



St Joseph's  
Catholic Primary School



Year 5 Long Term Plan 2019-2020

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visits	St Bedes- Mass	Anne Frank Exhibition	Scotswood Nature Garden	Life Centre	Grainger Town	Safety Works
English Power of Reading Texts	Goodnight Mister Tom	Cosmic	Dark Sky Park	Clockwork	Fire Bed and Bone	Odysseus
Class Reader	Goodnight Mister Tom	Goodnight Mister Tom	Goodnight Mister Tom	Kensuke's Kingdom	Kensuke's Kingdom	Kensuke's Kingdom
Spellings	<p>Revise work done in previous years</p> <p><b>Endings which sound like /jəs/ spelt -cious or -tious</b> vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious,</p> <p><b>Endings which sound like /jəl/ official, special, artificial, partial, confidential, essential</b></p> <p><b>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</b> observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance</p>	<p><b>Words ending in -able and -ible</b></p> <p><b>Words ending in -ably and -ibly</b> adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly,</p>	<p><b>Adding suffixes beginning with vowel letters to words ending in -fer</b> referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p> <p><b>Use of the hyphen</b> co-ordinate, re-enter, co-operate, co-own plough</p>	<p><b>Words with the /i:/ sound spelt ei after c</b> deceive, conceive, receive, perceive, ceiling</p> <p><b>Words containing the letter-string ough</b> ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough</p>	<p><b>Homophones and other words that are often confused</b> advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further/father: a male parent guessed: past tense of the verb <i>guess</i>/guest: visitor heard: past tense of the verb <i>hear</i>/herd: a group of animals led: past tense of the verb <i>lead</i>/lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>) morning: before</p>	Consolidation of previous spelling patterns

	<p>(substantial)  innocent, innocence, decent,  decency, frequent,  frequency, confident,  confidence (confidential)  assistant, assistance,  obedient, obedience,  independent, independence</p>	<p>visible/visibly,  incredible/incredibly,  sensible/sensibly</p>			<p>noon/mourning: grieving  for someone who has died  past: noun or adjective  referring to a previous  time (e.g. <i>In the past</i>) or  preposition or adverb  showing place (e.g. <i>he  walked past me</i>)/passed:  past tense of the verb  'pass' (e.g. <i>I passed him in  the road</i>)  precede: go in front of or  before/proceed: go on  principal: adjective – most  important (e.g. <i>principal  ballerina</i>) noun –  important person (e.g.  <i>principal of a  college</i>)/principle: basic  truth or belief  profit: money that is  made in selling  things/prophet: someone  who foretells the future  stationary: not  moving/stationery: paper,  envelopes etc.  steal: take something that  does not belong to  you/steel: metal  wary: cautious/weary:  tired  who's: contraction of <i>who  is</i> or <i>who has</i> /whose:  belonging to someone  (e.g. <i>Whose jacket is</i></p>	
--	---	--	--	--	---	--

					that?)	
<b>Grammar and Punctuation</b>	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Using hyphens to avoid ambiguity using semi-colons, colons or dashes to mark boundaries between independent clauses	Using a colon to introduce a list punctuating bullet points consistently
<b>Maths</b>	Number: Place value Addition and Subtraction Statistics	Number: Multiplication and division Measurement: area and perimeter.	Number: Multiplication and division Number: Fractions	Number: Fractions Number: Decimals and Percentages	Number: decimals Geometry: Properties of shape	Geometry: Position and direction Measurement: Converting units Measurement: Volume
<b>Times Tables</b>	Recall multiples of 12 in any order including missing numbers and related division facts fluently.	Recall multiples of 12 in any order including missing numbers and related division facts fluently.	Recall multiples of 12 in any order including missing numbers and related division facts fluently.	Recall multiples of 12 in any order including missing numbers and related division facts fluently.	Recall multiples of 12 in any order including missing numbers and related division facts fluently.	Recall multiples of 12 in any order including missing numbers and related division facts fluently.
<b>RE</b>	Domestic Church: Family, Ourselves Other World Faith: Judaism: Remembering Passover Baptism/Confirmation: Belonging, Marriage, Commitment Advent/Christmas: Loving, Hope		Local Church: Community, Mission Other World Faith: Islam: Ramadan and Pilgrimage Eucharist: Relating: Memorial Sacrifice Lent/Easter: Giving: Sacrifice		Pentecost: Serving, Transformation Reconciliation: Anointing of the Sick Universal Church: World: Stewardship	
<b>Science</b>	<u>Earth and Space</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	<u>Forces</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	<u>Properties and changes of Materials (1)</u> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility,	<u>Properties and changes of Materials (2)</u> Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday	<u>Living things and their habitat</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process	<u>Animals including humans</u> Describe the changes as humans develop to old age.

	<p>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.</p>	<p>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.</p>	<p>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 evaporating</p>	<p>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.</p>	<p>of reproduction in some plants and animals.</p>	
<b>History/Geography</b>	<p>Vikings</p> <ul style="list-style-type: none"> <li>• Why Britain was in danger?</li> <li>• Raiders and Invaders</li> <li>• Viking life</li> <li>• Danelaw and Viking Kings</li> <li>• Were the Vikings really vicious?</li> </ul>	<p>Mountains</p> <ul style="list-style-type: none"> <li>• Mountain Ranges</li> <li>• UK Mountains</li> <li>• Features of Mountains</li> <li>• How mountains are made</li> <li>• Mountain climates</li> <li>• Mountain travel</li> </ul>	<p>Mayan Civilisation</p> <ul style="list-style-type: none"> <li>• the city states</li> <li>• the rulers of the Maya</li> <li>• Mayan gods</li> <li>• Stargazing</li> <li>• why they built pyramids and temples.</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• using Atlases</li> <li>• symbols</li> <li>• compass points</li> <li>• grid references</li> <li>• planning a route</li> </ul>	<p>History in the local area</p> <ul style="list-style-type: none"> <li>• Know your place</li> <li>• History of the school</li> <li>• Landmarks- Grainger Town</li> </ul> <p>Local Heritage</p>	
<b>Art and Design Design Technology</b>	<p>Architecture – Bridges Sculpture Visual Element – Line, shape, form</p>	<p>Famous British Artists Painting Visual Element - Colour</p>	<p>Famous International Artist *Exhibition Painting Visual Element – Colour, Tone</p>	<p>Creative RE - Easter Clay Modelling Visual Element – shape, form</p>	<p>Landscapes Collage Visual Element - Texture</p>	<p>Landscapes Collage Visual Element - Pattern</p>
<b>French</b>	My Town/Region	My Cinema trip	My school subjects	My Holiday (cross curricular)	Creperie/ Restaurant (Café theme)	My Zoo trip

<b>Computing</b>	<u>Digital Literacy</u> Staying safe on-line Improving our understanding of how to use the internet sensibly and responsibly. <u>Computer Science</u> <ul style="list-style-type: none"> <li>○ spreadsheets,</li> <li>○ designing and debugging programs</li> <li>○ working within specific programs which require certain input and output selection.</li> </ul>	<u>Digital Literacy</u> Staying safe on-line Improving our understanding of how to use the internet sensibly and responsibly. <u>Computer Science</u> <ul style="list-style-type: none"> <li>○ spreadsheets,</li> <li>○ designing and debugging programs</li> <li>○ working within specific programs which require certain input and output selection.</li> </ul>	<u>Digital Literacy</u> Staying safe on-line <u>Computer Science</u> <ul style="list-style-type: none"> <li>○ using sequence, selection, and repetition in programs</li> <li>○ working with variables and various forms of input and output in programs</li> <li>○ designing, writing and debugging programs</li> <li>○ working on variables within specific programs which require certain input and output selection.</li> </ul>	<u>Digital Literacy</u> Staying safe on-line <u>Computer Science</u> <ul style="list-style-type: none"> <li>○ using sequence, selection, and repetition in programs</li> <li>○ working with variables and various forms of input and output in programs</li> <li>○ designing, writing and debugging programs</li> <li>○ working on variables within specific programs which require certain input and output selection.</li> </ul>	<u>Digital Literacy</u> Staying safe on-line <u>Computer Science</u> <ul style="list-style-type: none"> <li>○ work on sequence, selection, and repetition in programs</li> <li>○ working with variables and various forms of input and output in programs.</li> <li>○ Designing, writing and debugging programs</li> <li>○ working on variables within specific programs which require certain input and output selection for coding.</li> </ul>	<u>Digital Literacy</u> Staying safe on-line <u>Computer Science</u> <ul style="list-style-type: none"> <li>○ work on sequence, selection, and repetition in programs</li> <li>○ working with variables and various forms of input and output in programs.</li> <li>○ Designing, writing and debugging programs</li> <li>○ working on variables within specific programs which require certain input and output selection for coding.</li> </ul>
PE	Active Kids Programme - Basketball  NUFC Fundamental Movement	Active Kids Programme - Boxercise  NUFC Football	Active Kids Programme - Basketball  NUFC Modified Team Games  Swimming	Active Kids Programme - Aerobic Fitness  NUFC Problem Solving  Swimming	Active Kids Programme - Tennis  NUFC Athletics and Fitness	Active Kids Programme - Tennis  NUFC Striking and Fielding
PSHCE	Children will learn <ul style="list-style-type: none"> <li>• How their body will, and emotions may, change as they approach and move</li> </ul>		NUFC 'Onside' programme covering topics of discrimination, sexism, bullying,	Children will learn <ul style="list-style-type: none"> <li>• To understand personal boundaries and to know that we all have rights to</li> </ul>	Children will learn <ul style="list-style-type: none"> <li>• To learn about rules and laws that are there to protect them and others</li> </ul>	RSHE – Life to the Full

	<p>through puberty</p> <ul style="list-style-type: none"> <li>• Taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.</li> </ul> <p>Understanding what is a crime and how to get support if they have fears for themselves or their peers.</p> <ul style="list-style-type: none"> <li>• About people who are responsible for helping them stay healthy and safe and ways that they can help these people</li> </ul> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement and recognising their increasing independence brings increased responsibility to keep themselves and others safe.</p>		<p>intolerance, racism and British Values.</p>	<p>privacy.</p> <ul style="list-style-type: none"> <li>• To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>• To recognise different types of relationship, including those between friends, relatives and families.</li> <li>• To recognise what constitutes a positive healthy relationship and to be able to recognise ways in which a relationship can be unhealthy and to whom to talk to if they need support.</li> <li>• To 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 secret.</li> </ul>	<p>and how they are enforced</p> <ul style="list-style-type: none"> <li>• Learn about why different laws are needed in different situations</li> <li>• To understand that there are basic human rights shared by all people and all societies</li> <li>• To research, discuss and debate topical issues, problems and events that are of concern to them</li> </ul> <p>RSHE – Life to the Full</p>	
--	--	--	--	--	--	--

Music

SoundStart programme delivered by Newcastle Music Service.  
Children learn to read and compose music and play an instrument as part of an orchestra.