



# Year 5 Long Term Plan. Settle C.E. Primary School 2022/23

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Anglo Saxons & Vikings		Victorians & The Industrial Revolution		Groovy Greeks	
Trips and other opportunities	Stunning Start: Ben Clarke		Stunning Start: Victorian School Day		Stunning Start: Greek day -Greek togas -Greek banquet	
Literacy*	<p>CLASS READ ALOUD: Arthur and the Golden Rope</p> <p>1. INFORM</p> <p>Class Text: Viking Boy</p> <p>Text Type: Writing to inform. Newspaper report.</p> <p>Text Features: technical vocab, paragraph,</p> <p>Purpose: Newspaper report</p> <p>Audience: fictional audience – warning people from other settlements about invasions.</p> <p>Grammar Focus: subordinating conjunctions &amp; expanded noun phrases.</p> <p>Punctuation Focus: commas &amp; brackets</p> <p>2. INFORM</p> <p>Class Text: Viking Boy</p> <p>Text Type: Writing to inform. Autobiography.</p> <p>Text Features: technical vocab, paragraph, Headings/subheadings</p> <p>Purpose: Autobiography</p> <p>Audience: Ben Clarke “Olaf”</p> <p>Grammar Focus: subordinating conjunctions &amp; expanded noun phrases.</p> <p>Punctuation Focus: commas &amp; brackets</p>	<p>CLASS READ ALOUD:</p> <p><b>DISCUSS</b></p> <p><b>Ice Bear</b></p> <hr/> <p><b>Narrative &amp; Balanced argument</b></p> <p><b>Cohesive devices</b></p> <hr/> <p><b>To present arguments to an MP and David Attenborough for his 100<sup>th</sup> Bday</b></p> <hr/> <p><b>Modal verbs, Cohesion between paragraphs</b></p> <hr/> <p><b>Commas for clarity,</b></p>	<p>CLASS READ ALOUD:</p> <p>1. PERSUADE</p> <p>Class Text: You wouldn't want to be a Victorian School child</p> <p>Text Type: Letter</p> <p>Text Features: 2nd person narrative, personal pronouns.</p> <p>Purpose: to persuade a modern-day school child that Victorian schooling was better.</p> <p>Audience: Modern day school child.</p> <p>Grammar Focus: subjunctive form, adverbials,</p> <p>Punctuation Focus: -</p> <p>2. PERSUADE</p> <p>Class Text: You wouldn't want to be a Victorian School child</p> <p>Text Type: Advertising</p> <p>Text Features: hyperbole, facts &amp; statistics</p> <p>Purpose: To persuade a new teacher to work in the Victorian School.</p> <p>Audience: Victorian teachers</p> <p>Grammar Focus: imperative and modal verbs. Short sentences. Use of colour and images</p> <p>Punctuation Focus: ; :</p>	<p>CLASS READ ALOUD:</p> <p>1. ENTERTAIN</p> <p>Class Text: Street Child</p> <p>Text Type: Characterisation</p> <p>Text Features: paragraphs and detailed descriptions</p> <p>Purpose: To entertain the children at KIM</p> <p>Audience: KIM</p> <p>Grammar Focus: Relative clauses</p> <p>Punctuation Focus: ( ) -</p> <p>2. ENTERTAIN</p> <p>Class Text: Street Child</p> <p>Text Type: Narrative</p> <p>Text Features: detailed descriptions &amp; paragraphs</p> <p>Purpose: To write an alternate chapter or ending of the story.</p> <p>Audience: Berlie Doherty</p> <p>Grammar Focus: subordinate clause.</p> <p>Punctuation Focus: 0 ; :</p>	<p>CLASS READ ALOUD:</p> <p>1. INFORM</p> <p>Class Text: Who let the Gods out?</p> <p>Text Type: Nonfiction information book.</p> <p>Text Features: Paragraphs, headings, use of technical vocabulary</p> <p>Purpose: to let parents know what we have been learning about the Greeks.</p> <p>Audience: Parents via seesaw.</p> <p>Grammar Focus: : and passive voice</p> <p>Punctuation Focus: ;; 0</p> <p>2. DISCUSS</p> <p>Class Text: Who let the Gods out?</p> <p>Text Type: Review</p> <p>Text Features: cohesive devices and subjunctive form.</p> <p>Purpose: to review the book.</p> <p>Audience: Year 4 children and teachers at KIM.</p> <p>Grammar Focus: modal verbs, relative clause, adverbials.</p> <p>Punctuation Focus: 0 ; :</p>	<p>CLASS READ ALOUD:</p> <p>ENTERTAIN</p> <p>Class Text: Nowhere Emporium</p> <p>Text Type: Setting description</p> <p>Text Features: detailed descriptions and paragraphs.</p> <p>Purpose: to create a vivid picture of the setting for our poetry work later in the term.</p> <p>Audience: ourselves.</p> <p>Grammar Focus: subordinating clauses &amp; relative clauses</p> <p>Punctuation Focus: 0 _ ; :</p> <p>ENTERTAIN</p> <p>Class Text: Nowhere Emporium</p> <p>Text Type: Poetry</p> <p>Text Features: detailed descriptions</p> <p>Purpose: to entertain</p> <p>Audience: new class teacher</p> <p>Grammar Focus: A wide range of sentence structure to add interest</p> <p>Punctuation Focus: -</p>
Numeracy	White Rose Autumn Y5		White Rose Spring Y5		White Rose Summer Y5	
Science	SEE WHITE ROSE PLLANNING					

Computing	Computing systems and networks – Sharing information  E safety focus: sharing images and videos Judge what sort of privacy settings might be relevant to reducing different risks. Judge when and when not to answer a question online. Be a good online citizen and friend. Use different sources to double check information found online. Find 'report' and 'flag' buttons in commonly used sites and name sources of help (ChildLine, cybermartyrs etc).	Creating media – Vector drawing	Creating media – Video editing	Data and information – Flat-file databases	Programming A – Selection in physical computing	Programming B – Selection in quizzes
History	"History: The Anglo-Saxons Was the Anglo-Saxon period really a Dark Age  "History: The Vikings Would the Vikings do anything for money?"		* History: Victorians		*History: Ancient Greeks	
Geography		*Geography: Mountains		*Geography: Marvellous Maps		*Geography: Ancient Greece v Settle
DT	Embellishments—jewellery	Make Victorian house		Food hygiene, cooking, weighing ingredients.		
Art		Perspective drawing and land-scapes : Turner			Patterns & printing	

PE To be covered throughout the year (not necessarily in this order).	ATHLETICS RUGBY	SWIMMING FOOTBALL	GYMNASTICS ATHLETICS	ORIENTEERING HOCKEY	DANCE BASKETBALL	DANCE CRIKET ROUNDERS
PSHE & Zones of regulation	Me and my relationships Feelings, friendship skills inc compromise and assertive skills	Valuing difference Recognising and valuing difference inc religions and cultural influence and pressure of social media	Keeping myself safe Managing risk inc staying safe online and norms around use oof legal drugs	Rights and responsibilities Relating to my health. Decision about lending, borrowing and spending.	Being my best. Growing independence and taking responsibility. Media responsibility and safety.	Growing and changing: Managing difficult feelings. Managing change. Getting help.
Christian Values	Love  Kindness	Friendship  Forgiveness	Respect  Truthfulness	Being Thankful  Helping Others	Peace	Community
RE*	U2.1: Why do some people believe God exists? Y5		U2.4: If God is everywhere, why go to a place of worship? Y5		U2.6: What does it mean to be a Muslim today? Y5	