
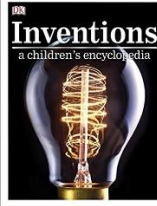
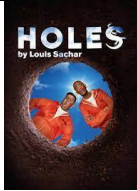




## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 5

	Autumn Inventions 13 weeks	Spring North and South 11 Weeks	Summer Fantastical Worlds 12 weeks
Curriculum driver-overarching question <i>Overarching - forming an arch above or CONNECTING everything together.</i>	What is the best invention invented?	Who were Native Indians?	Witch, Wizard or Werewolf?
Curriculum areas as main focus	History / Science	Geography / History	Literacy / Art
High quality texts to support curriculum delivery/ toggle texts	 	 	
Identified links to previous and future years learning <i>Students learn best when they are able to integrate new learning with what they already understand.</i>	<p><b>Changes Within Living Memory [Year 1]</b></p> <p><b>Significant Individuals and Where they Lived [Year 1]</b></p> <p><b>Events Beyond Living Memory [Year 1]</b></p> <p><b>Stories From the past [Year 1]</b></p> <p><b>The Lives of Significant Individuals [Year 1]</b></p> <p><b>Comparing Different Periods [Year 1]</b></p> <p><b>Different Types of Transport [Years 2/3]</b></p> <p><b>Victorian Britain [Years 2/3]</b></p> <p><b>The Wright Brothers [Years 2/3]</b></p>	<p><b>Map of the Local Environment [Year 1]</b></p> <p><b>Where in the World [Year 1]?</b></p> <p><b>Places of Interest [Years 2/3]</b></p> <p><b>United Kingdom [Years 2/3]</b></p> <p><b>Seas and Oceans [Year 2/3]</b></p> <p><b>London and Our Locality [Years 2/3]</b></p> <p><b>The World [Years 2/3]</b></p> <p><b>Locational Knowledge [Years 4/5/6]</b></p> <p><b>Place Knowledge [Years 4/5/6]</b></p>	<p><b>Aboriginal Art [Year 1]</b></p> <p><b>Sculpture [Year 1]</b></p> <p><b>Using a Range of Materials [Year 1]</b></p> <p><b>Collage [Year 2/3]</b></p> <p><b>African Art [Year 2/3]</b></p> <p><b>Birds Eye View [Years 2/3]</b></p> <p><b>Expressions [Years 4/5/6]</b></p> <p><b>Graffiti and Tagging</b></p>

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 5

	<b>Roman Empire [Years 4/5/6]</b>  <b>Ancient Greece [Years 4/5/6]</b>		
Retrieval opportunities and links	<b>Science – Electricity – [Years 4/5/6]</b>  <b>Science - Forces and Magnets [Years2/3]</b>  <b>Science – Forces [Years 4/5/6]</b>	<b>History – American Independence [Years 4/5/6]</b>  <b>Art – Tagging and Graffiti [Years 4/5/6]</b>  <b>DT – Light Up American Landmarks [Years 4/5/6]</b>  <b>Music – 8 Bar Blues [Years 4/5/6]</b>	<b>Science – Living Things [Years1]</b>  <b>Science – Living Things [Years 2/3]</b>  <b>Science – Living Things and Their Habitats [Years 4/5/6]</b>
Hooks/ Visits/ Visitors/ concrete experiences to build knowledge	Derby Museum Corkscrew at River Dove ST Oswald’s Church [automaton] JCB Rolls Royce	American residents / visitors to join the school for a visit.	Harry Potter World [Warner Brothers]
<b>Cultural Capital</b> <i>accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence: it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</i>	Students will learn about themselves and others, their thoughts, cultural differences, emotions and reactions. Students can learn to deal with loss, tough times, build resilience and gather a range of techniques and actions to take on when struggling with mental health, such as expression and communication. They will also learn to understand others’ actions	Drama will provide the children with skills such as increased confidence, self-esteem and expression. They will also learn how the world and society has evolved due to revolution and the dimensions of using violence and war.	Students will learn about artists different interpretations of the world. They will also work together to build prototypes, enhancing their team and communication skills. Reading maps and locations is a life skill too.
Potential purposeful writing opportunities leading to a ‘Published Polished	<b>Explanation Text</b> How an automaton works Technical vocabulary, titles, present tense  <b>Suspense Writing</b>	<b>Autobiography</b>   <b>Report Writing</b>	<b>Science Fiction</b>   <b>Fantasy</b>

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 5

<p>Piece' and learning objectives to be covered</p> <p>Polished piece 1 x 2/3 weeks and to be made and shared</p> <p>Writing/SPAG objectives</p>	<p>Hooks, varying sentence lengths, onomatopoeias, show not tell</p> <p><b>Narrative</b> Setting, plot and character [TWF]</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using expanded noun phrases to convey complicated information concisely</p>	<p><b>Novel as a Theme</b></p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Learning the grammar for years 5 and 6 in <a href="#">Appendix 2</a></p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p> <p>Using brackets, dashes or commas to indicate parenthesis</p>	<p><b>Recounts in Diaries</b></p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>Punctuating bullet points consistently</p> <p>Use and understand the grammatical terminology in <a href="#">Appendix 2</a> accurately and appropriately in discussing their writing and reading.</p>
<p>Reading objectives</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English <a href="#">Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 5

		<p>Recommending books that they have read to their peers, giving reasons for their choices</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>
<p>Geography objectives</p>	<p><b>Locational Knowledge</b></p> <p><b>7 Continents</b></p> <p><b>5 Oceans</b></p> <p><b>UK / Great Britain / British Isles</b></p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features [including hills, mountains, coasts and rivers] and land-use patterns; and understand how some of these aspects have changed over time [KS2]</p> <p>Describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water [KS2]</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South Poles [KS2]</p>	<p><b>Locational Knowledge</b></p> <p><b>North America / South America</b></p> <p>Locate the world's countries, using maps to focus on Europe, Asia, North / South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities [KS2]</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle. [KS2]</p>	<p><b>Geographical Skills and Fieldwork</b></p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage [KS1]</p> <p>Use simple compass directions [NSEW] and locational and directional language [for example, near and far, left and right] to describe the locations of features and routes on a map [KS1]</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied [KS2]</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key [OSM] to build their knowledge of the United Kingdom and the wider world [KS2]</p>
<p>History objectives</p>	<p><b>A Study of an Aspect or theme in history</b></p> <p><b>Famous Inventors</b></p> <p>To study a significant turning point in history, for example, the inventions of Leonardo Da Vinci, The Wright Brothers, Tim Berners-Lee and Thomas Edison [KS1 / KS2]</p>	<p><b>American History and its Independence</b></p> <p><b>Link to British History and understanding of black British History.</b></p> <p>To develop a chronology with secure knowledge and understanding of world history, establishing clear narratives within and across the period of study [KS2]</p>	<p><b>[2] Roman Empire and its Impact on Britain</b></p> <p>To study Julius Caesar's attempted invasion in 55-54 BC [KS2]</p> <p>To study the Roman Empire by AD 42 and the power of its army [KS2]</p> <p>To study the successful invasion by Claudius and conquest, including Hadrian's Wall [KS2]</p> <p>To study the British resistance, for example Boudicca [KS2]</p>

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 5

		To note connections, contrasts and trends over time [KS2]	To study 'Romanisation' of Britain; sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity [KS2]
Science objectives	<p><b>Forces [Year 5]</b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object [Yr5]</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces [Yr5]</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect [Yr5]</p> <p><b>Significant Scientist - Walter Lincoln Hawkings - March 21, 1911 – August 20, 1992</b></p> <p>Field: polymer chemists, scientist and inventor</p> <p>Known for: Walter Hawkins is best known for inventing a plastic coating for telephone wires that made universal service possible. He is a recipient of the National Medal of Technology and an inductee of the National Inventors Hall of Fame.</p> <p><a href="#">Resource: Biography: W. Lincoln Hawkins, from Lemelson-MIT Program</a></p>	<p><b>Living Things and their Habitats [Year 4/5/6]</b></p> <p><b>Animals, Including Humans [Year 4/5/6]</b></p> <p>Recognise that living things can be grouped in a variety of ways [Yr4]</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local environment [Yr4]</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things [Yr4]</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird [Yr5]</p> <p>Describe the life process of reproduction in some plants and animals [Yr5]</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals [Yr6]</p> <p>Give reasons for classifying plants and animals based on specific characteristics [Yr6]</p> <p>Research the significance of the work of Carl Linnaeus [Yr6]</p> <p>Describe the simple functions of the basic parts of the digestive system in humans [Yr4]</p> <p>Identify the different types of teeth in humans and their simple functions [Yr4]</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey [Yr4]</p> <p>Describe the changes as humans develop to old age [Yr5]</p>	<p><b>Earth and Space [Year 5]</b></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system [Yr5]</p> <p>Describe the movement of the Moon relative to the Earth [Yr5]</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies [Yr5]</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky [Yr5]</p> <p><b>Significant Scientist - Katherine Johnson -</b></p> <p>Field: Mathematician</p> <p>Known for: Katherine Johnson is best known for her major contributions to the United States' aeronautics and space programs with the early application of digital electronic computers. Her work was recently recognized and featured in the movie Hidden Figures.</p> <p><a href="#">Resource: Katherine Johnson   NASA Computer   Video for grades 4-12</a></p> <p><b>Significant Scientist - Gladys West - 1930 --</b></p> <p>Field: Mathematician</p> <p>Known for: Born and raised in Virginia, Gladys West leveraged her mathematical and programming expertise to invent an accurate model of the Earth which was used as the foundation for the creation of the Global Positioning System (GPS). She was the second black woman ever to be employed by the Naval Surface Warfare Centre Dahlgren Division and was inducted into the United States Air Force Hall of Fame— one of the highest honors awarded by the Air Force.</p>

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 5

		<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood [Yr6]</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function [Yr6]</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans [Yr6]</p> <p><b>Significant Scientist - Marie Skłodowska Curie (1867 - 1934) As</b> the first woman in history to win a Nobel Prize — and the only person to win two Nobel Prizes in two different disciplines (chemistry and physics) — Polish-French physicist and chemist Maria Skłodowska Curie is one of the first names that comes to mind when thinking of women in science. When she and her husband Pierre Curie discovered radioactivity, it changed the way people saw the world forever: suddenly, it appeared that energy could appear as if by magic. She also discovered two elements, polonium and radium, and the element curium is named in her honour. The world's first studies into the treatment of tumours took place under her direction and she founded the Curie Institutes in Paris and Warsaw, which to this day are leading medical research centres. Beyond her incredible individual contributions, Marie Curie has also left another enduring legacy — she has inspired generations of women to pursue their own dreams of scientific exploration and discovery.</p>	
<p><b>Art and Design objectives</b></p>	<p><b>Self Portraits and Leonardo da Vinci</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas [KS2]</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example pencil, charcoal, paint, clay]</p>	<p><b>Graffiti and Tagging</b></p> <p>To explore creativity and experimentation [KS1 / KS2]</p> <p><b>Significant Artist – Banksy – graffiti</b></p> <p><b>Significant Artist – Faith Ringold – African American artist, activist and children’s author</b></p>	<p><b>Owls, Cats and Rats</b></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example pencil, charcoal, paint, and clay]</p> <p><b>Significant Artist – Joseph Wright of Derby – the orrery - consider a visit to Derby Museum to view</b></p>

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 5

	<p><b>Significant Artist – Élisabeth Louise Vigée Le Brun (1755–1842)</b> – self-portraits, pastels – she painted wealthy people and royalty</p> <p><b>Cindy Sherman – photography</b> – ‘selfie’ style portraits with props etc. Chn to take/create their own – homework? Compare with Le Brun – what do poses and props tell us about the character? How does Sherman transform her representation of herself? Why?</p>		<p><a href="https://www.derbymuseums.org/spaces/joseph-wright-gallery">https://www.derbymuseums.org/spaces/joseph-wright-gallery</a></p> <p><b>Significant Artist – Van Gogh</b> – starry night – colour, texture, link with skies/night/day</p> <p><b>Cooking and nutrition – Healthy Eating</b></p> <p>Understand and apply the principles of a healthy and varied diet (KS2)</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (KS2)</p> <p>Understand seasonality and know where and how a variety of ingredients are reared, caught and processed (KS2)</p> <p>NB – consider a visit to local food producer</p>
<p>Design Technology objectives</p>	<p><b>Design/Make/Evaluate – Inventions – Fantasy vehicles e.g. How Fast Should Your Buggy Be?</b></p> <p><a href="https://www.stem.org.uk/resources/elibrary/resource/25794/how-fast-should-your-buggy-be">https://www.stem.org.uk/resources/elibrary/resource/25794/how-fast-should-your-buggy-be</a></p> <p>Use research and develop design criteria to inform the design of innovation, functional, appealing products that are fit for purpose, aimed at particular individuals or groups [KS2]</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example cutting, shaping, joining and finishing] accurately [KS2]</p> <p>Investigate and analyse a range of existing products [KS2]</p>	<p><b>Design/Make/Evaluate – Make a Light Up American Landmark Model</b></p> <p>Generate, develop, model and communicate their ideas through discussions, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided designs [KS2]</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities [KS2]</p> <p>Understand how key events and individuals in design and technology have helped the world [KS2]</p> <p><b>Technical knowledge –</b></p>	<p><b>Cooking and nutrition – Healthy Eating</b></p> <p>Understand and apply the principles of a healthy and varied diet (KS2)</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (KS2)</p> <p>Understand seasonality and know where and how a variety of ingredients are reared, caught and processed (KS2)</p> <p>NB – consider a visit to local food producer</p>

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 5

	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work [KS2]</p> <p>NB – will need to order motors in advance e.g.</p> <p><a href="https://www.tts-group.co.uk/make-your-own-motorised-vehicles-dt-class-kit/1000371.html">https://www.tts-group.co.uk/make-your-own-motorised-vehicles-dt-class-kit/1000371.html</a></p> <p><b>Technical knowledge – Motors</b></p> <p>Understand and use electrical systems in their products e.g. <b>motors</b> [KS2]</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures [KS2]</p> <p>Understand and use electrical systems in their products e.g. circuits incorporating switches, bulbs, buzzers and motors (KS2)</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] [KS2]</p>	
<p>Music objectives</p>	<p><b>Great Composers and Musicians</b></p> <p>Listen and review music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians [KS1 / KS2]</p>	<p><b>The 8 Bar Blues</b></p> <p>To listen with attention to detail and recall sounds with increasing aural memory [KS2]</p> <p>Use and understand staff and other musical notations [KS2]</p>	<p><b>Summer Production</b></p> <p>Perform and evaluate music [KS1 / KS]</p> <p>Learn to sing and use voices looking at pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations [KS1 / KS2]</p>
<p>RE objectives</p>	<p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</p> <p>U2.4 What does it mean to be a Muslim today? (Part 2)</p>	<p>U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah?</p> <p>L2.3 Why is Jesus inspiring to some people?</p>	<p>U2.3 What do religions say to us when life gets hard?</p>



## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 5

Computing	Coding Online Safety	Spreadsheets Databases	Game Creator 3D Modelling Concept Maps
Online Safety	<p><b>Online Bullying</b></p> <p>I can recognise when someone is upset, hurt or angry online. [Yr5]</p> <p>I can describe rules about how to behave online and how I follow them. [Yr5]</p> <p>I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. [Yr5]</p> <p>I can explain how to block abusive users. [Yr5]</p> <p>I can explain how I would report online bullying on the apps and platforms that I use. [Yr5]</p> <p>I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). [Yr5]</p>	<p><b>Managing Online Information</b></p> <p>I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p> <p>I can use different search technologies. [Yr5]</p> <p>I can evaluate digital content and can explain how I make choices from search results. [Yr5]</p> <p>I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence. [Yr5]</p> <p>I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). [Yr5]</p> <p>I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. [Yr5]</p> <p>I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online. [Yr5]</p> <p>I can explain why some information I find online may not be honest, accurate or legal. [Yr5]</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). [Yr5]</p>	
PSHE / RSE / Wellbeing	PSHE Matter: Being Healthy  PSHE: Exploring Emotions	PSHE Matters: Being Responsible  PSHE Drug Education	PSHE Matters: Relationships SEAL Relationships

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 5

	SEAL: Be Good to Me		PSHE Matters Difference and Diversity
MFL	<p><b>French</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding [KS2]</p> <p>Explore the patterns in sounds of languages through songs and rhymes and link the spelling, sound and meaning of words [KS2]</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others [KS2]</p>	<p><b>French</b></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures [KS2]</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases [KS2]</p> <p>Read carefully and show understanding of words, phrases and simple writing [KS2]</p>	<p><b>French</b></p> <p>Appreciate songs, stories, poems and rhymes in the language [KS2]</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary [KS2]</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly [KS2]</p> <p>To describe people, places, things and actions orally and in writing [KS2]</p>
<p>Cultural diversity links</p> <p><i>the existence of a variety of cultural or ethnic groups within a society.</i></p>	<p>Opportunity to study a wide breadth of inventions including people from ethnic minorities and woman, who may not have been held in such high esteem in history.</p>	<p>Appreciation that demographics can have an impact on people's behaviour. Civil war and unrest in history and the impact of violence, for example Europeans and Native Americans.</p>	<p>Even in fantasy writers create conflict through ignorance of diversity. Looking at the impact in Harry Potter of 'Pure Blood, Half Blood and Muggle Born.'</p>
Theme Share with parents/community	Ant- Bullying Week	Safer Internet Week Jobs and Careers	Sun Safety Transition Events