EWANRIGG JUNIOR SCHOOL
UPPER SCHOOL LONG TERM PLAN
CYCLE 1
YEAR 5

<table>
<tr><th></th><th colspan="2">Autumn term</th><th colspan="2">Spring term</th><th colspan="2">Summer term</th></tr>
<tr><td>Texts studied:</td><td>PoR: Way Home</td><td colspan="2">PoR: Street Child- Berlie Doherty</td><td>PoR:The Viewer</td><td>Poetry including local poets- Wordsworth</td><td>The Highway Man (poetry)</td></tr>
<tr><td>Writing genres include:</td><td>Leaflet
Poetry
Diary entry
Newspaper report
Advertisement</td><td colspan="2">Play script
Non-chronological report
Letter
Biography</td><td>Narrative writing</td><td>Poetry
Narrative</td><td>Poetry
Narrative</td></tr>
<tr><td>Maths</td><td colspan="6">NOTE ABOUT REAL LIFE

Number & Place Value
• read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
• interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
• round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
• solve number problems and practical problems that involve all of the above
• read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
Addition & Subtraction
• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
• add and subtract numbers mentally with increasingly large numbers
• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Multiplication & Division
• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
• know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
• establish whether a number up to 100 is prime and recall prime numbers up to 19
• multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
• multiply and divide numbers mentally drawing upon known facts
• divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
• multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</td></tr>
</table>

	• recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. **Fractions (including decimals)** • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 5 2 + 5 4 = 5 6 = 15 1] • add and subtract fractions with the same denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • read and write decimal numbers as fractions [for example, 0.71 = 100 71] • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of 2 1, 4 1, • 5 1, 5 2, 5 4 and those fractions with a denominator of a multiple of 10 or 25. **Measurement** • convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes • estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • solve problems involving converting between units of time • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling **Properties of Shape** • identify 3-D shapes, including cubes and other cuboids, from 2-D representations • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (o) • identify: angles at a point and one whole turn (total 360o) • angles at a point on a straight line and 2 1 a turn (total 180o)

	• other multiples of 90o • use the properties of rectangles to deduce related facts and find missing lengths and angles • distinguish between regular and irregular polygons based on reasoning about equal sides and angles. **Position & Direction** • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. **Statistics** • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables.				
Science		**Animals, including humans** Pupils should be taught to: • Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans.		**Electricity** Pupils should be taught to: • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram. **Light** Pupils should be taught to: • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why	**Properties and changes** Pupils should be taught to: • 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 gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • 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

				shadows have the same shape as the objects that cast them		
History		**Victorians – History (depth) C** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		A non European society that provides contrast with British history. **Mayan – History (skim) C** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		
Geography	**Maryport – Geography** Pupils should be taught to: **Locational knowledge**				**America – Geography C** Pupils should be taught to: **Locational knowledge** • locate the world's	

	• 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 **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe,				countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** •understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** Describe and understand key aspects of: •physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle •human geography,	

	measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.				including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
P.E.	**Net and wall games** Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • 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 **Swimming** **Swimming and water safety** In particular, pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke	**Multi skills** • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **Swimming** **Swimming and water safety** In particular, pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	**Gymnastics** Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Dance** • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • perform dances using a range of movement patterns	**Gymnastics** Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Net and wall games** Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket,	**Striking and fielding** • use running, jumping, throwing and catching in isolation and in combination • 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 **Athletics** Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	**Striking and fielding** • use running, jumping, throwing and catching in isolation and in combination • 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 **Athletics** Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

	and breaststroke] • perform safe self-rescue in different water-based situations.	• perform safe self-rescue in different water-based situations. **Outdoor adventure** • take part in outdoor and adventurous activity challenges both individually and within a team		football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	,	
Art **D.T.**	Observational drawings Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • 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] • about great artists, architects and designers in history. Christmas crafts: Sewing a stocking Creating a trinket box Christmas card	William Morris- repeated patterns Mosaic tiles Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • 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] • about great artists, architects and designers in history.		Mayan Art Papier mache masks of Greek gods Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • 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]	Andy Warhol Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • 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] • about great artists, architects and designers in history.	<u>Energy bar challenge</u> When designing and making, pupils should be taught to: **Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping,

					joining and finishing], accurately • 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 **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products.

Computing	**Word processing** **5.5 We are bloggers- Way home, Victorians** **4.4 We are html editors** Eng history R.E PSHCE ART DESIGN Pupils should be taught: 5.5 -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 -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content -use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour -select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **4.4**-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	**5.4 E-safety** PSHCE ENG **3.4 We are network engineers** DT GEOG SC **3.3 We are presenters** ENG MA PSHCE Pupils should be taught: **5.4** -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 -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -Use search technologies effectively, Appreciate how search results are selected and ranked and be discerning in evaluating digital content -select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, **3.4** Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web. use technology safely, respectfully and responsibly; recognise	**WE ARE GAME DEVELOPERS** **5.1(CODING)**ENG MA SC ART DESIGN MUSIC **WE ARE BUG FIXES** **3.2** ENG MA SC **5.3 WE ARE ARTISTS** **Mayan** ART DESIGN MATH HIS GEOG Pupils should be taught: **5.1**-design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -use sequence, selection, and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **5.3**-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	**HOW THE COMPUTER WORKS** **5.6 WE ARE ARCHITECTS Spexs** MA SC ART DESIGN Pupils should be taught: **5.6** -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content -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. SCIENCE Data loggers to be used in class Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use search technologies effectively. Use search technologies effectively	**6.6 WE ARE MARKETEERS AMERICA** **Publishers-leaflet** **Website page** ENG MA ART DESIGN DT SC Pupils should be taught: **6.6**--select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting information. -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour -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	**WE ARE FUNDRAISERS** **spreadsheets** MA Pupils should be taught: -Solve problems by decomposing them into smaller parts. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. -Appreciate how [search] results are selected and ranked. -Select, use and combine a variety of software for collecting, analysing, evaluating and presenting data and information.

	- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. use and combine a variety of software (including internet services	acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **3.3**select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information	- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information **3.2** Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. debug programs that accomplish specific goals			
Music	2 x music afternoons Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.		2 x music afternoons Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.		2 x music afternoons Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	

<table>
<tr><td rowspan="5">SMSC</td><td>S</td><td>SEALS: New Beginnings

School council caps elections
Responsibility Cap applications</td><td>SEALS: Getting on and falling out
Anti Bullying

Olds folks tea
Christmas nativity production
Ewanriggs Got talent
Remembrance Day
Firework safety
Christmas choir performance</td><td>SEALS: Going for goals

Easter fayre</td><td>SEALS: Good to be me

Rock Challenge</td><td>SEALS: Relationship

Residential trips</td><td>SEALS: Changes

Sports day
Summer performance</td></tr>
<tr><td>M</td><td colspan="2"><u>The environment (Assembly)</u>
Litter and vandalism
Recycling
Go green
Saving Energy
Nuclear power or wind turbines? Environmentally friendly travel
Food miles</td><td colspan="2"><u>Democracy(Assembly)</u>
Democracy and dictatorship
Elections and voting
Political parties
MPs and what they do
Government and Parliament
Pressure groups
Local government
Media</td><td colspan="2"><u>Health (Assembly & Life Bus Visit)</u>
<u>Year 5</u>
Feeling good
Easing stress
A healthy mind
Fighting disease
<u>Year 6</u>
Growing up
Drugs, their use and effects
Personal safety
Risky behaviour
Sex and Relationships education</td></tr>
<tr><td rowspan="2">S</td><td colspan="2">Church visit- Nativity
Daily worship
RE Immersion Day – Sacred Texts and Stories (AT1 & AT2)
Upper School – Sikhism, Buddhism and Christianity</td><td colspan="2">Daily worship
Church visit- Easter
RE Immersion Day – Responsibility and Duty (AT1 & AT2)
Upper School – Sikhism, Buddhism and Christianity</td><td colspan="2">Church visit- Presentation assembly
Daily worship
RE Immersion Day – Gods/Deities/Important figures (AT1 & AT2)
Upper School – Sikhism, Buddhism and Christianity</td></tr>
<tr><td colspan="3">10 week block – Traditions and Festivals (AT1 & AT2)

Hinduism, Sikhism, Buddhism, Christianity, Islam and Judaism</td><td colspan="3">10 week block – Traditions and Festivals (AT1 & AT2)

Hinduism, Sikhism, Buddhism, Christianity, Islam and Judaism</td></tr>
<tr><td>C</td><td colspan="3"><u>Assembly topics throughout the year:</u></td><td colspan="3"></td></tr>
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		Marie Curie Helen Kella Grace Darling Florence Nightingale Ghandi Mother Theresa Emily Pankhurst <u>Immersion day: British values</u> • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance of others • Royal family and national anthem <u>British Values Immersion afternoon</u> (Upper School and Lower School) Democracy, Rule of Law and Individual Liberty	Residential international visit <u>Immersion day: British celebrations</u> • Trafalgar day • St Georges day • Guy Fawkes • St Andrew • St Patrick • St David <u>British Values Immersion afternoon</u> (Upper School and Lower School) Royal Family