

YEAR 5 DETAILED SUBJECT PLAN

E N G L I S H . E N G L I S H	<p>We believe reading and writing are the key to successful learning. Generous time is given to the teaching of English, both as a separate subject and across other curriculum areas. We have committed to the Lancashire 'We are Reading' initiative and promote reading wherever possible in school.</p> <p>All children participate in a daily lesson where skills are developed and improved through a combination of shared, guided and independent work. Children are encouraged to use them effectively to extend learning across the curriculum.</p> <p>Phonics and Spelling - Our school reading scheme is very well resourced and uses high quality texts. The 'Letters and Sounds' phonics scheme is used throughout EYFS/KS1 and we progress onto 'No Nonsense' spelling scheme once pupils are competent at phase six.</p> <p>Reading Scheme - Our recently updated reading scheme comprises a range of Oxford Reading Tree and Rigby Star texts, supplemented with a free reading books to further extend and engage pupils, helping to instil a love for reading.</p> <p>Our pupils are encouraged to read as widely as possible. We hand out 'Caught Reading' tickets if pupils are found reading outside of lessons and these are entered in a prize draw in our weekly celebration assembly. We set challenging reading targets every term and pupils are rewarded for reaching these by achieving bronze, silver and gold (Pupils who achieve their gold award have an extra special treat at the end of the year). We also engage in and actively promote local community reading projects such as the Euxton Library Reading Challenge.</p>					
	Autumn		Spring		Summer	
	The Nowhere Emporium	Space	Highwayman	South America	Greek	Persuasion
	Books & Authors					
	Ross MacKenzie		Alfred Noyes		Anthony Horowitz	Colin Thompson
	Unit A					
	Novel by a significant children's author.	Instructions: How to complete tasks in a zero gravity environment.	Classic / Narrative Poems	Dia De Loss Muertos - The Day of the Dead.	Traditional stories, fables, myths and legends	Persuasive writing - How to live forever
	Converting nouns of adjectives into verbs using suffixes (e.g. - ate; -ise; -ify).	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).	Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun.	Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun.	Indicating degrees of possibility using modal verbs (e.g. might, should, will must) or adverbs (e.g. perhaps, surely).	Using expanded noun phrases to convey complicated information concisely
	Unit B					
	Poetic Style: concentrating on comprehension.	Recount: Tim Peake's adventure on board the ISS.		Dramatic Conventions: linked to Dia De Los Muertos	Film Narrative: The Piano by Aidan Gibbons	
	Use of commas to clarify meaning or avoid ambiguity.	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	i. using passive verbs to affect the presentation of information in a sentence	Brackets, dashes or commas to indicate parenthesis.	Use of commas to clarify meaning or avoid ambiguity.	Verb prefixes (e.g. dis-. de-. mis-, over-, and re-).
	Writing Opps					
	<u>Scaffolded Outcomes</u> Creative writing: Fantasy – invent a new room in the Emporium and write a new chapter? ✓ Poetry Structured Poem: link to emporium.	<u>Scaffolded Outcomes</u> Diary entry: Recount – Tim Peake – the day before launch Instructions: How to complete simple task in space	<u>Scaffolded Outcomes</u> Descriptive writing: Historical fiction – describing anguish that Bess, The Highwayman or Tim felt Discussion text: Highwayman: hero or rogue	<u>Scaffolded Outcomes</u> Narrative: Other culture – story writing set in another culture based upon the film The Day of the Dead Play-script: scene for a story set in South America	<u>Scaffolded Outcomes</u> Narrative Legend: story opener for a myth/legend. Fables: linked to Ancient Greece.	<u>Scaffolded Outcomes</u> Persuasive: letter of to be placed in the front of the book, 'How to Live Forever'.
	<u>Independent Outcomes</u> Letter Non-Chronological report: introducing yourself to the teacher. Non-chronological report: linked to science topic.– write a report Explanation: save it – recycling leaflet to explain to their peers. Diary entry: for an astronaut landing on Pandora, describing the journey, landing, meeting inhabitants, etc. Narrative Adventure: write a narrative (story of Rama and Sita) link to RE. FOCUS: speech and description of setting.		<u>Independent Outcomes</u> Instructions: write a set of instruction about travelling to South America. Newspaper report: linked to South America topic. Persuasive writing: writing a letter of protest about the treatment of The Highwayman. Narrative Dialogue Focus: to write another outcome for The Highwayman.		<u>Independent Outcomes</u> Persuasive writing: creating an advert for a mythical creature. Creative writing: writing about a mythical creature. Narrative Science Fiction: write own story based on the girl and robot. Information leaflet: about their favourite author. Descriptive writing: describing a temple.	

Enrichment		
Planetarium visit to school	Adrian Bowden - Science Show	Visit - Liverpool Museum
Cross Curricular Links		
Class Novel for the Year Science – Earth and Space ICT	PE – dance Geography	History - Ancient Greece
<p>We see Mathematics as an essential life skill and a practical tool with which children can make sense of the world around them. We offer children a comprehensive foundation in all areas of Mathematics through a varied experience of the subject.</p> <p>All children participate in a daily hour and skills are consolidated and extended through our curriculum areas.</p> <p>Emphasis is placed on the understanding of number. Mental arithmetic is used effectively to develop children’s mathematical abilities and independent thinking and to create a positive attitude to Maths.</p>		
Autumn	Spring	Summer
<p>Number: Place Value Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.</p> <p>Number: Addition and Subtraction Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Statistics Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.</p> <p>Number: Multiplication and Division Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1,000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (²) and cubed (³). Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>Measurement: Perimeter and Area Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes.</p>	<p>Number: Multiplication and Division Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p> <p>Number: Fractions Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>Number: Decimals and Percentages Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p>	<p>Number: Decimals Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p>Geometry: Properties of Shapes and Angles Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (°) Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and 1/2 a turn (total 180°) other multiples of 90°.</p> <p>Geometry: Properties of Direction Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p>Measurement: Converting units Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time.</p> <p>Measurement: Volume Estimate volume [for example using 1cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]. Use all four operations to solve problems involving measure.</p>
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S C I E N C E	The world of Science is a magical one for children. In following the National Curriculum, we provide a broad based experience of Science and, in particular, encouraging enquiring minds. Emphasis is placed on scientific investigation with hands on activities to consolidate knowledge and develop understanding of the world around them, to enable every child to experience success in this area of the curriculum.		
	Autumn	Spring	Summer
	Earth & Space Recognise that the Earth, Sun and Moon are spherical and describe how shadows change as the sun appears to move across the sky. Forces Effects of gravity, wind and air resistance, friction, gears, pulleys and levers	Properties of Everyday Materials & Reversible/Irreversible Changes Compare & group together everyday materials on the basis of their properties Know that some materials dissolve in liquid to form a solution.	Environment - Observing life cycles Name the parts of a flower & explain how pollen and seeds are dispersed. Animals - Human life cycle Describe the changes as humans develop to old age.
A R T & D E S I G N	Children are encouraged to become visually perceptive and are given a wide range of experiences and materials to develop their artistic skills. An interest and understanding of art, craft and design from other times and places is also developed.		
	Autumn	Spring	Summer
	3D Sculpture Clay work - Gargoyles Historic Gargoyles at Samlesbury Hall	Printing Lino Repeat Pattern - 9 prints to create a pattern Janine Partington	Collage Linked to Geography work on South America John Dyer
C O M P U T I N G	In addition to discrete subject teaching including programming and networking, computers are an essential curriculum tool and all children are given opportunities to develop their skills. Skill based work focuses around areas such as word processing, data handling and graphic design. Children are actively encouraged to apply their skills to other curriculum areas to support their learning.		
	Autumn	Spring	Summer
	ONLINE Internet Research (linked to Tudors) Online Safety Strong Passwords Digital Citizenship Pledge	PROGRAMMING Scratch - The Ghostly Woods Scratch - Robot Wars Online Safety You've won a prize! (spam) How to cite a site	MULTIMEDIA eBooks - Create a new eBook Sound Recording (Audacity) (Links to Science - radio advert) Online Safety Picture Perfect
D & T	DESIGN & TECHNOLOGY Technology is a subject that requires children to apply knowledge and skills to solve practical problems. Children begin by exploring with practical materials, gradually developing their ability to plan, design, criticise and refine their own work.		
	Autumn	Spring	Summer
	Structures Moving toys Food Linked to the Tudor Bread - Group	Textile Sewing Teddies Food French - Le Fete des Rois	Food Biscuit design and making
L A N G U A G E S	Autumn	Spring	Summer
	RIGOLO 1 UNIT 8: QUELLE HEURE EST-IL? Cultural: Christmas in France	RIGOLO 1 UNIT 9: LES FETES Cultural: La Fetes des Rois and Easter in France	RIGOLO 1 UNIT 10: OU VAS TU? Cultural: French cities

G E O G R A P H Y	Children learn about different places, the human and physical processes that shape them and the people who live with them. This helps children to make sense of their surroundings and the wider world. Geographical skills are developed throughout the school and environmental issues explored.		
	Autumn	Spring	Summer
		THE GEOGRAPHY OF SOUTH AMERICA List and locate the countries of the continent of South America What are the main human and physical characteristics of the two or three geographical regions identified within South America?	A REGION WITHIN SOUTH AMERICA Where is the Amazon Basin region located? How does this region of South America compare and contrast with regions we have studied in the United Kingdom, a European country and North America?
H I S T O R Y	We aim to arouse an interest in the past and develop an understanding of other times. We encourage children to develop the ability to acquire evidence from historical sources and understand interpretations of history.		
	Autumn	Spring	Summer
	TUDORS Visit - Samlesbury Hall Place Tudor times on a timeline. Recognise some of the similarities between Lancashire life in Tudor times and today. Recognise that the past can be divided into periods, e.g. ancient, modern, etc.		ANCIENT GREECE Place the ancient Greek civilisation accurately on a timeline and demonstrate their understanding of BC and AD. Select and combine information from more than one source of information to find out about Greek life.
M U S I C	Children are given opportunities to perform and compose music, from simple sound making to reading from simple notation. They are encouraged to develop concentrated listening skills and to appraise the music of others. We enjoy close links with Lancashire Music Service, Broughton Music Service and Chorley Silver Band where many of our children take up on the opportunity of learning a musical instrument.		
	Autumn	Spring	Summer
	ROUNDAABOUT (Exploring Rounds) CHRISTMAS MUSIC	CYCLIC PATTERNS (Exploring Rhythm and Pulse) DON'T STOP BELIEVIN' (Rock)	KEYBOARD FRESH PRINCE OF BEL AIR (Old School Hip Hop)
P E & S P O R T	PHYSICAL EDUCATION & SPORT Children enjoy indoor and outdoor facilities and the emphasis is on dance, games and gymnastics. Pupils in Key Stage One and Two attend the local swimming pool for lessons and presently Year 5 and 6 children have the opportunity to experience outdoor pursuits during two activity holidays. Through the year groups, children are also able to take part in a wide range of extra-curricular sporting activities and to compete throughout the year in district Football, High Fives, Golf, Rugby, Rounders, Cricket, Athletics, Cross-Country Running and Swimming.		
	Autumn	Spring	Summer
	INVASION GAMES Core Task - Netball INVASION GAMES Core Task - Hockey ATHLETICS Core Task - 3 Run Jump Throw	GYMNASTICS Core Task - Acrobatic OAA Core Task - Orienteering against the clock DANCE The Highwayman	STRIKING & FIELDING GAMES Core Task - Rounders NET & WALL GAMES Core Task - Tennis

P S H E	PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION At Primrose Hill, personal and social development is seen as central to the education of our children, and permeates the whole curriculum. Personal and social development is concerned with acquiring attitudes and values, knowledge and understanding, abilities and skills necessary for the development of the self, the self in relation to others, social responsibility and morality. “We will encourage self-reliance, self-confidence and self-discipline in our children so that they may become responsible and responsive members of society.” The cross-curricular elements contribute to personal and social development as do pastoral care, the organisation of the school and the quality of relationships between all members of the school community. Our philosophy of emphasising the talents and positive achievements of children does much to develop self-confidence and a positive self-image essential to learning and to personal growth. “We will emphasise the positive achievements of children in school, and in their outside activities.”		
	Autumn	Spring	Summer
	Relationships Different types Enjoy and Achieve Smoking	Staying Safe First aid Emotional Health Feelings, anger and conflict	Being Healthy Puberty Positive Contribution Politics British Values Scarf project
R E	RELIGIOUS EDUCATION In R.E. the Lancashire Syllabus is followed. The focus of this is exploring:- Shared human experiences, Religious traditions, Beliefs and values, Personal meaning. <i>Parents may withdraw children from these lessons if they wish.</i>		
	Autumn	Spring	Summer
	WHERE CAN PEOPLE FIND GUIDANCE ON HOW TO LIVE THEIR LIVES? Christianity - The Church What guidance to follow? Christianity - God What different kind of writings and stories are important to Christianity?	WHERE CAN PEOPLE FIND GUIDANCE ON HOW TO LIVE THEIR LIVES? Hindu Dharama What can sacred stories tell us? Christianity - Jesus What do religious texts & teachings say about God and human life?	WHERE CAN PEOPLE FIND GUIDANCE ON HOW TO LIVE THEIR LIVES? Islam Should religious teachings affect our laws today? Judaism What can we learn from the way Jews treat their scriptures?