems (disorders) relating to body image pressures. To respect and value their body.		
<u>Creative Development</u> <u>Art- Portraits</u> To create sketch books to record their observations and use them to review and revisit ideas. Create self-portraits including colour. <u>Music – Music in Nature</u> <u>Listening and evaluating</u> To know:	<u>Creative Development</u> <u>Art- Landscapes</u> Use sketching with a variety of pencil skills. Create sketchbooks to record observations and review and revisit ideas. <u>Music – three-chord pop</u> <u>Listening and evaluating</u>	<u>Creative Development</u> <u>Art- Colour, pattern, texture, line, shape, form and space</u> Create sketch books to record observations and review and revisit ideas. Learn about great artists, architects and designers in history. Know how to recreate work of artists using colour and texture.	<u>Creative Development</u> <u>Art- Sculpture</u> Use sketch books to record observations and use them to review and revisit ideas. Use a range of materials to create a sculpture and make a realistic model.	<u>Creative Development</u> <u>Art- Great Artists</u> Create sketch books to record observations and use them to review and revisit ideas. Improve mastery techniques such as drawing and painting. Know the roles and purposes of artists, craftspeople and designers working in different times and cultures.



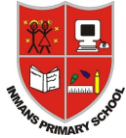
- Composers choose musical elements to create particular effects or moods. - Contrast is created by changing elements, such as dynamics, tempo or instruments. Interrelated dimensions Dynamics: To know that changes in dynamics (e.g. crescendo and decrescendo) can create contrast or mood. Melody: To know that melodic ideas can be repeated, developed or varied.	To know: - A range of instruments and understand the roles they play within a piece of music. - Different styles of music follow different structures. - To know that new musical styles are always developing, often inspired by existing styles. Inter-related dimensions Structure: To know that musical styles often follow particular structures (e.g. verse-chorus, theme and variation). Harmony: To know that chords and harmony support melody and add depth to music.	<u>Music –West African rhythms</u> <u>Music – Music technology</u>	Know about great artists, architects and designers in history. <u>Music –Stage and song</u>	<u>Music – Samba sounds</u> <u>End of year production</u> Sing in solo and ensemble contexts, using their voices with increasing accuracy and control
<u>Physical Development</u> Session 1- Fundamental Movement Skills Session 2- Multi Skills <u>Fundamental Movement Skills</u> Develop agility, speed and coordination	<u>Physical Development</u> Session 1- Dance- Around the World Session 2- Football <u>Dance- Around the World</u> Learn to dance in unison, use repetition, travel, sequence and	<u>Physical Development</u> <u>Spring 1</u> Session 1- Gymnastics (Trial Forest School, 2025 only) Session 2- Functional Fitness <u>Gymnastics</u> To learn and remember the seven	<u>Physical Development</u> Session 1- Cricket Session 2- Functional Fitness <u>Cricket</u> Understand and develop the correct bowling and batting techniques in cricket.	<u>Physical Development</u> Session 1- Athletics Session 2- OAA <u>Athletics</u> - Refine sprinting techniques for optimal performance. - Explore advanced jumping and throwing techniques



through multidirectional running and jumping activities. - Develop agility and coordination through multidirectional movement, balance and dynamic throwing and catching activities. <u>Multi Skills</u> - Master advanced running and jumping techniques and apply them to game situations. - Develop advanced throwing and catching skills with accuracy and coordination. - Develop fundamental bat and ball skills.	improvisation in dance. - To learn and develop an African dance. - To learn the rehearsal process and perform. <u>Football</u> - Improve passing accuracy in football by using proper technique and precision. - Develop control and coordination while dribbling football. - Understand the principles of defending in football. - Learn to improve shooting skills, by focusing on accuracy, power and technique.	gymnastic positions and perform a selection of these as jumps. - Develop and learn 9 different balances and perform these with a partner. - To travel in different ways on the floor and on level, or sloped balance beam and dismount using a variety of jumps. - To learn and take part in drills which will help us get closer to doing a range of different floor skills. - To watch other routines to develop peer assessment skills. - Perform a variety of different vaults. - To perform a sequence of movements using a variety of different equipment.	- Develop effective fielding techniques in cricket. - Refine our fielding techniques in cricket, focusing on catching, throwing and stopping the ball effectively. <u>Functional Fitness</u> - Learn and progress speed and agility techniques for improved athletic performance. - Learn and enhance strength and power techniques for improved athletic performance. - Learn and improve muscular endurance through resistance.	and develop strategies for maximising jumping and throwing performance. - Explore advanced long-distance running strategies and build motivation. <u>OAA</u> - Work effectively as a team to complete an orienteering challenge. - Understand the importance of effective communication and cooperation within a team. - Communicate effectively and collaborate with team members to achieve a goal. - Apply problem solving skills to overcome obstacles in various OAA activities. - Work collaboratively as a team to complete challenges and complete tasks.
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		- To use strength and coordination to safely climb up and down the climbing frame. <u>Functional Fitness</u> - Learn and progress speed and agility techniques for improved athletic performance. - Learn and enhance strength and power techniques for improved athletic performance. - Learn and improve muscular endurance through resistance. <u>Spring 2</u> Session 1- Netball Session 2- Dodgeball <u>Netball</u> - Understand and execute different types of passes in netball, such as chest passes, and bounce passes.		
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		- Learn defensive techniques, including marking opponents, intercepting passes and defending the goal circle. - Develop accurate shooting techniques in netball. - Apply passing skills in small-sided games to enhance gameplay understanding. <u>Dodgeball</u> - Refine advanced throwing techniques in Dodgeball. - Develop strategic positions and movement skills in Dodgeball. - Develop and improve catching skills in the game. - Understand the importance of proper grip, stance and follow-through when throwing.		
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		- Improve dodging skills to avoid been hit by the ball.		
Scientific & technological understanding <u>Computing</u> <u>Systems & searching</u> Recognising IT systems in the world and how some can enable searching on the internet. <u>Science</u> - Describe the changes as humans develop to old age.	Scientific & technological understanding <u>Computing</u> <u>Video production</u> Planning, capturing, and editing video to produce a short film. <u>Design Technology</u> Pulleys or gears: Make a Lada Tax using cutting, sawing, gluing plus electrical circuits & pulleys <u>Design</u> Generate innovative ideas and develop a design specification for their product, carefully considering the purpose and intended user for their product. Communicate ideas through detailed, annotated drawings from different views and/or	Scientific & technological understanding <u>Computing</u> <u>Selection in physical computing</u> Exploring conditions and selection using a programmable microcontroller. <u>Flat-file databases</u> Using a database to order data and create charts to answer questions. <u>Design Technology</u> Mechanical Systems – Cams: Victorian Toys <u>Design</u> Understand that mechanical systems have an input, process and an output. Understand how gears and pulleys can be used to speed	Scientific & technological understanding <u>Computing</u> <u>Introduction to vector graphics</u> Creating images in a drawing program by using layers and groups of objects. <u>Science</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth - Describe the Sun, Earth and Moon as approximately spherical bodies - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Scientific & technological understanding <u>Computing</u> <u>Selection in quizzes</u> Exploring selection in programming to design and code an interactive quiz. <u>Design Technology</u> Food – Design & make a 3 course meal for a fiver – starter, main & dessert. <u>Design</u> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a



	exploded diagrams. The drawings should indicate the design decisions made, including the location of the mechanical and electrical components, how they work as a system with an input, process and output, and the appearance and finishing techniques for the product. <u>Make</u> Produce detailed step-by-step plans and lists of tools, equipment and materials needed. If appropriate allocate tasks within a team. Make high quality products, applying knowledge, understanding and skills from IEAs and FTs. Children should use a range of decorative finishing techniques to ensure a well finished final product that matches the intended user and purpose. <u>Evaluate</u> Evaluate throughout and the final product in use, comparing it to the original design specification. Critically	up, slow down or change the direction of movement. Explore a range of Victorian toys Know how to select from and use a wider range of tools and equipment to perform practical tasks. <u>Make</u> Know what tools and techniques are required to make a Victorian toy. How to use different tools and equipment safely Know how to work within constraints of time, resources and cost. <u>Evaluate</u> Know how to investigate and analyse existing products Know how to evaluate ideas and products against own design criteria and consider the views of others <u>Science</u> Describe the differences in the life cycles of a mammal,		final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. <u>Make</u> Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. <u>Evaluate</u> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking
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	evaluate the quality of the design, the manufacture, functionality, innovation shown and fitness for the intended user and purpose. <u>Science</u> 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 - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and	an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.		into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. <u>Science</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
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	evaporating - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - Demonstrate that dissolving, mixing and changes of state are reversible changes - 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			
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