



Scotholme Primary and Nursery School
LONG TERM PLAN
2018/9
Year group: 5



Need to add graphic novel topic and include a history topic

Term	Theme (including visits / visitors and exhibitions / presentations)	Habits of learning	Literacy focus	Other subjects and breadth of study
Autumn 1	Inspirational People 1. Willard Wigan (miniature sculptures) 2: Stephen Wiltshire (artist with ASD) Persuasion and debate - who is the most inspirational (link it to thinking lessons)	Curiosity Resilience	Grammar: adverbs of degree, subject/predicate/NFVP 1. Biography of Willard / Wiltshire's life and work 2. Persuasion and debate - Who is the most inspirational? Mandela, Tanni-Grey Thompson, Michael Morpurgo, Beethoven 3. Descriptive writing (poem about school, winter and another country)	(2.)PSHE: what makes an inspirational person? Thinking - give the children thinks Art: create art sketch pads, miniature sculptures like Willard Science: states of matter PE: basketball
Autumn 2	1. Sleeping Sword - Michael Morpurgo?)	Collaboration	Story writing - write a scene from the Sleeping Sword	Art: design packaging, look at difference between



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	<p>2. Staying Healthy (eating healthy and exercise) - research BBC and NHS websites</p>		<p>Non-fiction report on Staying Healthy</p>	<p>product design and imaginative art</p> <p>Art: drawing pictures to reflect moods from Sleeping Sword</p> <p>Science: states of matter</p> <p>PE: football</p> <p>Thinking - children come up with their own thunks</p>
<p>Spring 1</p>	<p>1: The Iron Man (Ted Hughes) - rewrite the first chapter (the Iron Man comes to Scottholme's playground)</p> <p>2: Music Videos - Michael Jackson, Beat it - making good choices (Adam Pepper)</p>	<p>Curiosity</p> <p>Imagination</p> <p>How are video makers inspired? Where do they get their ideas from?</p>	<p>Writing in the style of an author (Ted Hughes), The Iron Man: repetition, sound effects...</p> <p>2: Writing the final scene from the story of El Dorado (fiction)</p>	<p>Geography: South American countries, comparing a city with city in England</p> <p>Computing: code for repeating routines, e-safety</p> <p>Music: machine rhythms / repetition</p> <p>PE: handball</p>



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	3. Cities of Gold and the geography of South America			Music: machine music (iPads), repetition
Spring 2	<p>1: Art in Hyson Green</p> <p>What is the New Art Exchange? (Visit)</p> <p>Writing: promotional / information text</p> <p>- graffiti : art or crime?</p> <p>Invite graffiti artists to school</p> <p>School graffiti wall?</p>		<p>Grammar: comparative conjunctions, linking devices, short sentences for impact</p> <p>1: flyer for NAE (what is it, when was it built, what is there etc)</p> <p>2: Write a balanced argument about graffiti</p> <p>3: Debate: graffiti is art / graffiti is crime</p>	<p>Art: graffiti lettering, stencilling</p> <p>PSHE / P4C: debating</p>
Summer 1	<p>Islands and adventures:</p> <p>Castaway (movie) (including a day with Silver Screen / Adam Pepper)</p>	<p>Imagination</p> <p>Resilience</p>	<p>Grammar: dialogue, abstract nouns, technical vocabulary, techniques for describing emotions (show not tell)</p>	<p>DT: make an island using modelling materials</p>



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	<p>Kensuke's Kingdom (Geography)</p>		<p>Story settings / description -describe the island to make it sound xxxxx</p> <p>Drama</p> <p>Fiction: write a diary entry after a week on a desert island (Castaway)</p> <p>Write a letter home (Kensuke's Kingdom)</p> <p>Newspaper report: boy found alive on island after being missing for a year</p>	
<p>Summer 2</p>	<p>1: Science / Solar System</p> <p>2: Space tourism</p> <p>Design a planet and a travel brochure to promote it</p>	<p>Discipline Collaboration</p>	<p>1: Report about a planet of the solar system (technical vocabulary, formal language)</p> <p>2: imaginative / persuasive, informal / persuasive language</p>	<p>Science</p> <p>Photography / filming / green screen</p> <p>Animation (Solar system)</p>



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<p>Ongoing grammar focuses</p>	<p>Continuing from previous year: Word types (nouns, verbs, adjectives, adverbs, prepositions, determiners) Relative clauses Non-finite verb clauses Fronted adverbials (time / place / manner) Conjunctions (causal, explaining, contrasting, reinforcing)</p> <p>New learning: Avoiding repetition: pronouns, expanding vocabulary, combining sentences into more complex forms More targeted / subject specific description Modal verbs Adverbs of degree Consistency of tenses Verb-subject agreement Linking devices: sentence and text level</p>
<p>Assessment</p>	<p>Independent writing with each topic Maths / reading tests every half term (first half term: informal / collaborative, second half of term: formal) Ongoing learning ladder assessment of learning Ongoing assessment tasks as and when appropriate Weekly reading comprehension tasks (including reading speed)</p>