



Properties & Changes of Materials

To 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.
To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.
To use knowledge of solids, liquids and gases to decide how mixtures might be separated.
To demonstrate that dissolving, mixing and changes of state are reversible changes.

Britishness

To know some British Institutions, e.g. National Health Service, Education System, Churches / Temples, Emergency Services
Marks and Spencer, Tesco, Co-op etc.
To know 3 Great British Historical Events
To have a basic understanding of British Politics – Conservative, Labour, Liberal Democrats, Others
To understand about the need for energy - Hold a debate on different forms.
To know some points about London's Transport System
To know some Great British Writers (not necessarily children's writers)
To know British Beliefs

Ancient Egypt

To explore artefacts to find out information about Ancient Egypt
To comment on possible features of Ancient Egypt from its landscape
To understand the differences in the lives of men, women and children in ancient Egypt.
To study the River Nile and its importance to Ancient Egyptians
To investigate Tutankhamen and the discovery of his tomb by Howard Carter
To investigate the processes of mummification
To explore the pyramids

R.E.

The Bible (including the Torah/other sacred books)

To talk about the different versions of the Bible and say which they prefer and why?
To be able to interpret the deeper meaning of the content of the Bible by looking at the titles given to the Bible;
To be able to link Bible passages to Christian behaviour;
To know how and why the Bible is read and used by Christians.
To be able to describe what inspires and influences them in relation to this topic;
To begin to understand the challenges of being a Christian;
To be able to express their opinion on a current or ethical issue.

Christmas – Gospels of Matthew & Luke

To know that the nativity story is recorded in the Gospels of Matthew and Luke and be able to retell the stories;
To be able to talk about the purpose of the two gospel writers;
To identify the connection between beliefs and stories;
To highlight similarities and differences between different Christian denominations;
To describe the impact the two stories have on the way in which Christians celebrate Christmas;
To describe the Christian beliefs revealed in the nativity story.
To ask important questions about religions and beliefs;
To identify their own values in the light of their responses to Herod's actions.

Computing

E-Safety

To be aware of the risks to using the internet
To learn how to reduce risks of their online behaviour
To learn about social networking sites and how they are able to protect themselves if they choose to use them
To learn what cyberbullying is
To learn who they can speak to if they are the victims of cyberbullying
To identify who they should talk to online
To learn what copyright is and what is meant by plagiarism
To learn that not everything on the internet is true and that they should check several sources to verify information
To recognise risks to playing online games and be able to protect themselves

Cars

To understand how to create multiple sprites for their project and how to resize them.
To understand how to make sprites move and how to control them through keyboard input.
To understand how sensors work to detect sprites position.
To understand variables and how to create multiple variables for sprites.
To learn how to use conditional statements to decide the winner of the game.
To learn how to build player interaction into their game.
To understand and use a variables and a conditional statement to create a counting timer.
To understand how random numbers can be used to affect a sprites behaviour.
To understand how sensors can change a

<p>Music Cyclic patterns – Exploring Rhythm and Pulse Roundabout – Exploring Musical Rounds</p>	<p>Art – Clay – Canopic Jars To collect visual and other information to help them develop their ideas. To suggest what a container might be To identify qualities of form, materials and methods and to say what they think and feel about them. To learn about the roles and purposes of artists, craftspeople and designers working in different cultures. To record from first-hand observation. To explore ideas for container forms. To investigate the role of canopic jars in Ancient Egypt. To explore ideas for container forms. To explore ideas for design. To investigate and combine texture and form through exploring the nature of clay. To apply their experience of materials and processes, developing their control of tools and techniques. To use a variety of methods to make a clay container. To compare ideas and methods. To say what they think and feel about the work. To consider how it could be changed or adapted. To adapt their work according to their views and describe how they might develop it further.</p>	<p>D.T. To generate ideas for Sarcophagus after thinking about their purpose using information from a number of sources To develop ideas and explain them clearly, putting together a list of what they want their design to achieve To know how materials can be combined and mixed to create more useful properties To measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately To reflect on the progress of their work as they design and make, identifying ways they could improve their products</p>	<p>sprites position. Website Designers To plan content and theme for their website. To learn how to create and source content. To learn how to build a website part one To learn how to test and make amendments to site</p>
<p>P.E. Football To learn how to move whilst keeping a football under control To learn how to stop a football Pupils will learn how to control the football To learn different ways of controlling the football with their feet To learn how to pass a football with accuracy to a team mate To learn the correct technique for a football pass To learn how to shoot a stationary football To learn how to shoot a moving football To learn advanced passing and receiving.</p>	<p>P.E. Gymnastics To explore balances and other actions showing twisted shapes To combine and link two balances, twisted and not, with travelling actions To choose a pathway to perform a sequence on To improve their performance using self - assessment To explore mirroring a partner using different actions on the floor and apparatus To select and link up to six different actions mirroring a partner, including twisted shapes on the floor and apparatus To replicate a partner's sequence To identify their own focus for improvement To explore matching the pathway of a partner To perform set actions on matched pathways In pairs, to combine matching pathways with a series of set actions</p>	<p>P.E. Hockey To learn the correct grip when holding a hockey stick To develop their understanding of basic hockey rules To learn how to pass a hockey ball using the push pass technique To develop their ball control skills in a small sided game To learn how to shoot in hockey To be able to shoot accurately and effectively in hockey To learn the correct technique when dribbling a ball in hockey To be able to effectively dribble a ball with a hockey stick To learn how to tackle safely and correctly in hockey To be able to tackle effectively in a game situation</p>	<p>P.E. Dance Dance: To create and perform dances using a range of movement patterns, including those from different times, places and cultures To respond to a range of stimuli and accompaniment. To explore shapes and movement suggested by a piece of music. To explore partner dance moves for the middle section of the dance. To explore ways to finish a dance. To identify what makes a performance effective To suggest improvements based on this information To develop the dance ready to perform to an audience To compare own dance to performance by a professional company</p>

	<ul style="list-style-type: none"> To lead a simple warm up To perform swinging gestures To explore and perform swinging gestures to initiate movement To transfer skills to perform swinging gestures on apparatus To move suddenly To move out of balances into different finishing positions To explore, select and link different balances and finishing positions with travelling actions To teach an idea to partner or small group 	<ul style="list-style-type: none"> To be able to demonstrate all the hockey skills they have learnt To create their own drills/games which will improve one or more skills in hockey 	
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Cronton C.E. Primary School Long Term Plan

Year 5

Spring

<p>Science - Earth & Space</p> <ul style="list-style-type: none"> To describe the Sun, Earth and Moon as approximately spherical bodies. To use the idea of the Earth's rotation to explain day and night. To describe the movement of the Earth relative to the Sun in the solar system. To use the idea of the Earth's rotation to explain day and night. To describe the movement of the Earth relative to the Sun in the solar system. To describe the movement of the Moon relative to the Earth. To describe the movement of the Earth relative to the Sun in the solar system. 	<p>History - Ancient Greece</p> <ul style="list-style-type: none"> To explore artefacts to find out information about Ancient Greece To comment on possible features of Ancient Greece from its landscape To understand the differences in the lives of men, women and children in ancient Greece. To organise and communicate a mini project on the role of women in ancient Greece To display understanding of Athens and Sparta through debating To understand why Greek soldiers were so powerful To investigate how Athens won the Battle of Marathon To investigate Ancient Greek clothing To investigate and present information on the Olympic Games. To understand that democracy originated in Ancient Greece 	<p>R.E.</p> <p>Jesus – Teacher</p> <ul style="list-style-type: none"> To be able to retell in detail some of the Bible stories covered in this unit; To know that these stories teach about Christian belief and be able to identify those beliefs; To be able to show understanding of the Christian beliefs revealed through these stories. To be able to make links between values and behaviour; To be able to ask important questions about religious belief; To be able to explain how the parables in this unit answer questions about values and commitments; To be able to identify and explain why they think one of Jesus parables has a particularly strong message for the world today. (including Judiasm – Purim) <p>Easter – Victory</p> <ul style="list-style-type: none"> To be able to retell the Easter story in detail from Maundy Thursday through to the resurrection appearances; To know and be able to explain why we (Christians) believe that Jesus was victorious over death and rose again to life on Easter 	<p>Computing</p> <p>Interactive Art Exhibition</p> <ul style="list-style-type: none"> To understand that the term “Augmented Reality” (AR) means to layer the real world with digital content. To use word processing apps to gather research from the internet and save images. To use a paint app to express different artist styles of self portrait. To understand that QR are triggers that QR reader use to find content. To understand the fundamentals of basic filming, video editing and saving video To understand the basic ideas behind AR and how video can be overlaid on top of the real world. <p>Newsroom</p> <ul style="list-style-type: none"> To understand how news is communicated. Focus on local news issues. To plan how groups will report their story. To learn how to film their news report. To feedback and reflect on their reporting and producing skills.
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		<p>Sunday; To know describe and show understanding that we (Christians) believe Jesus restored the relationship between God and humankind; To know and be able to describe in what way the Easter Story is at the very heart of Christian belief and therefore impacts on the daily life of a believer. To explore the feelings of victory and be able to relate them to their own experiences; To be able to make links between values and commitments and their own attitudes and behaviour in situations of triumph and victory; To be asking questions about religion and beliefs; To thoughtfully reflect on the answers to those questions .</p>	
<p>Science - Light To recognise that light appears to travel in straight lines. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Art - Collage To understand the term collage To look at visual elements, including pattern, texture, line in a piece of work. To investigate a range of materials. To use a variety of starting points for their work, including the work of other artists. To look at visual elements, including pattern, texture, line in a piece of work. To use words and images associated with a concept to convey meaning in their work. To review what they and others have done and say what they think and felt about it. To identify what they might change in their current work or develop in their future work.</p>	<p>D.T. – Greek Masks To observe Greek masks and their use To design a Greek mask To use correct vocabulary in the designing stages To consider the purpose of the mask To use techniques of paper mache to make masks To find different ways of combining materials To use techniques of modelling with card To use equipment safely To evaluate the usefulness of masks when made To use appropriate vocabulary in the evaluating process</p>	<p>Music Journey Into Space – Exploring Sound Sources Song Writer – Exploring Lyrics and Melody</p>
<p>P.E. Gymnastics To combine moving out of balances into different finishing positions mirroring a partner To make simple contact with a partner To perform a straddle shape To lead a simple warm up To competently perform a cartwheeling action at their own stage of progression To incorporate a cartwheeling action into a sequence using a piece of small apparatus To demonstrate contrasts in body shape into a sequence To link actions together showing two different methods to make a sequence</p>	<p>P.E. Tag Rugby To know how to Run with the ball and grip</p> <ul style="list-style-type: none"> • Holding the Ball (Grip) • When to run with the ball. • Develop Communication • change direction and speed when running with the ball <p>To use combined passing & holding the ball</p> <ul style="list-style-type: none"> • When & how to pass • When to run with the ball. • Develop Communication • Use a range of tactics to keep possession 	<p>P.E. Golf To control the direction of the ball using both a putter and a chipper. To understand where to stand safely when playing Tri-Golf games. To control the distance of the ball using both putter and chipper. To use a putter as a unit of measurement. To control the distance of the ball in the air using a chipper. To control the distance and height of the ball using a chipper. To identify the importance of persevering on a</p>	<p>P.E. High 5's To develop their basic throwing and catching skills To develop their understanding of the rules and regulations in High 5 To develop their footwork and movement skills To develop changing direction skills To develop their high 5 shooting technique To know how to pivot to change direction To develop their centre pass tactics and techniques To know the shooting technique in high 5 To be able to explain and demonstrate the correct shooting technique in high 5</p>

<p>To perform a handstand action at their own stage of progression To understand the technique of a good handstand To work with a partner to move into and out of their handstanding activities To perform a sequence containing inversion skills of handstanding and cartwheeling with rolling and contrast in body shape To explore using different actions moving into the same and different balances To select and combine three different actions into three different balances To transfer their learning onto the apparatus To interpret another's record of their sequence on the floor or apparatus With a partner, perform contrasting actions showing the same dynamic on the floor and apparatus To teach ideas to others To perform to a whole class To know where to improve for themselves</p>	<ul style="list-style-type: none"> • Use a range of techniques when passing • Change direction and speed when running with the ball <p><u>To Move with the Ball introducing tagging</u></p> <ul style="list-style-type: none"> • Movement with the Ball (Changing Direction, Speed, Dodging) • Movement without the Ball (Introduce Support & Communication) • Introducing tagging (extended) • Introducing touch (emerging) • Develop specific defending "tagging" skills and apply in a game <p><u>To introduce basic attacking & defending tactics</u></p> <ul style="list-style-type: none"> • Outwitting – Pass or Run? • Tagging / Touch • Make & Use Space To make own rules for own games which they can explain and teach others To use a range of techniques when passing • To change direction and speed when dribbling the ball • To use a range of tactics to keep possession and get into positions to shoot and score • To have simple plans they know they can make work 	<p>task. To work together as a team, measure out and build a challenge. To demonstrate a challenge to their peers. To demonstrate their understanding of aim and distance control through taking part in a number of skills challenges. To identify how they concentrated on a task.</p>	
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<p><u>Geography - Llandudno</u> To investigate places To use geographical questions To develop awareness of how places relate to each other To use and interpret atlases and maps To use secondary sources</p>	<p><u>Science - Electricity</u> To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. To associate the brightness of a lamp or the volume of a buzzer with the number and</p>	<p><u>R.E.</u> <u>Women in The Old Testament</u> To be able to retell the stories of at least 3 women in the Old testament; To be able to describe some forms of religious expression; To be able to make links between beliefs and</p>	<p><u>Computing</u> <u>Let's Change the World - Inventors</u> To understand the concept that still images create a moving scene when played rapidly in a sequence. To learn how to film an animated sequence</p>
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<p>To use geographical vocabulary To identify main physical and human features</p> <p><u>Residential trip to Llandudno</u> To develop the use of fieldwork skills To identify main physical and human features To collect, record and analyse data To identify land use To develop an awareness of economic activities To know how people affect the environment To know how the features of localities influence the nature and location of human activities To use and interpret maps and plans To make maps To appreciate the quality of an environment To understand similarities and differences between places</p>	<p>voltage of cells used in the circuit. To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. To use recognised symbols when representing a simple circuit in a diagram. To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p><u>Science – Living Things and Habitats</u> To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some plants and animals</p>	<p>sources. To be able to ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments; To be able to make links between their own values and the values of others (i.e. the women in the Bible).</p> <p><u>Expressing Christian Faith Through Art</u> To use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. To make links between beliefs and sources, including religious stories and sacred texts. To begin to identify the impact religion has on believers lives. To describe some forms of religious expression and their meanings. To identify what influences them, making links between aspects of their own and others' experiences. To ask important questions about religion and beliefs, making links between their own and others' responses. To make links between values and commitments, and their own attitudes and behaviour. To use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. To make links between them and describe some similarities and differences both within and between religions. To raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments. To apply their ideas to their own and other people's lives. To describe what inspires and influences themselves and others.</p>	<p>To learn how to export animation into iMovie and add backing music To learn how to make props and a 3D sets. To learn how to produce a storyboard and a script for their movie. To learn how to enhance animation using music and sound effects</p> <p><u>Code Breakers</u> To learn about codes and deciphering. To understand and explain what binary code is and what it is used for. To learn what a QR code is and for what it is used. To learn how to work together to crack a code. To learn how to work together to decipher a code.</p>
<p><u>Geography - British Rivers</u> To learn the water cycle, including condensation and evaporation To know how site conditions can influence the weather To undertake fieldwork To make plans and maps To know rivers erode, transport and deposit materials producing particular landscape features To use secondary sources of evidence To use ICT to handle data</p>	<p><u>Art – Artist Focus – William Morris</u> To know about the life of the Victorian artist and poet, William Morris. To learn about the role and purpose of the artist William Morris. To understand the role of artists working in different time. To collect visual and other information to help them in their work. To look at visual elements, including pattern,</p>	<p><u>D.T. Cocktails - Food</u> To investigate the ingredients used in cold drinks, their nutritional values, and how they are presented commercially, including cost To evaluate a drink and record To use a range of food preparation tools safely and effectively To combine ingredients to change the appearance/taste/texture of a drink To evaluate own work.</p>	<p><u>Music</u> <u>Stars Hide Your Fires - Performing Together</u> <u>Who Knows – exploring musical processes/Junior Production</u></p>

<p>To investigate places To analyse and communicate To use geographical vocabulary To use atlases and globes To use secondary sources To use ICT to access and present information To know about links with other places To know about river systems To understand environmental impact.</p>	<p>texture, line and shape in a piece of work. To select and use ideas as a starting point for their work. To say what they might think and feel about them.</p>		
<p><u>P.E.</u> <u>Tennis</u> To know why warming up is important. To recognise how playing games affects their bodies To consolidate and develop the range and consistency of their skills in net games To choose and use a range of simple tactics and strategies To keep, adapt and make rules for net games To suggest ideas and practices to improve their games To recognise what skilful play looks like.</p>	<p><u>P.E.</u> <u>Swimming/Dance</u> <u>Dance</u> To create and perform dances using a range of movement patterns, including those from different times, places and cultures To respond to a range of stimuli and accompaniment. To explore shapes and movement suggested by a piece of music. To explore partner dance moves for the middle section of the dance. To explore ways to finish a dance. To identify what makes a performance effective To suggest improvements based on this information To develop the dance ready to perform to an audience To compare own dance to performance by a professional company <u>Swimming</u> Objectives will depend on initial assessment during first session.</p>	<p><u>P.E.</u> <u>Athletics</u> To know, measure and describe the short-term effects of exercise on the body To describe how the body reacts to different types of activity To consolidate and improve the quality, range and consistency of the techniques they use for particular activities To develop their ability to choose and use simple tactics and strategies in different situations To describe and evaluate simply how effective their performance has been and how they could improve</p>	<p><u>P.E. - Cricket</u> To familiarise themselves with a cricket ball and how it feels to throw and catch To develop their catching technique when using smaller sized balls To learn how to field effectively To learn the long barrier fielding technique and how it is an effective method of stopping the ball To learn how to over arm throw with accuracy To learn how to throw quickly and how that may be of benefit for them when playing cricket To learn the correct batting grip To learn how to outwit their opponents when batting To learn the correct bowling technique in cricket To be able to bowl a cricket ball <u>Rounders</u> To familiarise themselves with a rounders ball and how it feels to throw and catch To develop their catching technique when using smaller sized balls To learn how to field effectively To learn the long barrier fielding technique and how it is an effective method of stopping the ball To learn how to over arm throw with accuracy To learn how to throw quickly and how that may be of benefit for them when playing rounders To learn the correct batting grip To learn how to outwit their opponents when batting To learn the correct bowling technique in rounders To be able to bowl a rounders ball</p>