



# Long term planning 2023 - 2024

Class: Puffins

Teacher: Rebecca Lucas



Year group: 5	Autumn 1 SELF (believe)	Autumn 2 SOCIETY (belong)	Spring 1 SELF (believe)	Spring 2 STEWARDSHIP (become)	Summer 1 SOCIETY (belong)	Summer 2 STEWARDSHIP (become)
Key Questions	Who are we?	Where are we in place and time?	How do we express ourselves?	How does the world work?	How do we organise ourselves?	How can we look after our planet?
CHARACTER VIRTUES	Aspiration Respect Resourcefulness Resilience	Citizenship Critical Thinking Justice	Creativity Determination Cooperation	Confidence Compassion Motivation	Cooperation Gratitude Curiosity	Volunteering Courage Reflection
UN GOALS	5 Gender Equality 10 Reduced inequalities	11 Sustainable cities & communities 16 Peace, justice & strong institutions	3 Good health & well-being 6 Clean water & sanitation	13 Climate action 7 Affordable & clean energy 15 Life on land	4 Quality education 16 Peace, justice & strong institutions	1 No poverty 2 Zero hunger 14 Life below water
ENGLISH Including key texts.	The Canal	Elves and Sprites	Coral Ocean	The Teacher Pleaser	The Caravan	
	Warning Story	Information Text	Narrative	Explanation	Suspense Story	Discussion
MATHS	-Place value (3 weeks) -Addition & Subtraction (2 weeks)	-Multiplication & Division A (2 weeks) -Fractions A (3 weeks)	-Multiplication & Division B (3 weeks) -Fractions B (2 weeks)	-Decimals & Percentages (2 weeks) -Perimeter & Area (2 weeks) -Statistics (1 week)	-Shape (3 weeks) -Position & Direction (2 weeks) -Decimals (2 weeks)	-Negative Numbers (1 week) -Converting Units (2 weeks) -Volume (1 week)

<b>SCIENCE</b>	Bright Sparks Materials, Light, Electricity		Following Darwins Footsteps: Evolution & Inheritance, Living Things		Healthy Body, Healthy Mind: Animals	
<b>HISTORY</b>	Shang Dynasty Early Civilisations		Anglo Saxons, Scots and Vikings		Victorians	
<b>GEOGRAPHY</b>		European region		United Kingdom* (fieldwork)		Local area and region - Upper KS2* (integrates fieldwork)
<b>DT</b>		Electrical systems: monitoring and control		Textiles: Combining diff. fabric shapes		Food: Celebrating Culture and Seasonality
<b>ART</b>	<b>2D Drawing to 3D Making</b> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.		<b>Mixed Media Land &amp; City Scapes</b> Explore how artists use a variety of media to capture the spirit of the place		<b>Set Design Explore creating a model set for theatre</b> or animation inspired by poetry, prose, film or music	
<b>COMPUTING</b>	Programming. Digital Literacy: Online Safety:	Video Creation: Digital Literacy: Online Safety:	Photography & Digital Art: Digital Literacy: Online Safety	Presentation: Digital Literacy: Online Safety:	Data Handling: Digital Literacy: Online Safety:	Computer networks: Search Engines. Digital Literacy: Online Safety
<b>MUSIC</b>	Performing: ukuleles and keyboards		Performing: TooTs and Bamboo Tamboo		Performing: Jumbie Jams and glockenspiels	
<b>MFL: Spanish</b>	Phonics 1&2, I am Learning	I know how to	Vegetables	Presenting Myself	My Family	In the Classroom

<b>PSHE</b>	PSHE: Me & My Relationships	PSHE: Valuing Difference	PSHE: Keeping Myself Safe	PSHE: Rights and Responsibilities	PSHE: Being My Best	PSHE: Growing & Changing
<b>RE</b>	2b. CREATION/ FALL: Creation & Science – Conflict or Complimentary?	2b.8 KINGDOM OF GOD: What kind of King is Jesus?	U2.7 Why do Hindus want to be good?  Holi festival of spring 25th march	2b.7: SALVATION: What difference does the resurrection make to Christians? Easter	How does faith help people when life gets hard?  Link to all religions	U2.10 What matters most to Humanists and other religions?
<b>PE</b>	Multi skills & Team building	Netball	Gymnastics/Dance	Football	Cricket	Athletics
<b>ENRICHMENT</b>	Spanish videos MFL & Computing	Sculpture exhibition incorporating light effects from D&T and Science	Viking visitor	Uffculme Mill visit (prepare for Victorians and link to D&T)	Residential: Dorset	Healthy Living focus with key visitors: Dentist, midwife, doctors Surf Lifesaving day
<b>INSPIRING CHANGE-MAKER CHALLENGES</b>	Inspiring Speaker Inspiring researcher	Inspiring Skill building Inspiring Speaker	Inspiring Volunteer Inspiring skillbuilder	Inspiring Adventurer (new place)	Inspiring speaker	Inspiring Volunteer

# Medium term planning 2023 - 2024

Class: Puffins                      Teacher: Miss Lucas

Autumn 1 2023 SELF							
Driver Subject	PSHE		Key Question	Who are we?			
Core texts:	The Canal, Warning Story Malamander		Character Virtues	Aspiration, Respect, Resourcefulness, Resilience			
			UN sustainable goal links:	5,10			
Inspiring changemaker challenge	Inspiring Speaker Inspiring researcher		Enrichment opportunities/	Spanish videos MFL & Computing			
Weekly progress	4.9.23	11.9.23	18.9.23	25.9.23	2.10.23	9.10.23	16.10.23
Character Virtues	Aspiration	Respect		Resourcefulness		Resilience	
PSHE SCARF <u>PSHE: Me &amp; My Relationships</u>	Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively.	Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations.	Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities.	Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.	Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this	Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.

						situation, including emotional risks.	
<b>Writing</b>	<b>The Lost words Poetry short</b>	<b>The Canal, Warning Story</b>	<b>The Canal, Warning Story</b>	<b>The Canal, Warning Story</b>	<i>Non-Fiction: Information Text</i>	<i>Non-Fiction: Information Text</i>	<i>Non-Fiction: Information Text</i>
<b>Spelling</b>	Meta language & Statutory words	Meta language & statutory words ough	ough	ough silent consonants	silent consonants	silent consonants personal spelling & coaching skills	personal spelling & coaching skills
<b>Maths</b>	-Place value (3 weeks)	-Place value (3 weeks) -	-Place value (3 weeks) -	Addition & Subtraction (2 weeks)	Addition & Subtraction (2 weeks)	Multiplication & Division A (2 weeks)	Multiplication & Division A (2 weeks)
<b>Science</b> Plymouth Science <u>Light and electricity</u>	To recognise that light appears to travel in straight lines.	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.	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	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	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.	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 compare and give reasons for variations in how components function.
<b>History</b> <u>Shang Dynasty</u>	<b>Where is China?</b>  Context and location  Geographical map reading skills.	<b>When was the Shang Dynasty?</b>  Chronology  I know key dates, characters and events of time studies. I use relevant	<b>Fact or fiction</b>  Learn about some Shang rulers and discuss which are fact and which are possibly fiction.	<b>Would I lie to you?</b>  Learn about some Shang rulers and discuss which are fact and which are possibly fiction.	<b>How did the Shang Dynasty start?</b>  Research different sources  I use a range of sources to to find out about and	<b>How did the Shang Dynasty keep control?</b>  Learn about the Shang army  Link to the Terracotta Army	<b>The Battle of Muye</b>  Evaluate the validity and reliability of texts that describe the Battle of Muye  I link sources and

	Locating countries on a globe or world map	dates and terms. I can place the current study on a timeline in relation to other studies	I can bring knowledge from several sources together in a fluent account. I recognise primary and secondary sources. I use a range of sources to find out about and aspect of time past. I consider ways to check the accuracy of interpretations.	I use a range of sources to find out about and aspect of time past. I link sources and understand how conclusions were formed. I consider ways to check the accuracy of interpretations. I am aware that different evidence will lead to different interpretations.	aspect of time past. I recognise primary and secondary sources. I can bring knowledge from several sources together in a fluent account.	I use a range of sources to find out about and aspect of time past. I recognise primary and secondary sources. I can find out about beliefs, behaviour and characteristics of people, recognising that these differ	understand how conclusions were formed. I consider ways to check the accuracy of interpretations.
<b>Art/DT</b> Access Art/ POAP 2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects.  Work towards a sculptural outcome or a graphic design outcome	Introduce pupils to the work of Lubaina Himid  Make visual notes  Discuss art  I can use my sketchbook to record and reflect, collecting ideas and approaches I like which I see	Use Negative Space and the Grid Method  I can use negative space to make people believe they are seeing a sculpture.  Using scaling up to go from a small to a larger drawing or object.	Explore Mark Making, Tonal Value & Structure  I can use line, mark making, tonal values, colour, shape and composition to make my work interesting	Explore Mark Making, Tonal Value & Structure  I can transform my drawing into a three dimensional object	Explore Mark Making, Tonal Value & Structure  I can use line, mark making, tonal values, colour, shape and composition to make my work interesting  I can transform my drawing into a three dimensional object	Share, Reflect, Discuss  I can share my work with others, and talk about my intention and outcome. I can listen to their response and take their feedback on board.  I can appreciate the work of my classmates. I can	Share, Reflect, Discuss  I can share my work with others, and talk about my intention and outcome. I can listen to their response and take their feedback on board.  I can appreciate the work of my classmates. I can

	<p>other artists use.</p> <p>I can explore artists who use their drawing skills to make objects and I can share my responses to their work, thinking about their intention in the company</p>					<p>listen to their intentions and share my response to their work.</p> <p>I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition.</p>	<p>listen to their intentions and share my response to their work.</p> <p>I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition</p>
<b>Music</b>	<p>Introduction to Djembe playing Holding the Djembe, producing a gone tone; playing a steady beat in unison; copying back a repeated phrase; improvising creating short repeated patterns; As an ensemble, playing in two parts - one part to maintain the steady beat</p>	<p>Revising how to hold a ukulele, strum and play the open strings</p> <p>Revising how to play and read the chords of C and A minor</p>	<p>Improvise individually on the chords of C and A min using glockenspiels while everyone else plays the chords in time to a drumbeat and using a simple strumming pattern suggested by a child and changing chords firstly every 4 bars, then every 2 bars, then every bar. Video</p>	<p>Revising how to play and read the chord of F;</p> <p>Learning how to read and play one or more other simple chords that will be required for the song chosen by the class to be performed in KS2 Music Assembly.</p>	<p>Learn to play the backing accompaniment to a song that uses the chords learned so far using a given simple strumming pattern</p> <p>Learn to sing the song</p> <p>Divide into two groups and rehearse playing and singing the song to prepare for performance at KS2 Music Assembly and</p>	<p>Write own next steps targets based on evaluation of last week's videos then rehearse and then perform the song in KS2 Music Assembly (which will also be videoed for self and peer assessment).</p>	<p>Self evaluation of progress this half term based on the video evidence.</p> <p>In small groups, create a short repeated chord progression over which one or more children play an improvised melody based on the chosen chords.</p>

	whilst the other plays one of the repeated patterns, led by its creator.		for self and peer evaluation.		video for self / peer assessment. Swap the parts over.		
<b>PE</b> Team Building and Multiskills		I can work as part of a team to get from one location to another with success.  Children to come up with and explore ways of getting from one location to another whilst working as part of a team.	I can work with others to make use of space effectively.  Pupils to explore the use of space in different situations.	I can take part in a mass team challenge and make a difference.  Children will explore skills and tactics that will help them be successful in mass team challenges.	To achieve a goal under pressure as part of a team.  Pupils will take part in various water games in teams.	I can take part in team games that involve trust with great success.  Pupils will be put in a variety of situations that will require them to trust others.	I can work in a group to produce a game for others to play.  The pupils will be given the chance to come up with a short activity for others in the group to complete.
<b>COMPUTING</b> Mr P ICT DARES  Our own Game in Scratch  Coding/programming & computational thinking		Design: Tinker Time  I know how to identify the need for, and work with, variables	Design: Project Design  I know how to recognise and make use of patterns in my design	Apply: Create game using success criteria  I know how to decompose a design or code to focus on specific parts	Refine: Peer Feedback  I know how to critically evaluate my work and suggest improvements	Evaluate:  I know how to Debug and edit code to improve my game.	Online Safety:



Online safety				I know how to use abstraction and create procedures to hide complexity in my design or code			
<b>MFL: Spanish</b> Language Angels	To introduce the Hispanic world and Spanish as a subject to the children.	To learn how to say basic greetings and how to ask someone how they are feeling as well as answer the question themselves in Spanish.	To consolidate language from last week and to learn how to ask and answer the question '¿Cómo te llamas?' (What is your name?) in Spanish.	To introduce numbers 1-10 in Spanish.	To introduce ten key colours in Spanish with the objective of learning how to say 'my favourite colour is...' in Spanish	To revise all language covered so far	To revise all language covered so far and to complete the end of unit assessment
<b>RE</b> Devon agreed syllabus. CREATION/ FALL: Creation & Science – Conflict or Complimentary?		Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret	To develop understanding behind why some scientists have criticised the Genesis narrative To begin to suggest reasons/make connections why Christians find science and faith go together	Make clear connections between Genesis 1 and Christian concern with God as Creator.  Show understanding of why many Christians find science and faith go together.	Make clear connections between Genesis 1 and Christian concern with God as Creator. Show understanding of why many Christians find science and faith go together.  Weigh up how far the genesis 1 creation	Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses  Weigh up how far the genesis 1 creation narrative is in conflict, or	Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses  Weigh up how far the genesis 1 creation narrative is in conflict, or

		it, showing awareness of different interpretations		Begin to weigh up how far the genesis 1 creation narrative is in conflict, or complimentary, with scientific account, giving good reasons for views.	narrative is in conflict, or complimentary, with scientific account, giving good reasons for views.	complimentary, with scientific account, giving good reasons for views.	complimentary, with scientific account, giving good reasons for views.
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