

EWANRIGG JUNIOR SCHOOL
UPPER SCHOOL LONG TERM PLAN

CYCLE 2

YEAR 5

	Autumn term		Spring term		Summer term
Texts studied:	Ice Trap/ Shackletons Journey	Floodland	Cosmic/ Cosmic Disco (poetry)	The Adventures of Odysseus	Shakespeare
Writing genres include:	Diary entry Newspaper report Poetry	Non-chronological report Story from a different perspective Diary entry Poetry	Narative	Narative	
Maths	<p>Number & Place Value</p> <ul style="list-style-type: none"> • 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. <p>Addition & Subtraction</p> <ul style="list-style-type: none"> • 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. <p>Multiplication & Division</p> <ul style="list-style-type: none"> • 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 • 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, $5 \frac{2}{4} = 5 \frac{6}{6} = 15 \frac{1}{6}$]
- 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, $0.71 = \frac{71}{100}$]
- 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 $2 \frac{1}{4}$, $4 \frac{1}{5}$, $5 \frac{1}{2}$, $5 \frac{4}{5}$ 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 (°)
- identify: angles at a point and one whole turn (total 360°)
- angles at a point on a straight line and 2 1 a turn (total 180°)
- other multiples of 90°

	<ul style="list-style-type: none"> • 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. <p>Position & Direction</p> <ul style="list-style-type: none"> • 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. <p>Statistics</p> <ul style="list-style-type: none"> • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables. 		
Science	<p style="text-align: center;">Earth and Space and magnetism:</p> <p>NC- Pupils should be taught to:</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 style="text-align: center;">Forces</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p style="text-align: center;">Living things and their habitat</p> <p>NC-Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals <p style="text-align: center;">Evolution and Inheritance</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p style="text-align: center;">Properties and changes</p> <p>NC-Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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
History		Ancient Greece (Depth)- History C and Geography C	<p>Vikings and Anglo Saxons - History (skim) C NC-Pupils should continue to develop</p> <p style="text-align: right;">Practise and Perform</p>

			<p>NC-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.</p>	<p>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.</p>	
<p>Geography</p>	<p align="center">Planet Earth - Geography C Extreme environments</p> <p>NC-Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's 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) <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources 				

	<p>including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>					
P.E.	<p>Net and wall games</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Multi skills</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Gymnastics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Gymnastics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Striking and fielding</p> <ul style="list-style-type: none"> • 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 	<p>Striking and fielding</p> <ul style="list-style-type: none"> • 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
	<p>Swimming</p> <p>Swimming and water safety</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • 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] • perform safe self-rescue in different water-based 	<p>Swimming</p> <p>Swimming and water safety</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • 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] • perform safe self-rescue in different water-based 	<p>Dance</p> <ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • perform dances using a range of movement patterns 	<p>Net and wall games</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Athletics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Athletics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

	situations.	situations. Outdoor adventure <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 					
Art D.T.	<p><u>Design and make a moon buggy</u> <u>Design and make a shelter to survive extremities</u></p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> 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 		<p style="text-align: center;"><u>Greek plate</u> <u>Greek pottery</u></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. 		<p style="text-align: center;">Cross hatching characters from Macbeth and other Shakespeare plays.</p>		

	<p>technology have helped shape the world</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> • 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. <p><u>Chalk pictures of the planets</u> Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. <p>Christmas crafts: Christmas card</p>					
<p>COMPUTING</p>	<p>WORD PROCESSING WE ARE CO-AUTHORS 4.5 ENG SC GEOG ART DESIG 4.5 -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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable</p>	<p>E-SAFETY 5.4 ENG MA PSHCE ART WE ARE EXPLORERS ENG SC GEOG MA 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</p>	<p>6.4 WE ARE INTERFACE DESIGNERS, PPT-GREECE ENG MA ART DT MUSIC PSHCE *TO CONTROL DEVICES MA ENG SC 6.4 -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</p>	<p>WE ARE STATISTICIANS GREECE WE ARE HISTORIANS-GREECE MA ENG HIS GEOG -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</p>	<p>5.1 WE ARE GAME DEVELOPERS CODING SCRATCH ENG MA SC ART MUSIC 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</p>	<p>5.2 WE ARE CRYPTOGRAPHERS MA HIS PSHCE 3.5 WE ARE COMMUNICATORS ENG MA SC DT HIS PSHCE ART 5.2 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. -understand computer networks including the internet; how they can provide multiple services, such as the world-wide web;</p>

	<p>behaviour; identify a range of ways to report concerns about content and contact. -Use search technologies effectively. -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.- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</p>	<p>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, EXPLORERS -use sequence, selection, repetition in programs; work with variables and various forms of input and output -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 on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - use technology safely, respectfully responsibly know ways to report concerns and inappropriate behaviour</p>	<p>to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour *CONTROL DEVICES design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -be discerning evaluating digital content -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</p>	<p>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, including collecting, analysing, evaluating and presenting data and information.</p>	<p>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -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>and the opportunities they offer for communication and collaboration - use technology safely, respectfully responsibly; know a range of ways to report concerns and inappropriate behaviour 3.5-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 technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</p>
<p>Music</p>	<p>2 x music afternoons Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>2 x music afternoons Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>2 x music afternoons Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 			

		<p>increasing aural memory</p> <ul style="list-style-type: none"> • 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. 	<p>increasing aural memory</p> <ul style="list-style-type: none"> • 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. 	<p>increasing aural memory</p> <ul style="list-style-type: none"> • 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. 			
SMSC	S	<p>SEALS: New Beginnings</p> <p>School council caps elections Responsibility Cap applications</p>	<p>SEALS: Getting on and falling out Anti Bullying</p> <p>Olds folks tea Christmas nativity production Ewanriggs Got talent Remembrance Day Firework safety Christmas choir performance</p>	<p>SEALS: Going for goals</p> <p>Easter fayre</p>	<p>SEALS: Good to be me</p> <p>Rock Challenge</p>	<p>SEALS: Relationship</p> <p>Residential trips</p>	<p>SEALS: Changes</p> <p>Sports day Summer performance</p>
	M	<p><u>Rights and responsibilities (Assembly)</u></p> <p>Children's rights The bare necessities Rights and duties Being responsible Peer mentors Resolving disputes Peer pressure</p>	<p><u>The global community (Assembly)</u></p> <p>Stereotypes Racism Ageism Genderism People with disabilities Asylum seekers EU & UN Human Rights Poverty and inequality Fairtrade Friendships around the world</p>	<p><u>Health (Assembly)</u></p> <p><u>Year 5</u></p> <p>Feeling good Easing stress A healthy mind Fighting disease</p> <p><u>Year 6</u></p> <p>Growing up Drugs, their use and effects Personal safety Risky behaviour Sex and Relationships education</p>			
	S	<p>Church visit- Nativity Daily worship RE Immersion Day - Sacred Texts and Stories (AT1 & AT2) Upper School - Sikhism, Buddhism and Christianity</p>	<p>Daily worship Church visit- Easter RE Immersion Day - Responsibility and Duty (AT1 & AT2) Upper School - Sikhism, Buddhism and Christianity</p>	<p>Daily worship Church visit- Presentation assembly RE Immersion Day - Gods/Deities/Important figures (AT1 & AT2) Upper School - Sikhism, Buddhism and Christianity</p>			

		10 week block - Art & Symbolism and Life & Death (AT1 & AT2) Upper School - Sikhism, Buddhism and Christianity	10 week block - Art & Symbolism and Life & Death (AT1 & AT2) Upper School - Sikhism, Buddhism and Christianity
	C	<p>Immersion day: Famous British people</p> <ul style="list-style-type: none"> • Churchill • Princess Diana • Duke of Wellington • Queen Victoria • Queen Elizabeth 1st and 2nd <p>Montgomery British Values Immersion afternoon (Upper School and Lower School) Democracy, Rule of Law and Individual Liberty</p>	<p>Residential city visit British Values Immersion afternoon (Upper School and Lower School) Royal Family</p>