



## Year 5 Long Term Objective Plan 2016-17



### Objectives covered through-out the year

#### **Computing-**

Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Co2/1.4 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

#### **Science-**

Sc5/1 Working Scientifically

Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision

Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs

Sc5/1.4 using test results to make predictions to set up further comparative and fair tests

Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations

Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.

#### **Geography-**

Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

#### **Art-**

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas



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Autumn 1 <b>How Groovy was your Great, Great, Gran? Performance</b>	Spring 1 <b>We have lift off..... Leadership</b>	Summer 1 <b>Destination....Bollywood! Global Dimension</b>
<p><b>Hi2/2.2 Extended chronological study</b></p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Co2/1.4 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</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their product</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Sc5/4.1 Earth and Space</b></p> <p>Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Sc5/4.1b describe the movement of the Moon relative to the Earth</p> <p>Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Sc5/4.1d use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p> <p><b>Sc5/4.2 Forces</b></p>	<p>Ge2/1.1a 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</p> <p>Ge2/1.1c 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> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with <b>a range of materials</b></p>



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	<p>Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	
<p style="text-align: center;">Autumn 2  <b>The Human Form</b>  <b>The World of Work</b></p> <p><b>Sc5/2.1 Living Things and their habitats</b>          Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird          Sc5/2.1b describe the life process of reproduction in some plants and animals.</p> <p><b>Sc5/2.2 Animals, including humans</b>          Sc5/2.2a describe the changes as humans develop to old age.</p>	<p style="text-align: center;">Spring 2  <b>Chocolate</b>  <b>Community and Sustainability</b></p> <p><b>Hi2/2.5 Non-European Study</b>          Pupils should be taught about a non-European society that provides contrasts with British history - Mayan civilization c. AD 900          Ge2/1.2a 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 in North or South America</p>	<p style="text-align: center;">Summer 2  <b>Bloomin' Brilliant Bakers</b>  <b>Enterprise</b></p> <p><b>Hi2/2.3 Ancient Civilizations</b>          Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt;</p> <p><b>DT2/2.1 Cooking &amp; Nutrition</b>          DT2/2.1a understand and apply the principles of a healthy and varied diet</p>



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<p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>DT2/1.1a 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</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform <b>practical tasks</b> accurately</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with <b>a range of materials</b></p> <p>Sc5/3.1 Properties and Changes of Materials</p> <p>Sc5/3.1a 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</p> <p>Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Sc5/3.1f 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.</p>	<p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>DT2/1.3 Evaluate</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p>
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