

Grange Primary School

Long-term plan 24-25

Year 5 (Willow class)



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Weeks	7 Weeks		8 weeks		6 weeks		6 weeks		5 weeks		7 weeks	
Special event (visit, visitor, event)	Islamic Temple visit -		London		Alston Observatory Emailed booking		Liverpool World Museum		Jamie Fox Textiles Visit		Joint visit with partner school	
Class novel	The Star Outside my Window (Onjali Rauf) – (Reading for pleasure - RfP)		No Ballet Shoes in Syria (Catherine Bruton) - Curriculum (PSHE)  On The Move - Poems About Migration (Michael Rosen) - Curriculum (PSHE)		The Boy in the Tower (Polly Ho-Yen) - Curriculum (English)		Anglo-Saxon Boy (Tony Bradman) - Curriculum (History)  Just Like Me (Louise Gooding) - Curriculum (PSHE)		The Girl of Ink and Stars (Kiran Millwood Hargrave) - RfP		How to be Me (Cath Howe) - RfP	
English	Poetry: Performance		Poetry:Fantasy Places		Poetry: Beowulf (perf)		Poetry: Environment		Poetry:Extreme weather		Poetry- Family	
	<u>Model Text</u> Kidnappe d! Pie Corbett Bumper Book	<u>Model Text</u>	<u>Model Text</u> Jack O’Lantern (Pie Corbett Writing Models Y6 pg 62)	<u>Model Text</u> A Recount to a friend (topic based) for e.g. from My War Diary by Marcia Williams	<u>Model Text</u> The Tunnel by Antony Browne (shortene d)	<u>Model Text</u> Dragons Must Go (Pie Corbett Writing Models Y5)	<u>Model Text</u> Krak the Cobbler and Smok the Dragon (Pie Corbett Bumper Book)	<u>Model Text</u> Manchest er Ridge Back Dragon (Talk for Writing Across the Curriculu m bk)	<u>Model Text</u> Ring of Fire (E.Caulfiel d)	<u>Model Text</u> Should Gold E Locks be Gaoled? (Pie Corbett Writing Models Y6)	<u>Model text</u> Nyangara - the Fire Pyhton	<u>Model Text</u> Teacher Pleaser Machine (reduced)
	<u>Text Type</u> Finding story	<u>Text Type</u> One sided argument			<u>Text Type</u> Change story	<u>Text Type</u> Persuasio n			<u>Text Type</u> Adventur e story		<u>Text Type</u> Quest	<u>Text Type</u> Teachwir e.net
	<u>Toolkit</u> Settings	<u>Toolkit</u>	<u>Text Type</u> Fantasy				<u>Text Type</u> Beat the monster		<u>Toolkit</u> Suspense		<u>Toolkit</u> Action	<u>Text Type</u> Explanati on
	<u>Writing</u>	<u>Writing outcome (innovati on)</u>	<u>Toolkit</u> Descriptio n	<u>Text Type</u>	<u>Toolkit</u>		<u>Toolkit</u>	<u>Text Type</u>	<u>Writing outcome</u>	<u>Text Type</u> Discussio n	<u>Writing outcome (innovati on)</u>	<u>Toolkit</u>

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	<p><b><u>outcome (innovati on)</u></b> Kidnap story in old school building late at night.</p> <p><b><u>Independent Writing</u></b> Kidnappe d! Own kidnap story.</p>	<p><b><u>Independent Writing</u></b></p>	<p><b><u>Writing outcome (innovati on)</u></b> Fantasy narrative with effective descriptio n – agreed Toolkit <b><u>Independent Writing</u></b> Fantasy narrative with effective descriptio n – free choice</p>	<p>Recount Letter</p> <p><b><u>Toolkit</u></b> Recount</p> <p><b><u>Writing outcome (innovati on)</u></b> Topic based recount Letter</p> <p><b><u>Independent Writing</u></b> Topic based recount letter – free choice</p>	<p>Dialogue to convey character</p> <p><b><u>Writing outcome (innovati on)</u></b> Prequel</p> <p><b><u>Independent Writing</u></b> New change story with dialogue to convey character</p>	<p>Persuasiv e argument</p> <p><b><u>Writing outcome (innovati on)</u></b> Goblins Must Go</p> <p><b><u>Independent Writing</u></b> Their own Must Go Editorial.</p>	<p><b><u>Toolkit</u></b> Character isation</p> <p><b><u>Writing outcome (innovati on)</u></b> New quest for Krak</p> <p><b><u>Independent Writing</u></b> New beat the monster story</p>	<p>Informati on</p> <p><b><u>Toolkit</u></b> Informati on</p> <p><b><u>Writing outcome (innovati on)</u></b> Free choice of Informati on text</p>	<p><b><u>(innovati on)</u></b> Next chapter of story</p> <p><b><u>Independent Writing</u></b> New adventur e story</p> <p><b><u>NB Include dialogue</u></b></p>	<p><b><u>Toolkit</u></b> Effective use of vocabular y</p> <p><b><u>Writing outcome (innovati on)</u></b> Topic based discussion</p> <p><b><u>Independent Writing</u></b> Free choice of story or topic based discussion</p>	<p>Sequel – New job for Nyangara or New quest for Amoafi</p> <p><b><u>Independent Writing</u></b> New quest story</p>	<p>Explanati on</p> <p><b><u>Writing outcome (innovati on)</u></b> Our teacher pleaser machine</p> <p><b><u>Independent Outcome</u></b> Mum/Sist er etc pleaser machine (free choice)</p>
Maths	Numbers to 1,000,000 Addition & Subtraction Multiplication		Division Word Problems Graphs	Fractions Decimals Percentages	Fractions Decimals Percentages Geometry – Properties of Shape		Geometry Position & Movement Measurements Area	Volume Roman Numerals Recap				

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<b>Science</b>	Materials: reversible and irreversible changes  Fair/comparative testing  Observing  Research	Forces and falling objects  Fair/comparative testing  Observing	Earth and space  Fair/comparative testing  Research	Life cycles: Changes in animals and plants  Pattern Seeking  Observation	Growth and Development in humans  Research  Observation	
<b>Computing</b>	Online safety Self-image and identity Online relationships, reputation and bullying		Programming/computational thinking Learn how computers use numbers to represent things such as movement and position		Information Technology Select, use and combine a wide range of software to create databases, spreadsheets and multimedia content	
<b>History</b>	Islamic Civilisations (2) Arabia and Early Islam	Islamic Civilisations (2) Muslim Cordoba	Islamic Civilisations (3) Baghdad – The round city	Anglo- Saxon Britain	Vikings In Britain Lady of Mercians	Norse Culture
<b>Geography</b>	Earthquakes	Deserts	Why is California so thirsty?	Oceans	Migration	North and South America
<b>PE</b>	Games – Striking and Fielding (cricket)  OAA – Orienteering	Dance  Gymnastics	Gymnastics  Swimming	Games – Invasion (rugby)  Dance	Games – Invasion (rugby)  OAA – Trust and Problem Solving	Athletics  Games – badminton / Volleyball
<b>Art and Design</b>		Drawing - Quentin Blake	Space Different media		Collage Digital Image Takashi Murakami	
<b>DT</b>					Textiles	Food – pastry

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<b>Music</b>	Ukulele Musical Futures (Sections 1 – 3) Hound Dog			Ukulele Musical Futures (Sections 4 – 6) Little Talks		Ukulele Musical Futures (Sections 7 – 8) The Lion Sleeps Tonight
<b>RE</b>	<u>Christianity</u> <u>The message of Jesus</u> <u>spreads</u>	<u>Islam 1</u> Ramadan	<u>Islam 2</u> The stories of the prophets	<u>Islam 3</u> Living Muslim Traditions	<u>Christianity 6</u> <u>Living Christian</u> <u>Traditions</u>	<u>Christianity 7</u> <u>Christian Sites and</u> <u>Spaces</u>
<b>PSHE</b>	Health and Well-being		Relationships		Living in the Wider World	
<b>French (KS2)</b>	Unit 2: Où habites-tu?  · Saying which country you live in (Francophone world) · Saying your nationality · Saying what languages you speak · Using negative verbs with ne...pas · Recap of age · Recap of saying your name · Finding out about the use of capital letters on nationalities		Unit 3: Qu'est-ce que c'est?  · Identifying objects · Understanding grammatical gender · Describing masculine and feminine nouns with some adjectives · Adjectival position (after the noun) · Saying what animal it is or isn't using c'est and ce n'est pas · Creating strange animals using the conjunction et		Unit 4: Je m'habille Context  · Saying the names of clothes · Understanding the difference between singular and plural · Describing masculine, feminine and plural nouns · Adjectival position (adjectives allowed before the noun) · Joining two phrases using et or mais · Saying what you do and don't have  Common French Phrases Booklet	