



Inmans Y5 LTP

<p>What is significant about Kingston Upon Hull? (local history including slavery) <i>History</i></p>	<p>How do rivers differ? <i>Geography</i></p>	<p>How has the Victorian period affected our lives? <i>History</i></p>	<p>How can we make £5 blossom? Local industry/enterprise</p>	<p>How has Ancient Greece changed the world? <i>History/geography</i></p>
<p>Knowledge and Understanding of the world</p> <p>Covering the history of Hull as Kingstown. Looks at whaling and what whaling is, how it has changed and the impact this has had on the people of Hull.</p> <p>A study into the life of William Wilberforce and the impact he had on slavery.</p>	<p>Knowledge and Understanding of the world</p> <p>Name and locate counties and cities of the United Kingdom, 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</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Knowledge and Understanding of the world</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – life during the Victorian era.</p>	<p>Knowledge and Understanding of the world</p> <p>Project management.</p>	<p>Knowledge and Understanding of the world</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Describe and understand key aspects of; physical geography including climate zones, rivers and mountains and volcanoes.</p>



<u>French</u>	<u>French</u>	<u>French</u>	<u>French</u>	<u>French</u>
<p><u>Getting to know you</u></p> <p>Engage in conversations; ask and answer questions; express opinions and respond to others about myself and interests.</p> <p>Speak using more complex sentences and phrases using familiar vocabulary.</p> <p>Present ideas and information orally to a range of audiences.</p>	<p><u>All about ourselves</u></p> <p>Describe people, places and things orally and in writing.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to others about myself and interests.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud.</p> <p>Explore and appreciate the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p>	<p><u>That's tasty</u></p> <p>Listen attentively to spoken language including responding and following instructions and show understanding by joining in.</p> <p>Write phrases from memory and adapt these to create new sentences using conjunctions to join sentences.</p> <p><u>Family and Friends</u></p> <p>Explore and appreciate the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Listen to and understand the main points in short spoken text.</p> <p>Respect for and understand cultural diversity and I understand how symbols, pictures and objects can represent a country.</p>	<p><u>School life</u></p> <p>Engage in conversations; ask and answer questions; express opinions and respond to others about myself and interests.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced including through using a dictionary.</p>	<p><u>Time travelling</u></p> <p>Read carefully and show understanding of words and phrases in written text.</p> <p>Write sentences using a word bank or dictionary, understanding that word order may be different.</p> <p>Respect for and understand cultural diversity and I understand how symbols, pictures and objects can represent a country.</p>



<p>RE & SMSC</p> <p><u>Unit 5.1 Expressions-How is belief expressed?</u> <u>Religion and World view focus: Christianity, Islam and Humanism</u></p> <p>Summary Explore how people express their beliefs through personal symbols and artefacts. Investigate the significance of religious festivals and rituals. Explore how values provide rules for living and may be influenced by religious belief.</p> <p>Jigsaw</p> <p>Being Me in My World</p> <p>To recognise we all, have our own rights and responsibilities within society. We need to be a British Citizen</p>	<p>RE & SMSC</p> <p><u>Unit 5.1 Expressions-How is belief expressed?</u> <u>Religion and World view focus: Christianity, Islam and Humanism</u></p> <p>Summary Explore how people express their beliefs through personal symbols and artefacts. Investigate the significance of religious festivals and rituals. Explore how values provide rules for living and may be influenced by religious belief.</p> <p>Upper Key Stage 2 Christmas- Is Christmas only for Christians? Year 5 focus:Peace</p> <p>Summary</p> <ul style="list-style-type: none"> • different titles for Jesus - Prince of Peace, Messiah, Light of the World • listening to Handel's Messiah and link to Isaiah's prophecy 	<p>RE & SMSC</p> <p><u>Unit 5.2 Faith in action-what are the challenges?</u> <u>Religion and World view focus: Christianity, Islam and Humanism</u></p> <p>Summary This unit is an opportunity to use the lens of Theology to explore in greater depth the impact of the teaching of faith founders and other religious figures and the influence they had - and continue to have - today. In addition, contrast the ideas and influence of significant people who hold non-religious worldviews. There are elements of personal development covered in this unit.</p> <p>By the end of this unit pupils should know something of the challenges posed by choosing to live a life of faith.</p>	<p>RE & SMSC</p> <p><u>Unit 5.3 Pilgrimage-why pilgrimage?</u> <u>Religion and World view focus: Christianity, Islam and Humanism</u></p> <p>Summary This is a stand-alone unit building on an understanding of 'journey' to investigate the impact of pilgrimage on participants, exploring local, national and global pilgrimage sites for different faiths. It is important where possible to visit a local sacred place which may be a place of pilgrimage for some – church, cathedral, cemetery, memorial, garden, tree, monument, quiet space. By the end of this unit pupils will understand the purpose of making pilgrimage, what happens during pilgrimage and its impact.</p> <p>Jigsaw Relationships</p>	<p>RE & SMSC</p> <p><u>Unit 5.3 Pilgrimage-why pilgrimage?</u> <u>Religion and World view focus: Christianity, Islam and Humanism</u></p> <p>Summary This is a stand-alone unit building on an understanding of 'journey' to investigate the impact of pilgrimage on participants, exploring local, national and global pilgrimage sites for different faiths. It is important where possible to visit a local sacred place which may be a place of pilgrimage for some – church, cathedral, cemetery, memorial, garden, tree, monument, quiet space. By the end of this unit pupils will understand the purpose of making pilgrimage, what happens during pilgrimage and its impact.</p> <p>Jigsaw Changing Me</p> <p>To describe how boys' and girls' bodies change during puberty.</p>
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	<ul style="list-style-type: none"> • a series of images and symbols expressing peace and harmony in art and literature • how the message of Christmas is celebrated around the world • festivals of peace celebrated throughout the year <p><u>Jigsaw</u></p> <p>Celebrating Difference</p> <p>To explain the differences between direct and indirect types of bullying.</p> <p>To know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p>	<p><u>Easter-What is the message of Easter to the World for today?</u></p> <p><u>Summary</u></p> <p>Year 5 focus: the resurrection.</p> <ul style="list-style-type: none"> • the symbolism of Ash Wednesday • Lenten actions: fasting, making sacrifices, spending more time with God, an act of service • how Jews prepare homes for Passover (link with story of Moses) • how Jesus, as a Jewish boy, travelled to Jerusalem to celebrate Pesach with his parents • the resurrection and its impact on Jesus' disciples <p><u>Jigsaw</u></p> <p>Dreams and Goals</p> <p>To describe the dreams and goals of a young person in a culture different from mine</p>	<p>To explain how to stay safe when using technology to communicate with my friends</p> <p>To recognise and resist pressures to use technology in ways that may be risky or cause harm to themselves or others.</p>	<p>To express how they feel about the changes that will happen to them during puberty.</p>
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		<p>Reflect on how these relate to their own.</p> <p>Healthy Me To describe the different roles food can play in people's lives and explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>To respect and value their body.</p>		
<p><u>Creative Development</u> <u>Art</u> To create sketch books to record their observations and use them to review and revisit ideas Learn about great artists, architects and designers in history – William Morris</p> <p><u>Music – Composition notation – Ancient Egypt</u></p> <ul style="list-style-type: none"> – To know that simple pictures can be used to represent the structure (organisation) of music. – To understand that a slow tempo and a minor key (pitch) can be used 	<p><u>Creative Development</u> <u>Art</u> 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><u>Music – blues</u></p> <p>To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made</p>	<p><u>Creative Development</u> <u>Art</u> Learn about great artists, architects and designers in history</p> <p><u>Music – South and West Africa</u></p> <ul style="list-style-type: none"> – To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. – To know that 'The Click Song' is a traditional song sung in the Xhosa language and is 	<p><u>Creative Development</u> <u>Art</u> 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><u>Music – looping and mixing</u></p> <p>To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</p> <ul style="list-style-type: none"> – To know that a loop is a repeated rhythm or 	<p><u>Creative Development</u> <u>Art</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><u>Music – musical theatre</u></p> <ul style="list-style-type: none"> – To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. – To know that a loop is a repeated rhythm or melody, and is another word for ostinato. – To know that remix is music that has been changed,



<p>to make music sound sad.</p> <ul style="list-style-type: none"> - To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 	<p>up of three different chords.</p> <p>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</p> <p>To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</p> <p>To understand that a chord is the layering of several pitches played at the same time.</p>	<p>believed to bring good luck at weddings.</p> <ul style="list-style-type: none"> - To understand that major chords create a bright, happy sound. - To know that poly-rhythms means many rhythms played at once. <p>Music - Composition to represent festival of colour – Holi</p> <ul style="list-style-type: none"> - To know that a vocal composition is a piece of music created only using voices. - To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. - To understand that human voices have their own individual timbre, and that this can be adapted by 	<p>melody, and is another word for ostinato.</p> <ul style="list-style-type: none"> - To know that remix is music that has been changed, usually so it is suitable for dancing 	<p>usually so it is suitable for dancing to</p> <p>Develop an understanding of the history of music</p> <p>End of year production</p> <p>Sing in solo and ensemble contexts, using their voices with increasing accuracy and control</p>
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		<p>using the voice in different ways.</p> <ul style="list-style-type: none"> - To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. 		
<p>Physical Development</p> <p>5.1 Invaders 5.1 Boot Camp</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and</p>	<p>Physical Development</p> <p>5.2 Dynamic Dance 5.2 Mighty Movers</p> <p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Physical Development</p> <p>5.3 Gym Sequences 5.3 Step to the Beat</p> <p>Perform dances using a range of movement patterns</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Physical Development</p> <p>5.5 Nimble Nets 5.5 Cool Core</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Physical Development</p> <p>5.6 Young Olympians 5.6 Fitness Frenzy</p> <p>Perform dances using a range of movement patterns</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>



demonstrate improvement to achieve their personal best			Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 5.2 and 5.6</p> <p>Online Safety</p> <p>Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 5.1</p> <p>Coding</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 5.3 and 5.4</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Design Technology</p> <p>Mechanical Systems – Cams: Victorian Toys</p> <p>Design</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 5.7</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Design Technology</p> <p>Electrical Systems- Monitoring and Control: Electrical Moon Buggy</p> <p>Use research and develop design criteria to inform the</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 5.5</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Design Technology</p>



<p>evaluating and presenting data and information.</p> <p>Science</p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age. 	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p><u>Design Technology</u></p> <p><u>Pulleys or gears: Make a Lada Tax using cutting, sawing, gluing plus electrical circuits & pulleys</u></p> <p><u>Design</u> Generate innovative ideas and develop a design specification for their product, carefully considering the purpose and</p>	<p>Understand that mechanical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Explore a range of Victorian toys Know how to select from and use a wider range of tools and equipment to perform practical tasks.</p> <p><u>Make</u> Know what tools and techniques are required to make a Victorian toy. How to use different tools and equipment safely Know how to work within constraints of time, resources and cost.</p> <p><u>Evaluate</u> Know how to investigate and analyse existing products Know how to evaluate ideas and products against own design criteria and consider the views of others</p>	<p>design of functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, exploded diagrams, prototypes and pattern pieces.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties.</p> <p>Investigate and analyse existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others</p>	<p><u>Food – Design & make a 3 course meal for a fiver – starter, main & dessert.</u></p> <p><u>Design</u> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</p> <p>Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</p> <p>Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p><u>Make</u> Write a step-by-step recipe, including a list of ingredients, equipment and utensils</p> <p>Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</p>
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	<p>intended user for their product.</p> <p>Communicate ideas through detailed, annotated drawings from different views and/or exploded diagrams. The drawings should indicate the design decisions made, including the location of the mechanical and electrical components, how they work as a system with an input, process and output, and the appearance and finishing techniques for the product.</p> <p><u>Make</u></p> <p>Produce detailed step-by-step plans and lists of tools, equipment and materials needed. If appropriate allocate tasks within a team. Make high quality products, applying knowledge, understanding and skills from IEAs and FTs. Children should use a range of decorative finishing techniques to ensure a well finished final product that matches the intended user and purpose.</p>	<p><u>Science</u></p> <p><u>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</u></p> <p><u>Describe the life process of reproduction in some plants and animals.</u></p>	<p><u>Science</u></p> <ul style="list-style-type: none"> - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system - Describe the movement of the Moon relative to the Earth - Describe the Sun, Earth and Moon as approximately spherical bodies - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>Make, decorate and present the food product appropriately for the intended user and purpose.</p> <p><u>Evaluate</u></p> <p>Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</p> <p>Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</p> <p>Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p> <p><u>Science</u></p> <p><u>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</u></p> <p><u>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</u></p>
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	<p><u>Evaluate</u> Evaluate throughout and the final product in use, comparing it to the original design specification. Critically evaluate the quality of the design, the manufacture, functionality, innovation shown and fitness for the intended user and purpose.</p> <p><u>Science</u> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - Use knowledge of solids, liquids and</p>			<p><u>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</u></p>
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	<p>gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <ul style="list-style-type: none">- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic- Demonstrate that dissolving, mixing and changes of state are reversible changes- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda			
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