



Name: C. McGahon, M. Dutton

Class: 5 and 6

Year Group: 2

Childwall CE Primary School						
Curriculum Long Term Plan 2021-22						
Year 5						
Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Community	Hope	Wisdom	Joy	Peace	Dignity
English	<p>Dear Teacher</p> <ul style="list-style-type: none"> Traditional stories Stories with familiar settings 	<p>The Highway Rat</p> <ul style="list-style-type: none"> Information texts Instructions Poetry – Patterns on a Page 	<ul style="list-style-type: none"> Different stories by the same author 	<ul style="list-style-type: none"> Explanations Poetry – Really Looking 	<p>Fantastic Mr. Fox</p> <ul style="list-style-type: none"> Significant authors 	<p>Fantastic Mr. Fox</p> <ul style="list-style-type: none"> Non-chronological reports Poetry – Silly Stuff
Maths	<p>Number and Place Value Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Read and write numbers to at least 100 in numerals and in words</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>Multiplication and Division Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables including recognising odd and even numbers</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>	<p>Measurement Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p>Recognise and use symbols for pounds (\pounds) and pence (p); combine amounts to make a particular value</p> <p>Find different combinations of coins that</p>	<p>Properties of Shape Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Order and arrange</p>	<p>Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask and answer questions about totalling and comparing categorical data</p>	<p>This term will be used to assess the children's understanding of Year 2 objectives and consolidate understanding of all previous learning during Year 2.</p>



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	<p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>Add and subtract numbers mentally, including: • A two-digit number and ones • A two-digit number and tens • Two two-digit numbers • Adding three one-digit numbers</p> <p>Add and subtract numbers using concrete objects, pictorial representations including: • A two-digit number and ones • A two-digit number and tens • Two two-digit numbers • Adding three one-digit numbers</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Use place value and number facts to solve problems</p> <p>Use place value and number facts to solve problems</p> <p>Solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their</p>	<p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p>	<p>equal the same amounts of money</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Compare and sequence intervals of time</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p>	<p>combinations of mathematical objects in patterns and sequences</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>		
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	<p>increasing knowledge of mental and written methods</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p>					
<p>Religious Studies</p>	<p><u>The Bible</u> To understand that the Bible is a special book and is the most treasured possession for many Christians.</p> <p>To explore the Bible as a story often passed on by word of mouth not written down.</p> <p>Originally the Bible was written on many scrolls, not in a book. Special scrolls called the Dead Sea Scrolls were found at Qum'ran.</p> <p>Why do church leaders think the Bible is special?</p> <p>Other religions have different holy books. Jewish people read the Torah.</p> <p>Muslims' holy book is called The Koran. Who wrote it? What does it contain? How is it kept holy?</p> <p>Hindus have holy scriptures called vedas? What do they</p>	<p><u>Christmas: Good News</u> What is good news? How is it different from just "news"?</p> <p>Find out about the Good News of the birth of Jesus</p> <p>Find out about Good News from God</p> <p>Find out about Good News delivered by angels</p>	<p><u>Jesus: Friend to Everyone</u> How did Jesus made friends with others?</p> <p>To understand that Jesus said, 'let the children come'.</p> <p>To understand the importance of saying 'thank you' through the story of the Ten Lepers (Luke 17:11-19).</p> <p>To understand that miracle stories reveal Jesus is the Son of God as well as a friend to outsiders.</p>	<p><u>Easter Signs and Symbols</u> Discuss about the children's experiences of celebrations.</p> <p>Discuss the key parts of the Easter story: Palm Sunday</p> <p>Explore the symbolism of the bread and wine and how they link to Jesus' Last Supper with his disciples.</p> <p>How are Good Friday and Easter Sunday important to Christians? What feelings and symbols are connected with both days?</p> <p>How is Easter celebrated around the world?</p>	<p><u>Why is the church a special place for Christians?</u> How is a Gudwara special to Sikhs?</p> <p>How is a synagogue special to Jewish people?</p> <p>How is a mosque special to Muslims?</p> <p>How is a Hindu temple special to Hindus?</p> <p>How does a Roman Catholic church compare to a church of England church?</p> <p>Explore special/holy places talked about in the Bible.</p>	<p><u>Ascension and Pentecost</u> Reflect on the details of the ascension and respond personally to the idea of what heaven is like.</p> <p>Consider the details of Pentecost; ask and answer questions relating to this key Christian event.</p> <p>Create a fact-file about Pentecost.</p>



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	contain? What important message do they give?			What are the most important symbols to Christians connected with Easter?		
Science	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 		<ul style="list-style-type: none"> <u>Animals, including humans</u> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	
Geography	<p><u>Where do different animals live?</u></p> <ul style="list-style-type: none"> Name the seven continents and locate the home of the Emperor penguins as Antarctica. locate and describe the home of the Asia panda. describe specific place knowledge about the location of a significant 		<p><u>Journey around the world</u></p> <ul style="list-style-type: none"> To describe the location and place that they live in as part of the UK To understand what the coast is like, and to see it through the eyes of someone who lives there 		<p><u>Seven Wonders of the World</u></p> <ul style="list-style-type: none"> To revise the human and physical geography of our local area and identify the UK's 'wonders' To identify and describe the 	



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	<p>animal – a whale shark</p> <ul style="list-style-type: none"> • Use adjectives to describe the African landscape. • understand an animal’s yearly movement and describe the countries it passes over. • Understand that we live in Europe. • Locate North and South America. • Locate the 5 oceans of the world. 		<ul style="list-style-type: none"> • To understand what living in a rainforest is like, and to compare it with our own lives • To understand how and why different buildings are built to suit different places, using the example of Timbuktu • To understand what a city is, and to locate world cities on a map To explain their reasons for going on a journey to another country, including describing the human and physical landscape and people in this place and imagining what a journey would be like 		<p>world’s highest mountain, giving reasons why it is a physical wonder</p> <ul style="list-style-type: none"> • To identify the major rivers and desert areas in different continents of the world • To identify ancient world wonders, and compare them with those built in the last hundred years • To identify new world wonders in the UK and beyond 	
History		<p><u>The Gunpowder Plot</u></p> <ul style="list-style-type: none"> • Explain how and why we remember 5th November • Name Guy Fawkes as a conspirator in the Gunpowder Plot • Explain that the Gunpowder Plot was a scheme to blow up the Houses of Parliament • Give the date of the Gunpowder plot and locate it on a timeline • Explain what the 		<p><u>Who are our local heroes?</u></p> <ul style="list-style-type: none"> • Understand who Kitty Wilkinson was • Put her life on a timeline • Look and talk about evidence from the past about her life • Come up with ideas about the past using sources and evidence • Explain why we 		<p style="text-align: center;"><u>Titanic</u></p> <ul style="list-style-type: none"> • What do we already know about the Titanic and what can we work out from a picture? • What was so special about the Titanic and what was life on board like? • Why and how did the ‘unsinkable’ Titanic sink? • Analyse evidence and decide what is



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		<p>Houses of Parliament are and what they are used for</p> <ul style="list-style-type: none"> • Explain their opinion about Guy Fawkes, using evidence to justify their thinking • Show a basic understanding of the significance of the Gunpowder Plot in the history of Britain 		<p>should remember Kitty Wilkinson</p> <ul style="list-style-type: none"> • Compare her life to another local hero. 		<p>real and what is fake.</p> <ul style="list-style-type: none"> • Understand why weren't more people saved from the Titanic? • How did they stop a disaster like the Titanic happening again?
Design and Technology	<p><u>Freestanding Structures</u></p> <p>Designing</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project. 		<p><u>Wheels and Axels</u></p> <p>Designing</p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. 		<p><u>Project consolidating skills from the aspects of DT covered in KS1</u></p> <p><u>To be decided nearer to the time</u></p>	
	Art and Design	<p><u>Formal elements of Art</u></p> <p>Pattern: Repeating Patterns</p> <p>Texture: Taking Rubbings</p>	<p><u>Art and Design Skills</u></p> <p>Introduction to sketchbooks</p> <p>Craft: Clay</p>	<p><u>Human Form</u></p> <p>Body Sculptures</p> <p>Drawing and decorating skulls</p>	<p><u>Sculpture and Mixed Media</u></p> <p>3D Human Forms</p> <p>Drawing Expressions</p>	<p>Teachers' own choice- to be decided closer to the time.</p>



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	<p>Texture: Frottage</p> <p>Tone: 3D Pencil Drawings</p> <p>Tone: 3D Colour Drawings</p>	<p>Craft: Weaving a Picture</p> <p>Design: Clarice Cliff Plates</p> <p>Shading</p> <p>Painting: Roller Coaster Ride</p> <p>Learning About: Drawing for Fun</p>	<p>Creating Collages</p> <p>Opie Style Portraits</p> <p>Clothes Peg Figures</p>	<p>Working together to create a large piece of artwork</p>		
<p>Wellbeing PSHE/SMS C</p>	<p>ROAR Programme/Mental Health/V4S/Internet Safety/Black History Month</p>	<p>V4S/Firework Safety/Internet Safety/Anti-bullying week/Drug and Alcohol Education</p>	<p>Safer Internet Day/V4S/ROAR/</p>	<p>V4S/Internet Safety/ROAR/Fairtrade and Global Goals</p>	<p>V4S/Internet Safety/ROAR/Mental Health Awareness Week/Money Sense Week</p>	<p>SRE Refugee Week/V4S</p>
<p>Computing</p>	<p>Online Safety <u>Free Choice</u></p>	<p>Online Safety <u>Coding 2.1</u></p> <ul style="list-style-type: none"> -To understand what an algorithm is. -To create a computer program using an algorithm. -To create a program using a given design. -To understand the collision detection event. -To understand that algorithms follow a sequence. -To design an algorithm that follows a timed sequence. -To understand that different objects have different properties. -To understand what different events do in code. 	<p>Online Safety <u>Spread Sheets 2.3</u></p> <ul style="list-style-type: none"> -To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. -To learn how to copy and paste in 2Calculate. To use the totalling tools. -To use a spreadsheet for money calculations. To use the 2Calculate equals tool to check calculations. -To use 2Calculate to collect data and produce a graph. 	<p>Online Safety <u>Presenting Ideas 2.8</u></p> <ul style="list-style-type: none"> -To explore how a story can be presented in different ways. -To make a quiz about a story or class topic. -To make a fact file on a non-fiction topic. -To make a presentation to the class 	<p>Online Safety <u>Making Music 2.7</u></p> <ul style="list-style-type: none"> -To make music digitally using 2Sequence. -To explore, edit and combine sounds using 2Sequence. -To edit and refine composed music. To think about how music can be used to express feelings and create tunes which depict feelings. -To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash. 	<p>Online Safety <u>Movie Makers</u></p>



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		-To understand the function of buttons in a program. =To understand and debug simple programs			-To use these sounds to create tunes in 2Sequence.	
Music	<u>How does music help us to make friends?</u> Exploring Simple Patterns <ul style="list-style-type: none"> • Singing • Performance • Improvisation • Composition • Listening • Musicianship Beat, pulse Rhythm Pitch	<u>How does music teach us about the past?</u> Focus on Dynamics and Tempo <ul style="list-style-type: none"> • Singing • Performance • Improvisation • Composition • Listening • Musicianship Beat, pulse Rhythm Pitch	<u>How does music make the world a better place?</u> <ul style="list-style-type: none"> • Singing • Performance • Improvisation • Composition • Listening • Musicianship Beat, pulse Rhythm Pitch	<u>How does music teach us about our neighbourhood?</u> <ul style="list-style-type: none"> • Singing • Performance • Improvisation • Composition • Listening • Musicianship Beat, pulse Rhythm Pitch	<u>How does music make us happy?</u> <ul style="list-style-type: none"> • Singing • Performance • Improvisation • Composition • Listening • Musicianship Beat, pulse Rhythm Pitch	<u>How does music teach us about looking after our planet?</u> <ul style="list-style-type: none"> • Singing • Performance • Improvisation • Composition • Listening • Musicianship Beat, pulse Rhythm Pitch
PE	Fundamentals To develop balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope. Dance	Athletics To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To develop technique when taking part in an athletics carousel. Invasion To understand what being in possession means and	Gymnastics To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus.	Sending and Receiving To roll a ball towards a target. To be able to track and receive a rolling ball. To be able to stop, send and receive a ball with your feet. To develop throwing and catching skills. To send and receive a ball using a racket. Fitness To understand how to	Striking and Fielding To be able to track a rolling ball and collect it. To develop accuracy in underarm throwing and consistency in catching when fielding a ball. To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. To develop striking for distance and accuracy.	Net and Wall To develop racket familiarisation. To develop placing an object. To use the ready position to defend space on court. To develop returning a ball with hands. To develop returning a ball using a racket. To move an opponent to win a point. Ball Skills To be able to roll a ball to hit a target.



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	<p>To repeat, link and choose actions.</p> <p>To create actions and accurately copy other's actions.</p> <p>To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>To perform in unison creating shapes with a partner.</p> <p>To be able to mirror a partner and create ideas.</p> <p>To copy, repeat and create actions in response to a stimulus.</p> <p>To copy, create and perform actions considering dynamics.</p> <p>To create a short dance phrase with a partner showing clear changes of speed.</p>	<p>support a teammate to do this.</p> <p>To use a variety of skills to score goals.</p> <p>To develop stopping goals.</p> <p>To learn how to gain possession of the ball.</p> <p>To develop an understanding of marking an opponent.</p> <p>To learn to apply simple tactics for attacking and defending.</p>	<p>Target Games</p> <p>To develop an understanding of target games and consider how much power to apply when aiming at a target.</p> <p>To understand how to score in different target games using overarm throwing.</p> <p>To develop understanding of different target games using the skill of kicking.</p> <p>To develop striking to a target.</p> <p>To develop hitting a moving target.</p> <p>To select an appropriate skill to play a game.</p>	<p>run for longer periods of time without stopping.</p> <p>To develop co-ordination and timing when jumping in a long rope.</p> <p>To develop individual skipping.</p> <p>To take part in a circuit to develop stamina and agility.</p> <p>To explore exercises that use your own body weight.</p> <p>To develop 'ABC,' agility, balance and co-ordination.</p>	<p>To develop decision making to get a batter out.</p> <p>To develop decision making when under pressure.</p> <p>Team Building</p> <p>To follow instructions and work with others.</p> <p>To co-operate and communicate in a small group to solve challenges.</p> <p>To create a plan with a group to solve the challenges.</p> <p>To communicate effectively and develop trust.</p> <p>To work as a group to solve problems.</p> <p>To work with a group to copy and create a basic map.</p>	<p>To develop co-ordination and be able to stop a rolling ball.</p> <p>To develop technique and control when dribbling a ball with your feet.</p> <p>To develop control and technique when kicking a ball.</p> <p>To develop co-ordination and technique when throwing and catching.</p> <p>To develop control and co-ordination when dribbling a ball with your hands.</p>
MFL	The Family	Clothes	The World Around Us (Space)	Animals and Home Environment	Leisure	Summer Holidays
Themed Days and Weeks	<ul style="list-style-type: none"> Black History Week 	<ul style="list-style-type: none"> Remembrance Anti-Bullying Week Safer Internet Day 	<ul style="list-style-type: none"> Internet Safety Week Story telling week 	<ul style="list-style-type: none"> World Book Day Comic Relief Day 	<ul style="list-style-type: none"> St. George's Day, Mental Health Awareness 	<ul style="list-style-type: none"> DT Week Refugee Week Curriculum enrichment



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