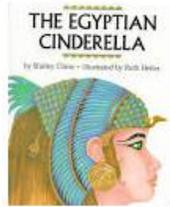
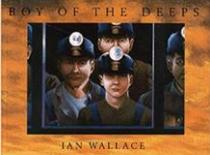
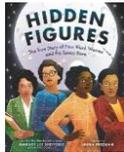
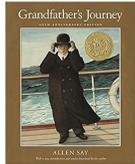
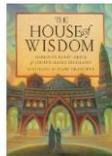


This Long Term Plan is the overview created by year group teams, which outlines the overarching themes, stimulus and core texts that will be used throughout the year to engage pupils in the learning. It includes a brief summary of the learning that the children in each year group will be achieve by the end of the academic year. This planning ensures that there are rich and thoughtful stimuli for learning in place in order that a rich and engaging curriculum is provided for pupils.

Year 5 Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ancient Egypt/Rivers		Firedamp and Davy Lamps		Traveller North America/Space Race	Traveller Islamic Civilisation (Baghdad)
<p>Enquiry Questions: Why was the Ancient Egyptian civilisation so successful? Was it right to open Tutankhamun's tomb?</p>		<p>Enquiry Questions: Why was coal mining so important to the United Kingdom during the Industrial Revolution? How has the coal mining industry changed over the last 200 years?</p>		<p>Enquiry Question: What makes North America so unique? Who were the hidden figures behind the space race?</p>	<p>Enquiry Questions: What can we learn from Islamic culture? How has the Early Islamic Civilisation influenced the world?</p>
<p>Core Text: Secrets of a Sun King by Emma Carroll</p>  <p>Egyptian Cinderella - Shirley Climo</p> 		<p>Core Texts: A River – Marc Martin</p>  <p>Boy of the Deeps by Ian Wallace</p>  <p>The Giant's Necklace by Michael Morpurgo</p> 		<p>Core Text: Hidden Figures – Margot Lee Shetterly</p>  <p>The Indian in the Cupboard- Lynne Reid Banks</p>  <p>Grandfather's Journey – Allen Say</p> 	<p>Core Text: The Golden Horsemen of Baghdad by Saviour Pirotta</p>  <p>The House of Wisdom</p> 

<p>Hook: 1) Mummification: Learn about the process of mummification and then mummify an apple.</p> <p>2) Hieroglyphics: Learn about the role of a 'scribe'. Create a cartouche, writing their own name in hieroglyphics, to be used in school as a bookmark.</p> <p>Fieldwork: <i>History Off the Page 'Life in Ancient Egypt Day'</i>. Experience what life was like as an ancient Egyptian, including food, clothing, entertainment, work, beliefs and social hierarchy</p>	<p>Hook: 1) Question generator with artefacts</p> <p>2) Visit to Coal Mining Museum: Children will take part in an underground tour so that they can experience how it feels to descend into darkness. Find out about the people in the mines and what effect the work had on the miners' health and well-being.</p>	<p>Hook:</p> <p>1) Question generator with artefacts/pictures from different countries in North America</p> <p>2) Make and taste Mexican Tacos</p> <p>3) Make Mexican 'worry dolls' using a range of materials</p>	<p>Hook:</p> <p>1) Question generator: Artefacts and images. What do you know? What do you want to find out?</p> <p>2) A day in the life: Ancient Baghdad / The Silk Road</p> <p>3) Sensory activities: First-hand experience of some of some goods, smelling/ tasting/ feeling as appropriate, e.g. pepper, ginger, cinnamon, cloves, nutmeg, cardamom, silk, ivory, sandalwood, porcelain, rice, cotton, tea, paper, salt, precious stones.</p>
<p>Develop Learning: History and Geography</p> <ul style="list-style-type: none"> To know what everyday life was like in Ancient Egypt (religion, homes, children, fashion, leisure, work etc.) Are there any similarities between life then and now? 	<p>Develop Learning: History and Geography</p> <ul style="list-style-type: none"> To be able to locate the River Nile and the countries it goes through. To know the source and mouth of the river and that it has two tributaries. To know why the River Nile was so important to the 	<p>Develop Learning: History and Geography</p> <p>Heritage & Community Topic – The River Don</p> <ul style="list-style-type: none"> To know the location of the river Don and other physical characteristics e.g., mouth, tributaries, meanders etc. To know about the impact of industry on the River Don, including how the river had been changed over time. To know how pollution has affected the environment and wildlife in and around the River Don. 	<p>Develop Learning: History and Geography</p> <ul style="list-style-type: none"> To be able to name and locate the countries and major cities of North America. Know the bordering bodies of water around North America To know the main environmental <p>Develop Learning: History and Geography</p> <ul style="list-style-type: none"> To know about the citizens of Baghdad and their daily life. To be able to locate some of the Islamic world's historic cities on maps. Learn about the history behind the cities. To be able to identify reasons why the early

<ul style="list-style-type: none"> To know where Egypt is on a world map and be able to identify the geographical regions, human and physical features of Egypt and Ancient Egypt. To know about ancient Egyptian hierarchy To learn about famous ancient Egyptian pharaohs: Why are they famous? What were their roles and responsibilities? How did they live? How were they buried and where? Why were their bodies preserved? Is it right that their tombs are now open to tourists? To learn about Tutankhamun: Who was he? Where was he buried? Who discovered his tomb? What was inside his tomb? What does this tell us about his life and about Ancient Egyptians in general? Was it right to open his tomb? To know about ancient Egyptian gods, including what they looked 	<p>development of ancient Egyptian society and its wealth. Compare how people used the river then to now.</p> <ul style="list-style-type: none"> To know about the importance of the flooding of the Nile, why the ancient Egyptian seasons were based around this, and that the Aswan Dam is now in place to prevent the flooding today. To know the ancient Egyptian beliefs about life after death, including the significance of the Book of the Dead. Compare them with their own beliefs and other religions. To understand that the information we have about their beliefs about the afterlife are incomplete and inconsistent. <p>Design Technology: Make Egyptian Head dresses</p> <p>Wider Opportunities: Swimming</p>	<ul style="list-style-type: none"> To know about the work of local charities and volunteers in cleaning and restoring the River Don. To know about the work of Yorkshire artist, Jason Heppenstall, including the significance of his 'salmon sculpture' displayed in Sheffield city centre. <p>Fire Damps and Davy Lamps</p> <ul style="list-style-type: none"> To know the history of coal mining in the UK and the wider world. <i>What is coal and how is it formed?</i> To know what coal is and understand why it is so important. Learn about how coal is formed. To know that coal is a non-renewable fossil fuel alongside gas and oil. Highlight the implications for climate change associated with burning these fossil fuels. To know the chronological history of coal mining to present day (UK). Create a timeline to answer the following questions: <i>How long has coal been mined in the UK? How has coal mining changed over the last two centuries? When did the mining industry in the UK start to decline?</i> Know how to use geological maps to identify areas where coal seams can be located in the UK. To know where the coal mines were in South Yorkshire and Doncaster. Look carefully for evidence of mines in the local area and draw a sketch map of findings. Use six-figure grid references to find where the nearest mining sites were in relation to our school (closest Rossington Colliery, now a housing estate and Amazon I-port Depo). To know the importance of coal during the industrial revolution. To know about coal and war. To know about children in the mines and learn about important acts that were passed in order to protect women and children. Use historical evidence to understand the misery of the coal mines. To know about the Oaks Colliery disaster and understand its consequences. To know about the general strike and describe its negative and positive impacts. To understand the need for health and safety laws in the coal mines. 	<p>regions/biomes of North America</p> <ul style="list-style-type: none"> To know some of the key physical and human features of North America, including the Rockies, Niagara Falls etc. To know who Christopher Columbus was and use primary and secondary sources to decide whether he is a hero or a villain. To know the main historical events of the Space Race. Know about the 'Hidden Figures' involved in the Space Race – Dorothy Vaughan, Katherine Johnson, Mary Jackson and Christine Darden. Know about the segregation and racial/gender discrimination they faced at work and their achievements. <p>Art/ Design Technology:</p> <ul style="list-style-type: none"> To know about the life and work of the artist, Sandra Silberzweig To know about the native American beliefs about the inukshuk. To create a 3D sculpture of an inukshuk using everyday materials. 	<p>Islamic civilisation became a major power.</p> <ul style="list-style-type: none"> To be able to identify some similarities and differences between life in Baghdad and Britain in AD 900 (comparing the <i>Golden Age of Islam with the Dark Ages in Europe.</i>). Use evidence uncovered to decide which of the two cities they would have preferred to live in during this time. To know about the House of Wisdom and how it became a centre for learning. To be able to explain some of the significant discoveries (including medicines, doctors, inventors) and studies which were led by early Islamic scholars and evaluate the impact they made on the wider world. To be able to describe who Muhammad is, say how the first caliphate came to be formed and explain the roles and responsibilities of a caliph. To be able to identify and talk about different forms of Islamic art and create geometric patterns based on traditional techniques. To know about the 'Silk Road' and 'Spice' trade routes and the items offered for trade. Map trade links from China to Britain through Baghdad. <p>Design Technology:</p> <p>STEM - Trains</p>
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<p>like and what their role was.</p> <p>Design Technology: Use authentic Papyrus paper to create a cartouche writing your name in hieroglyphics</p> <p>Wider Opportunities: Swimming</p>	<p>Author Visit from Peter J Murray to explore narrative writing (Hook)</p>	<ul style="list-style-type: none"> To know how health and safety has changed/been adapted over time to support coal miners. Use historical evidence to create a time capsule. History in a bag - what was life like for a child working in a mine? <p>Art: To know and study the and life of the Welsh artist, Valerie Ganz</p> <p>Music: Young Voices</p>			
<p>Innovate Outcome:</p> <p>Create a museum experience using the knowledge and skills that have been learned throughout the topic to answer the question 'Why was the ancient Egyptian Civilisation so successful?'</p>		<p>Innovate Outcome:</p> <p>Make a simple wind turbine capable of lifting a cup off the floor to bench height.</p> <p>Investigate weight by adding coal to the cup. Which wind turbine can lift the most amount of coal? Why?</p>		<p>Innovate Outcome:</p> <p>Create a documentary about North America using iMovie</p>	<p>Innovate Outcome:</p> <p>Design and make a geometric tile based on knowledge of different forms of Islamic art and traditional techniques ? In our Art??.</p> <p>Connect all tiles together to create a masterpiece.</p>
<p>Writing Outcomes:</p> <p>Weeks 1 – Wellbeing week</p> <p>Weeks 2-3: Fiction <u>Setting description</u> of the Nile</p> <p>Weeks 4-5: Non-fiction <u>Newspaper report</u> (Howard Carter discovers Tutankhamun's tomb)</p> <p>Week 6: Independent write on a <u>setting description</u></p>	<p>Writing Outcomes:</p> <p>Weeks 1 – 2: Fiction <u>Narrative</u>- Ancient tomb mystery story</p> <p>Weeks 3-4: Non-fiction <u>Information text</u> about ancient Egypt</p> <p>Weeks 5-6 Christmas Write/ Narrative</p> <p>Independent write - Narrative</p>	<p>Writing Outcomes:</p> <p>Weeks 1 - 2: Fiction <u>Heritage: Poetry</u> River <u>Poem</u> inspired by 'A River' by Marc Martin</p> <p>Week 3 - 4: Non-fiction <u>Non chronological report</u> about children in the mines</p> <p>Week 5 – 6: Fiction <u>Poetry</u> – Down in the Mines Children, working conditions, pit ponies and canaries)</p>	<p>Writing Outcomes:</p> <p>Weeks 1 - 2: Fiction <u>Diary Entry</u> The diary of a coal miner</p> <p>Weeks 3 - 4: Fiction <u>Narrative</u> – Coal Mine disaster story</p> <p>Weeks 5 – 6: Non-fiction <u>Newspaper report</u> (link to text in guided reading – Giant's Necklace) Missing person report.</p> <p>Independent write - Diary</p>	<p>Writing Outcomes:</p> <p>Weeks 1 - 2: Non-Fiction <u>Travel Guide (Persuasive leaflet)</u> 'Why Visit Canada?'</p> <p>Weeks 3 - 4: Non-Fiction <u>Biography</u> of Katherine Johnson – Link to text 'Hidden Figures' and STEM week.</p> <p>Independent write – newspaper report</p>	<p>Writing Outcomes:</p> <p>Weeks 1 - 2: Non-fiction <u>Advert/prospectus</u> to persuade people to visit the House of Wisdom – Link to key text 'Golden Horseman of Baghdad' and 'The House of Wisdom'</p> <p>Weeks 3 - 4: Fiction: Short stories – <u>Narrative</u></p> <p>Independent write – persuasive leaflet</p>

		Independent write – Information text			
<p>Maths & Science (Living Things and Their Habitats) Investigation outcomes:</p> <p>Science <i>What are the differences in the life cycle of a mammal, an amphibian an insect and a bird?</i> Observe the life cycle of a butterfly in the classroom.</p> <p><i>What are the parts of a flowering plant?</i> Children will dissect a lily to find out about find the different parts of a flower. They will observe asexual reproduction in a spider plant.</p> <p><i>What is sexual and asexual reproduction in plants?</i> Investigate asexual reproduction in plants by using propagation methods to grow new plants.</p> <p>Maths Units:</p> <p>Place Value</p> <p>Number: Addition and Subtraction</p> <p>Statistics (1)</p> <p>Computing: Systems Digital Systems</p>	<p>Maths & Science (Properties of Materials) Investigation outcomes:</p> <p>Science <i>What are properties of materials?</i> Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p><i>Which materials dissolve? How can we make materials dissolve quicker?</i> Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p><i>How can we separate mixtures of materials?</i> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Investigate using sieving, magnetism, filtration and evaporation to separate materials.</p> <p><i>What are reversible and irreversible changes?</i> Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials,</p>	<p>Maths and Science Science (Forces) Investigation outcomes</p> <p><i>Which material makes the best parachute?</i> Use three different materials to make a parachute and test to see which creates the most air resistance.</p> <p><i>Which 3D shape is the most streamlined?</i> Investigate which clay/plastic shape experienced the most water resistance.</p> <p>Maths Units: (Measurement: Area and Perimeter - may push to Heritage Week depending on Covid Gaps)</p> <p>Number: Multiplication and Division (2)</p> <p>Fractions (1)</p> <p>Computing: Y4 recap on Scratch (gap due to covid)</p>	<p>Maths & Science Science (Animals Including Humans) Investigation outcomes:</p> <p>Human growth including:</p> <p>Gestation periods</p> <p>Foetal development</p> <p>Growth of child once he/she is born and developmental milestones</p> <p>Adolescence and puberty</p> <p>Adulthood and old age</p> <p>Complete a timeline of human development.</p> <p>Maths Units:</p> <p>Fractions (2)</p> <p>Number: Decimals and Percentages.</p> <p>Computing:</p> <p>Databases</p> <p>Search tools</p> <p>PSHCE/ RE Core theme: Keeping safe</p> <p>Keeping safe and managing risk: When things go wrong</p>	<p>Maths & Science Science (Earth and Space) Investigation outcomes:</p> <p>What fruits can we use to represent each planet? How many km should 1 piece of toilet roll represent?</p> <p>Create a scale model of the solar system in the hall, using different sized fruits to represent each planet, and using toilet roll to measure distance.</p> <p>How does the size of a sphere affect the depth of a crater?</p> <p>Investigate how the size of different spherical objects relates to the depth of a crater when dropped into sand from the same height.</p> <p>Maths Units:</p> <p>Number: Decimals Geometry: Properties of shapes. Geometry: Position and direction. Measurement: Converting Units of Measure.</p> <p>Computing: Connecting crumbles Combining output components Writing and testing algorithms Selection in quizzing</p> <p>PSHCE/ RE: Summer 1 Core theme: Healthy lives and choices</p> <p>Physical health and wellbeing: In the media</p> <ul style="list-style-type: none"> To learn about the stigma and discrimination that can surround physical health To learn about the physical differences in people in society To learn about disabilities, respect and equality <p>PSHCE/ RE: Summer 2 Core theme: Careers and enterprise</p>	

<p>Networks and the Internet Working together online</p> <p>PSHCE/ RE Core theme: All different, all equal</p> <p>Identity, society and equality: stereotypes, discrimination and prejudice (including tackling homophobia)</p> <ul style="list-style-type: none"> To know about stereotyping, including gender stereotyping To know about diversity and why it is important for a society to be diverse To know about prejudice and discrimination and how this can make people feel <p>Spanish: Do you have a pet?</p>	<p>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>Maths Units: Statistics (2) Multiplication and Division</p> <p>(Measurement: Area and Perimeter - may push to Heritage Week depending on Covid Gaps)</p> <p>Computing: Vector drawing Layers and objects Manipulating objects</p> <p>PSHCE/ RE Core theme: Healthy mind</p> <p>Mental health and emotional wellbeing: Dealing with feelings</p> <ul style="list-style-type: none"> To learn about the stigma and discrimination that can surround mental health To understand a wide range of emotions and feelings and how these are experienced in the body To understand about times of change and how this can make people feel To know about the feelings associated with loss, grief and bereavement <p>Spanish: What is the date?</p>	<p>PSHCE/ RE Core theme: Healthy body</p> <p>Drug, alcohol and tobacco education: Different influences</p> <ul style="list-style-type: none"> To learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis To know about different influences on drug use – alcohol, tobacco and nicotine products To learn different strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol <p>Spanish: Weather</p>	<ul style="list-style-type: none"> To know about keeping safe online Understand that violence within relationships is not acceptable To learn about problems that can occur when someone goes missing from home <p>Spanish: <u>Clothes we wear.</u></p>	<p>Careers, financial capability and economic wellbeing: Borrowing and earning money</p> <ul style="list-style-type: none"> Understand that money can be borrowed but there are risks associated with this To learn about enterprise To learn what influences peoples decisions about careers <p>Spanish: Name the planets At home...</p>
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