

LONG TERM FORECAST		YEAR 5	2019-2020
	ENGLISH		
English Reading: Word reading Reading: Comprehension Speaking and Listening Writing: Transcription Writing: Grammar and Punctuation Writing: Spelling Writing: Handwriting	English Text Types: Film scripts Stories (flashbacks, issue/dilemma) Plays Traditional stories (fables, myths, legends) Explanations Persuasion Recount Instructions Biography/autobiography Journalistic writing Non-chronological reports Poetry		
	MATHS		
Number: Place value Number: Addition and Subtraction Number: Multiplication and division Number: Decimals	Number: Percentages Number: Prime numbers Number: Fractions Statistics	Geometry: Position and direction Geometry: Properties of shape Measure: Measuring and converting units. Measure: Perimeter and area. Measure: Volume	
	SCIENCE		
<ul style="list-style-type: none"> All living things-Life cycles Living things and their habitats 	<ul style="list-style-type: none"> Properties and changes of materials Forces 	<ul style="list-style-type: none"> Earth and Space 	
	COMPUTING		
<ul style="list-style-type: none"> We are game developers: Programming – developing an interactive game. We are cryptographers: - Computational thinking – Cracking codes We are artists: Creativity – fusing geometry and art. We are web developers: Computer networks – creating a web page about cyber safety. We are bloggers: Communication/collaboration – sharing experiences and opinions. We are architects: Productivity – creating a virtual space. 			
	GEOGRAPHY		
Geographical Enquiry <ul style="list-style-type: none"> Collect information about a place and use it in a report Map land use Find possible answers to their own geographical questions Make detailed sketches and plans; improving their accuracy late Plan a journey to a place in another part of the world, taking account of distance and time 	Physical Geography <ul style="list-style-type: none"> Explain why many cities of the world are situated by rivers Explain how a location fits into its wider geographical location; with reference to physical features Explain how the water cycle works Explain why water is such a valuable commodity 	Human Geography <ul style="list-style-type: none"> Explain why people are attracted to live by rivers Explain how a location fits into its wider geographical location; with reference to human and economical features Explain what a place might be like in the future, taking account of issues impacting on human features 	
Geographical Knowledge <ul style="list-style-type: none"> Name and locate many of the world's major rivers on maps Name and locate many of the world's most famous mountain regions on maps Locate the USA and Canada on a world map and atlas Locate and name the main countries in South America on a world map and atlas 			
	HISTORY		
Chronological understanding <ul style="list-style-type: none"> Use dates and historical language in their work Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. Use their mathematical skills to work exact time scales and differences as need be 	Knowledge and interpretation <ul style="list-style-type: none"> Describe historical events from the different period/s they are studying/have studied Make comparisons between historical periods; explaining things that have changed and things which have stayed the same Explain the role that Britain has had in spreading Christian values across the world Begin to appreciate that how we make decisions has been through a Parliament for some time Appreciate that significant events in history has helped shape the country we have today Have a good understanding as to how crime and punishment has changes over the years 	Historical enquiry <ul style="list-style-type: none"> Test out a hypothesis in order to answer a question Appreciate how historical artefacts has helped us understand more about British lives in the present and past 	

	DT -To take inspiration from design throughout history: Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.		
	Materials: <ul style="list-style-type: none">• I can cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).		
Computing: <ul style="list-style-type: none">• I can write code to control and monitor models or products.	Construction: <ul style="list-style-type: none">• I can develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).	Mechanics: <ul style="list-style-type: none">• I can convert rotary motion to linear using cams.• I can use innovative combinations of electronics (or computing) and mechanics in product designs.	To Design, Make, Evaluate and Improve: <ul style="list-style-type: none">• I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit).• I can make products through stages of prototypes, making continual refinements.• I can ensure products have a high quality finish, using art skills where appropriate.• I can use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
	ART – sketch books required I can Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.		
Painting: <ul style="list-style-type: none">• I can create a colour palette based upon colours observed in the natural or built world.• I can combine colours, tones and tints to enhance the mood of a piece.	Collage: <ul style="list-style-type: none">• Use ceramic mosaic to produce a piece of art• Combine visual and tactile qualities	Sculpture: <ul style="list-style-type: none">• Experiment with and combine materials and processes to design and make 3D form• Sculpt clay and other mouldable materials• Plan and create a sculpture. Evaluate their sculpture using artistic language.	Print: <ul style="list-style-type: none">• Print using a number of colours• Create an accurate print design that meets a given criteria• Print onto different materials
Drawing: <ul style="list-style-type: none">• I can use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).• I can use lines to represent movement.		Digital Media: <ul style="list-style-type: none">• Create a piece of art work which includes the integration of digital images they have taken• Combine graphics and text based on their research• Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.• Create digital images with animation, video and sound to communicate their ideas.	Great Artists: <ul style="list-style-type: none">• I can give details (including own sketches) about the style of some notable artists, artisans and designers.• I can show how the work of those studied was• I can influential in both society and to other artists.• I can create original pieces that show a range of influences and styles.
	Religious Education		
What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	
Why is the Torah so important to Jewish people?	Christians and how to live: 'What would Jesus do?'	What matters most to humanists and Christians?	
	PSHCE		
Autumn 1: Being me in my world	Spring 1: Dreams and goals	Summer 1: Relationships	
Autumn 2: Celebrating differences	Spring 2: Healthy Me	Summer 2: Changing Me	
	Music		

To Perform <ul style="list-style-type: none">• I can sing or play from memory with confidence.• I can perform solos or as part of an ensemble.• I can sing or play expressively and in tune.• I can hold a part within a round.	To Compose <ul style="list-style-type: none">• I can Create songs with verses and a chorus.• I can create rhythmic patterns with an awareness of timbre and duration.• I can combine a variety of musical devices, including melody, rhythm and chords.	To Transcribe <ul style="list-style-type: none">• I can Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.	To describe Music <ul style="list-style-type: none">• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:<ul style="list-style-type: none">• pitch • dynamics • tempo• timbre • texture• lyrics and melody• sense of occasion• expressive • solo• rounds • harmonies• accompaniments• drones • cyclic patterns• combination of musical elements• cultural context.• Describe how lyrics often reflect the cultural context of music and have social meaning
Appraising music <ul style="list-style-type: none">• Describe, compare and evaluate music using musical vocabulary• Explain why they think their music is successful or unsuccessful• Suggest improvements to their own or others' work• Choose the most appropriate tempo for a piece of music• Contrast the work of famous composers and show preferences			
MFL			
Term 1: Months, days, times of day, the high street and Christmas	Term 2: Numbers and food	Term 3: Sports and hobbies, weather and seasons	
PE			
Autumn 2015-2016 Gymnastics Invasion game	Spring 2015-2016 Dance Net game	Summer 2015-2016 Athletics Striking and fielding game Outdoor Adventurous Activity	