

## Inmans Y5 LTP

<p style="text-align: center;"><b>What was life like for a Victorian child? History</b></p>	<p style="text-align: center;"><b>How do rivers differ? Geography</b></p>	<p style="text-align: center;"><b>How has Egypt changed since ancient times? History/ Geography</b></p>	<p style="text-align: center;"><b>Will the next space travel be similar to the moon landing? History/science</b></p>	<p style="text-align: center;"><b>How is England important in Europe? Geography/History</b></p>
<p><b>Knowledge and Understanding of the world</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – life during the Victorian era.</p>	<p><b>Knowledge and Understanding of the world</b></p> <p>♣ 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</p> <p>describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water</p> <p>♣use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Knowledge and Understanding of the world</b></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p><b>Knowledge and Understanding of the world</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – the space race</p>	<p><b>Knowledge and Understanding of the world</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – the changing importance of England, the empire and recent developments with Brexit.</p> <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>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</p>

<p><b>RE &amp; SMSC</b></p> <p><b><u>Expressions of faith</u></b></p> <p>Key Question: How do people express their faith?</p> <p>Jigsaw – Being me in my world</p>	<p><b>RE &amp; SMSC</b></p> <p>Christmas Unit</p> <p>Jigsaw – celebrating difference</p>	<p><b>RE &amp; SMSC</b></p> <p><b><u>Faith in action</u></b></p> <p>Key Question: What inspires people to follow a faith and what is the cost?</p> <p>Jigsaw – dreams and goals</p>	<p><b>RE &amp; SMSC</b></p> <p><b><u>Pilgrimage</u></b></p> <p>Key Question: Why do people of faith make a pilgrimage?</p> <p>Jigsaw – healthy me</p>	<p><b>RE &amp; SMSC</b></p> <p>Jigsaw – relationships (elements of appropriate changing me unit also)</p>
<p><b><u>Creative Development</u></b></p> <p><b><u>Art</u></b> To create sketch books to record their observations and use them to review and revisit ideas Learn about great artists, architects and designers in history – William Morris</p> <p><b><u>Music – Livin’ on a Prayer</u></b> Sing in solo and ensemble contexts, using their voices with increasing accuracy and control</p>	<p><b><u>Creative Development</u></b></p> <p><b><u>Art</u></b> 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]</p> <p><b><u>Music – Classroom Jazz</u></b> 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>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p><b><u>Creative Development</u></b></p> <p><b><u>Art</u></b> Learn about great artists, architects and designers in history</p> <p><b><u>Music – Make you Feel my Love / Fresh Prince</u></b> Listen with attention to detail and recall sounds</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p><b><u>Creative Development</u></b></p> <p><b><u>Art</u></b> 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]</p> <p><b><u>Music – Dancing in the Street</u></b> Play an instrument in solo and ensemble contexts with increasing accuracy and control</p> <p>Use staff and other musical notations</p>	<p><b><u>Creative Development</u></b></p> <p><b><u>Art</u></b> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b><u>Music – Reflect</u></b> Sing in solo and ensemble contexts, using their voices with increasing accuracy and control (End of year production)</p>

<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>♣ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><b>Physical Development</b></p> <p>Perform dances using a range of movement patterns</p>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>♣ 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</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>♣ 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</li> </ul>
<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple</p>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b> 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>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b> 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.</p> <p>Design, write and debug programs that accomplish specific goals, including</p>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b> 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.</p> <p><b>D&amp;T</b> In other enquiries</p> <p><b>Science</b></p>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b> 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.</p> <p><b>D&amp;T</b> In other enquiries</p>

<p>algorithms work and to detect and correct errors in algorithms and programs.</p> <p>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.</p> <p><b><u>D&amp;T – Fairgrounds</u></b></p> <p>use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, exploded diagrams, prototypes and pattern pieces.</p> <p>select from and use a wider range of tools and equipment</p>	<p><b><u>Science</u></b></p> <p>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> <ul style="list-style-type: none"> <li>♣ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>♣ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>♣ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>♣ demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>♣ explain that some changes</li> </ul>	<p>controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p><b><u>D&amp;T – Flat breads</u></b></p> <p>apply the principles of a healthy and varied diet</p> <p>prepare and cook predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how ingredients are grown, reared, caught and processed.</p> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>♣ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>♣ identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>♣ recognise that some</li> </ul>	<ul style="list-style-type: none"> <li>♣ describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>♣ describe the movement of the Moon relative to the Earth</li> <li>♣ describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>♣ use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>♣ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>♣ describe the life process of reproduction in some plants and animals.</li> </ul>
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<p>to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties.</p> <p>investigate and analyse existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others</p> <p><b><u>Science</u></b></p> <p>♣ describe the changes as humans develop to old age.</p>	<p>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>mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>		
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