



## Straits International School. Year 5 Long Term Plan

### Year 5

Subject	Autumn		Spring		Summer	
	1 <sup>st</sup> half term	2 <sup>nd</sup> half term	1 <sup>st</sup> half term	2 <sup>nd</sup> half term	1 <sup>st</sup> half term	2 <sup>nd</sup> half term
English	<p><b><u>There's a lesson in that – fables and stories to teach us</u></b></p> <p><b>Skills covered:</b> Aesop's fables; story features; my point of view; proverbs; a twist in traditional tales; dialogue; figurative language; hold a discussion forum. <b>Assessment points:</b> Write a fable– wk 4</p> <p><b><u>Travel Writing:</u></b> <b>Skills covered:</b> Use language devices to produce a travel leaflet; use powerful adjectives and verbs to produce rich writing <b>Assessment points:</b> Create a travel leaflet on chosen country - wk 8</p>	<p><b><u>Exploring space – biographies, journals and interviews</u></b></p> <p><b>Skills covered:</b> building sentences; comparing biographies; making links; past tenses; discuss interviews; compare journals. <b>Assessment points:</b> write a journal/blog– wk 4</p> <p><b><u>Reflections – poems</u></b></p> <p><b>Skills covered:</b> read and compare poems; haikus; free verse nature poems; rhyming poems. <b>Assessment points:</b> write a haiku– wk 6</p>	<p><b><u>Myths and legends forever</u></b></p> <p><b>Skills covered:</b> explore texts; direct and reported speech; work with words; hero; developing viewpoints; screenplay. <b>Assessment points:</b> write own myth or legend– wk 4</p>	<p><b><u>Adventure narrative: Floodland</u></b></p> <p><b>Adventure Narratives</b> <b>Skills covered:</b> Use appropriate vocabulary, use a variety of punctuation; Use a range of time conjunctions. <b>Assessment points:</b> Week 2 – character development Week 4 – Extended writing: Adventure narrative using mastery model</p> <p><b><u>Let's perform – nonsense poem and plays</u></b></p> <p><b>Skills:</b> perform poems; stories to adapt; creating characters; play scripts. <b>Assessment points:</b> write a play script– wk6</p>	<p><b><u>A different type of story – narrative poems</u></b></p> <p><b>Skills covered:</b> develop poetic language; read with understanding; using a frame; compare and contrast; deeper meaning. <b>Assessment points:</b> use a frame to write a poem– wk 2</p> <p><b><u>A box of delights – traditional tales</u></b></p> <p><b>Skills:</b> verb tenses; write a synopsis; variety in writing; pronouns and prepositions; traditional tales. <b>Assessment points:</b> write own tale– wk 6</p>	<p><b><u>Share your views – persuasive writing, advertisements and opinions</u></b></p> <p><b>Skills covered:</b> analyse a poster; sound persuasive; giving information; film reviews; formal or informal. <b>Assessment points:</b> present an oral review– wk 4</p> <p><b><u>Tell me how... - explanation texts</u></b></p> <p><b>Skills:</b> learn about style; follow instructions; clear and precise; connectives; complex sentences. <b>Assessment points:</b> write an explanation text– wk 8</p>



## Straits International School. Year 5 Long Term Plan

<b>Mathematics</b>	<p><u>Unit 1: Number and problem solving</u></p> <p><b>Skills covered:</b> Place Value. Ordering and rounding. Sequences (1). Addition and subtraction. Multiplication and division. Factors.</p> <p><b>Assessment points:</b> Wk 5 – unit test</p> <p><u>Unit 2: Geometry and problem solving</u></p> <p><b>Skills covered:</b> Shapes (Parallel and perpendicular, Triangles, Cuboid.), Position and movement (Coordinates. Translation and reflection).</p> <p><b>Assessment points:</b> Wk 10 – unit test</p>	<p><u>Unit 3: Measure and problem solving</u></p> <p><b>Skills covered:</b> Mass. Time and Time tables (1). Area and perimeter (1)</p> <p><b>Assessment points:</b> Wk 5 (after term break) – unit test</p> <p><u>Revision for Term 1 Unit 1 – 3.</u></p>	<p><u>Unit 4: Number and problem solving cont.</u></p> <p><b>Skills covered:</b> Sequences (2). Decimal System. Positive and negative numbers. Doubling and halving.</p> <p><b>Assessment points:</b> Wk 5 – unit test</p> <p><u>Unit 5: Handling data and problem solving</u></p> <p><b>Skills covered:</b> Questions and surveys. Examining data. Probability. Line graphs. Finding the mode.</p> <p><b>Assessment points:</b> Wk 9 – unit test</p>	<p><u>Unit 6: Measure and problem solving</u></p> <p><b>Skills covered:</b> Length. Time (2). Area and perimeter (2)</p> <p><b>Assessment points:</b> Wk 4 (after term break) – unit test</p> <p><u>Revision for Term 1 and 2. Unit 1 – 3.</u></p>	<p><u>Unit 7: Number cont</u></p> <p><b>Skills covered:</b> Mental Strategies. Fractions, Decimals and Percentages. Ration and proportion.</p> <p><b>Assessment points:</b> Wk 4 – unit test</p> <p><u>Unit 8: Geometry and problem solving</u></p> <p><b>Skills covered:</b> Angles, Shapes (Triangles, Symmetry, 3D Shapes). Position and Movement (Coordinates and Transformation)</p> <p><b>Assessment points:</b> Wk 7 – unit test</p>	<p><u>Unit 9: Measure and problem solving</u></p> <p><b>Skills covered:</b> Capacity. Time (3). Area and perimeter (3)</p> <p><b>Assessment points:</b> Wk 10 – unit test</p>
--------------------	---	---	---	--	---	---



## Straits International School. Year 5 Long Term Plan

<b>Science</b>	<p><b><u>Unit 1:</u></b> <b><u>Investigating plant growth</u></b></p> <p><b>Skills covered:</b> Explain the process of pollination, fertilisation, seed production, seed dispersal and germination. Learn the importance of each stage.</p> <p><b>Experiments:</b> 1. Identifying the different parts of a seed. (Dicotyledon)</p> <p>2. Investigate conditions needed for germination.</p> <p>3. Investigate the effect of light on plant growth.</p> <p><b>Assessment points:</b> Describe about plant life cycles. Mastery model</p>	<p><b><u>Unit 2:</u></b> <b><u>The life cycle of flowering plants</u></b></p> <p><b>Skills covered:</b> Identify the male and female part of the flower. Learn the functions of each flower part.</p> <p><b>Experiments:</b> 1. Observe and draw a flower.</p> <p>2. Research on seed dispersal.</p> <p><b>Assessment points:</b> Label male and female parts of a flower.</p> <p>Mastery model</p>	<p><b><u>Unit 3:</u></b> <b><u>States of matter</u></b></p> <p><b>Skills covered:</b> Understand the processes involved when changing from liquid to gas and gas to liquid.</p> <p><b>Experiments:</b> 1. Comparing evaporation in a cool and a warm place.</p> <p>2. Evaporation in different shaped containers.</p> <p>3. Evaporation from a solution.</p> <p>4. Investigating the boiling point and melting point</p> <p><b>Assessment points:</b> Writing a scientific report on experiment. Mastery model</p>	<p><b><u>Unit 4:</u></b> <b><u>The way we see things</u></b></p> <p><b>Skills covered:</b> Understand how we see and how light reflects. Investigate how light travel through opaque, transparent and translucent materials.</p> <p><b>Experiments:</b> 1. Investigate how we see an object.</p> <p>2. Investigate how well different surfaces reflect light.</p> <p>3. Demonstrate how light travels when it reflects.</p> <p><b>Assessment points:</b> Explain how light reflects and how light travels. Mastery model</p>	<p><b><u>Unit 5:</u></b> <b><u>Shadows</u></b></p> <p><b>Skills covered:</b> Understand how shadow is formed.</p> <p><b>Experiments:</b> 1. Make a shadow puppet show.</p> <p>2. Investigate the size of a shadow.</p> <p>3. Measuring the light intensity.</p> <p><b>Assessment points:</b> Explain how shadow is formed Mastery model</p>	<p><b><u>Unit 6:</u></b> <b><u>The Earth and Beyond</u></b></p> <p><b>Skills covered:</b> Understand about the Sun, our moon and Earth, how they all complement each other and the effect this has on us.</p> <p><b>Assessment points:</b> Explain how the solar system works. Mastery model</p>
----------------	---	---	--	--	---	--



**Straits International School. Year 5 Long Term Plan**

--	--	--	--	--	--	--



## Straits International School. Year 5 Long Term Plan

<b>Humanities</b>	<p><u>History: The Vikings</u></p> <p><b>Skills covered:</b> Explain where Vikings originate from, raids, longboats and religious beliefs.</p> <p><b>Assessment points:</b> Wk3: Instructions for raids Wk 5: Diary entry Wk 7: Mastery model</p>	<p><u>Geography: Exploring Europe</u></p> <p><b>Skills covered:</b> Collect information about a country, Compare and contrast European countries and cities Find answers to geographical questions, Create detailed plans and plan a journey to another part of the world.</p> <p><b>Assessment points:</b> Wk 3: Describe a city in Europe (Postcard) Wk 5: Present itinerary to get from Malaysia to a city in Europe. Wk 7: Mastery model</p>	<p><u>History: Why were Norman Castles so bouncy?</u></p> <p><b>Skills covered:</b> Use dates and historical language, Describe historical events, make comparisons, Explain changes in history. Research the life of one person who had an influence Infer from artefacts and artwork</p> <p><b>Assessment points:</b> Wk 2: Make comparisons. Wk 4: Research and present a famous person who influenced change. Wk 6: Mastery model</p>	<p><u>Geography: Wondrous weather (Tsumani, storms floods, Hurricanes)</u></p> <p><b>Skills covered:</b> Identify and explain environmental changes. Investigate the impact of these weather types. Recognise survival strategies. Explain physical changes, find possible answers to their own questions,</p> <p><b>Assessment points:</b> WK 2: Descriptive writing on volcanoes Wk 4 – Descriptive writing on volcanoes Wk 6: Mastery model</p>	<p><u>Geography: Marvellous Maps</u></p> <p><b>Skills covered:</b> Identify and name the 6 different biomes. Begin to recognise climate of a given country. Compare the different biomes and identify how plants and animals have adapted to survive in these regions. Report on ways that humans have damaged the environment, Explain how biomes fit into its wider geographical location with reference to physical features.</p> <p><b>Assessment points:</b> Wk 3: Report on how humans have damaged a biome of their choice Wk 4: Mastery model.</p>	<p><u>History: How has crime and punishment changed over the years?</u></p> <p><b>Skills covered:</b> Begin to appreciate decisions made through parliament, Appreciate that significant events in history have shaped today, develop an understanding of how crime and punishment has changed. Test out a hypothesis in order to answer a question</p> <p><b>Assessment points:</b> Wk 3 - Report on a punishment Wk 4 – Mastery model</p>
-------------------	---	--	---	--	--	---



## Straits International School. Year 5 Long Term Plan

<b>Computer Science</b>	<p><u>E-Safety and Edmodo</u></p> <p><b>Skills covered:</b> Staying safe online, Keeping information private, who to ask for help, using the internet safely. Using Edmodo. Identify common uses of technology. Creating a google emailaccount (if required)</p> <p><b>Assessment points:</b> Complete an E-safety questionnaire and a Skills covered test to ensure the basics messages are understood. Mastery model</p>	<p><u>Communication software using publisher and powerpoint</u></p> <p><b>Skills covered:</b> Basic tools in presentation software Print screen, cropping a picture Annotating images Saving work safely and securely Basic tools in word processing software Basic tools in publishing software Presenting information to small groups</p> <p><b>Assessment points:</b> Presentation of previous unit to consolidate learning using software to demonstrate knowledge. Mastery model</p>	<p><u>Introduction to scratch</u></p> <p><b>Skills covered:</b> Writing Algorithms, Problem solving, Sequencing, Selecting and iterating code. Documenting work, Using variables</p> <p><b>Assessment points:</b> Creating a game: Creating, documenting, evaluating. Mastery model</p>	<p><u>Project work</u></p> <p><b>Skills covered:</b> Research task in order to: Evaluate digital content, understand opportunities arising from networks. Use of communication and collaboration. i.e. google docs etc.</p> <p><b>Assessment points:</b> Present findings to an audience covering the main topics of the unit. Mastery model</p>	<p><u>Film and editing</u></p> <p><b>Skills covered:</b> Learning basics of filming and Video editing including video splicing, cropping and merging. Using voice over. Using stills in videos in order to provide title and end pages to videos.</p> <p><b>Assessment points:</b> Produce a podcast about a given subject. Use online tools to create a narrativeboard and short film. Mastery model</p>	<p><u>Types and components of computer systems</u></p> <p><b>Skills covered:</b> Understanding ICT applications Online website authoring</p> <p><b>Assessment points:</b> Test based Assessment.  Pupils to create a website with assistive programming software. Mastery model</p>
-------------------------	--	---	---	--	---	---



## Straits International School. Year 5 Long Term Plan

<b>PSHE/Moral</b>	<p><u>Self Esteem</u></p> <p><b>Skills covered:</b> To see oneself as special, to recognise strengths, abilities and personal characteristics. To have begun to build self-esteem and confidence by looking at their achievements. To begin positive things about themselves and their achievements. Know that people are the product of different genes and environments.</p>	<p><u>Global Citizenship</u></p> <p><b>Skills covered:</b> To identify and compare the lives of people living in other places and times. To discuss people with different values and customs in order to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help. To learn how to help their community. Being responsible, fair, hardworking, honest and polite in their community</p>	<p><u>It's my body</u></p> <p><b>Skills covered:</b> Choosing healthy options in relation to food, exercise, rest. Know that body changes are preparation for maturity. Explain why it is important to keep clean. Describe how to look after particular parts of the body. Be able to discuss and ask questions about changing bodily needs.</p>	<p><u>Healthy relationships and friendships</u></p> <p><b>Skills covered:</b> Explore different friendships and relationships, including marriage. Discuss how to build good relationships. To appreciate the importance of friendship in relationships. Explain the similarities and differences between friendships and relationships.</p>
-------------------	--	--	---	--



## Straits International School. Year 5 Long Term Plan

<b>Islamic Studies</b>	<p><u>Pillar Of Islam &amp; Iman</u> Pillar of Islam :</p> <ul style="list-style-type: none"> <li>Hajj : pilgrimage to Mecca</li> </ul> <p>Pillar of Iman :</p> <ul style="list-style-type: none"> <li>Belief in the Day of Judgment.</li> </ul> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Write short essay of how Quran guide us in everyday life (50 words)</p>	<p><u>Angel (Malaikat) in Islam</u></p> <ul style="list-style-type: none"> <li><b>Raqib:</b> Sits on man's right shoulder to record his/her good deeds.</li> <li><b>Atid:</b> Sits on man's left shoulder to record his/her evil deeds.</li> </ul> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Write short story of responsibility of angel in human everyday life.</p>	<p><u>Muhammad Becomes a Prophet</u> The <b>Hadis</b> of the Prophet Muhammad SAW</p> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Write an essay of 50 words on How we can follow the Hadis of the Prophet Muhammad in our daily life.</p>	<p><u>I love Solah</u> Niah for solah Magrib and how to perform the solah</p> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Practical- solah maghrib</p>	<p><u>Eid Mubarak Sunnah during Eid Mubarak</u> 1- listen to khutbah 2- The sunnah greeting that you should be saying on eid: "Taqabbala Allah minna wa minkum" (May Allah accept from us the good deeds and also from you). The easiest response to this is to say "Ameen".</p> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Role play</p>	<p><u>I obey my Parents</u> 2 Hadis related to obey to parents.</p> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Short drama performance on the consequences if don't obey parents.</p>
<b>Bahasa Malaysia</b>	<p><u>Home life-</u></p> <p><b>Skills covered</b> Listening, speaking, reading, writing and presentation Skills covered</p> <p><b>Assessment points:</b> Grammar –"Kata nama AM and Khas" and write a complete sentence with at least 7 words in a sentence.</p>	<p><u>Routine in school</u></p> <p><b>Skills covered:</b> Listening, speaking, reading, writing and presentation Skills covered</p> <p><b>Assessment points:</b> Grammar – Personal pronouns, Possessive determiners, Possessive pronouns</p>	<p><u>Special occasion</u></p> <p><b>Skills covered:</b> Listening, speaking, reading, writing</p> <p><b>Assessment points:</b> Grammar- Adjective and Write a short paragraph of essay with 3 main point and explanation.</p>	<p><u>Special occasion</u></p> <p><b>Skills covered</b> Listening, speaking, reading, writing and role play</p> <p><b>Assessment points:</b> Grammar- Kata Sendi and write an essay with 4 main point and elaboration.</p>	<p><u>Thrifty in everyday life</u></p> <p><b>Skills covered</b> Listening, speaking, reading, writing and presentation Skills covered</p> <p><b>Assessment points:</b> Sistem Bahasa – Kata Tanya and summary writing with including 3 main points</p>	<p><u>Thrifty in everyday life</u></p> <p><b>Skills covered</b> Listening, speaking, reading, writing and presentation Skills covered</p> <p><b>Assessment points:</b> Grammar- Sinonim and summary writing with including 5 main points.</p>





## Straits International School. Year 5 Long Term Plan

<b>Sejarah</b>	<p><u>Historical places in Malaysia</u></p> <p><b>Skills covered:</b> Listening, speaking, reading, writing and presentation Skills</p> <p><b>Assessment points:</b> Group work Presentation 'Our favourite places in Malaysia'</p>	<p><u>Interesting places in Malaysia</u></p> <p><b>Skills covered:</b> Listening, speaking, reading, writing and presentation Skills</p> <p><b>Assessment points:</b> Group work Presentation 'How and Why do we need to preserve the historical places/heritage buildings'</p>	<p><u>Flag/logo</u></p> <p><b>Skills covered:</b> Listening, speaking, reading, writing and presentation Skills</p> <p><b>Assessment points:</b> Individual work Write Assessment</p>	<p><u>Flags and National Anthem</u></p> <p><b>Skills covered:</b> Listening, speaking, reading, writing and presentation Skills</p> <p><b>Assessment points:</b> Designing Malaysia Flag in a creative way</p>	<p><u>Culture and Language (P1)</u></p> <p><b>Skills covered:</b> Listening, speaking, reading, writing and presentation Skills</p> <p><b>Assessment points:</b> Group work 'Role Play'</p>	<p><u>Culture and Language (P1)</u></p> <p><b>Skills covered:</b> Listening, speaking, reading, writing and presentation Skills</p> <p><b>Assessment points:</b> Group presentation 'Our Culture'</p>



## Straits International School. Year 5 Long Term Plan

<b>Advanced Mandarin</b>	<p><u>Cultural and Festival</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> Listening: Distinguish if a full stop or question mark sentences Speaking: Answer the question following the picture Reading: Read the content fluently Writing: Rearrange sentences</p>	<p><u>Hero stories</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> Listening: Listen and choose the answer Speaking: Storytelling using the conjunction word Reading: Using proper tones when reading the dialogue Writing: Create a short poem</p>	<p><u>Festivals</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> Listening: Distinguish full stop or question mark sentences Speaking: Answer the question following the picture Reading: Read the content fluently Writing: Rearrange sentence</p>	<p><u>Honesty</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> Listening: Listen and choose the answer Speaking: Storytelling Reading: Fill in the table Writing: Rearrange sentences</p>	<p><u>Historical figures</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> Listening: Listen and choose the answer Speaking: Role play Reading: Rearrange the narrative Writing: Making sentences</p>	<p><u>Honesty</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> Listening: Listen and choose the answer Speaking: Storytelling Reading: Fill in the table Writing: To complete an essay</p>
--------------------------	--	---	--	--	---	---



## Straits International School. Year 5 Long Term Plan

<b>Intermediate Mandarin</b>	<p><u>Countries</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> PT1: Match the names and countries  PT2: Match the picture of the countries  MT: Make the sentences according to the given picture, provided key words such as countries, people</p>	<p><u>Clothes and weather</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing Role Play</p> <p><b>Assessment points:</b> PT1: Match the clothes to the weather  PT2: Role play on (role play on site)  MT: Translate the sentences from Mandarin to English and English to Mandarin</p>	<p><u>Public service places</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> PT1: Role play the role about ordering food (listening assessment points)  PT2: Produce a Chinese restaurant's menu  MT: State the Chinese food in a phrase</p>	<p><u>School subjects, stationery and facilities</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> PT1: Label the stationery with the object  PT2: Create a timetable with subjects  MT: Write the Western food with the given Pin Yin</p>	<p><u>Chinese food and Western food</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> PT1: Label the food from the food stalls picture  PT2: Produce a Chinese and Western food menu  MT: Translate the English term mandarin</p>	<p><u>Transportation</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> PT1: Label the keywords and distinguish transportation to air, road, sea  PT2: Match the job with the transportation  MT: Read the short text of the keywords (reading skill assessed)</p>
------------------------------	--	--	---	--	---	---



## Straits International School. Year 5 Long Term Plan

<b>EAL</b>	<p><u>You have one new message</u></p> <p><b>Skills covered:</b> Answer multiple choice questions about a computer club, identify the format of an email, past continuous, listening activity (shopping trip to a computer store), and be familiar with technology verbs.</p> <p><b>Assessment points:</b> Write an email, use past continuous to discuss about gadgets</p>	<p><u>Let's have some fun!</u></p> <p><b>Skills covered:</b> Comprehension question about a film fan, complete notes about an exhibition, listen to information about a band competition and identify the important details, use suitable vocabulary to suggest/accept and refuse something, adjectives to describe movies</p> <p><b>Assessment points:</b> Use 6 adjectives to write movie reviews, do an interview about popular TV programs</p>	<p><u>What a sunny day!</u></p> <p><b>Skills covered:</b> Take part in conversations about places and events, reply and email about a terrible holiday, differentiate between will and going to, use must/mustn't.</p> <p><b>Assessment points:</b> Use will/going to to talk about future plans, create posters for road signs by using must/mustn't</p>	<p><u>I've got a cold</u></p> <p><b>Skills covered:</b> Write first conditional questions, (something/anything/not hing), reading comprehension (new timetable),</p> <p><b>Assessment points:</b> Information gap, complete the sentences so that they are true for you</p>	<p><u>Has he been on holiday?</u></p> <p><b>Skills covered:</b> Take part in a discussion about a holiday in Greece, identify different travel verbs, use present perfect correctly, take part in a debate about travelling alone vs. in groups, fill in details related to a trip.</p> <p><b>Assessment points:</b> Write a dialogue containing a designated word, do a presentation entitled 'planning a trip'.</p>	<p><u>She might be a vet</u></p> <p><b>Skills covered:</b> Practise answering reading comprehension questions, analyse the meanings behind notices and posters, identify different jobs around the world, Write emails to invite and apologise, identify the mistakes in the sentences given</p> <p><b>Assessment points:</b> Draw inferences from notices and posters</p>
------------	---	--	---	---	---	--



## Straits International School. Year 5 Long Term Plan

PE	<u>Invasion Games</u>	<u>Fitness &amp; Athletics</u>	<u>Invasion Games</u>	<u>Aquatics</u>	<u>Dance &amp; Gymnastics</u>	<u>Striking and Fielding</u>
	<p style="text-align: center;"><u>Football / Netball</u></p> <p><b>Skills covered:</b> Mastery of: Dribbling / running with the ball Controlling the ball Passing with accuracy Keeping possession and decision making. Shooting / running at a target</p> <p><b>Assessment points:</b> Demonstrate dribbling, stopping and passing techniques showing levels of consistency</p> <p>Begin to choose when to pass or dribble, so that they keep control and progress towards a target</p> <p>Begin to shoot at a goal with confidence and good technique</p>	<p><b>Skills covered:</b> Mastery of: Throw for accuracy Jumping for height or distance Running at speeds Running as part of team (Relays)</p> <p><b>Assessment points:</b> Recognise that there are different styles of running</p> <p>Run consistently and smoothly at different speeds</p> <p>Throw a range of equipment into a target area with accuracy and consistency</p> <p>Demonstrate different jumps showing power, control and consistency at take-off and landing</p> <p>Understand the basic principles of relay take-overs</p>	<p style="text-align: center;"><u>Basketball / Dodgeball</u></p> <p><b>Skills covered:</b> Mastery of: Controlling a ball whilst moving. Be able to change direction in possession. Shooting / running at a target.</p> <p><b>Assessment points:</b> Be able to pass and receive the ball showing different techniques with increased levels of accuracy and consistency.</p> <p>Begin to choose when to pass or dribble, so that they keep control and progress towards a target</p> <p>Begin to shoot at a goal with confidence and good technique</p>	<p><b>Skills covered:</b> Mastery of: Backstroke starts. Breast stroke technique for arms and legs. Water Safety awareness</p> <p><b>Assessment points:</b> To show correct technique for backstroke.</p> <p>To begin to learn the correct technique for breast stroke with a focus on legs and arms.</p> <p style="text-align: center;"><u>Net / Wall Games</u></p> <p style="text-align: center;"><u>Badminton / Volleyball</u></p> <p><b>Skills covered:</b> Mastery of: Serving Receiving technique Speed around the court To begin to understand the rules by playing modified games.</p>	<p style="text-align: center;"><u>Gymnastics</u></p> <p><b>Skills covered:</b> Mastery of: Static positions Balance Beam Skipping Spring and Land</p> <p><b>Assessment points:</b> Demonstrate some ability to perform a static hold</p> <p>Perform a skipping routine</p> <p>Understand the principles behind effective jumping and build sequences that include this skill</p> <p>Perform partner balances and combine these with other actions to make sequences with changes of level and clarity of shape.</p> <p>Develop their own sequences by understanding, choosing and applying a range of compositional ideas</p>	<p style="text-align: center;"><u>Cricket / Rounders</u></p> <p><b>Skills covered:</b> Mastery of: Throw and catching Striking a ball using a bat Fielding and stopping techniques (long barrier). To begin to understand the rules by playing modified games.</p> <p><b>Assessment points:</b> Strike a ball with intent and throw it more accurately when fielding</p> <p>To develop the accuracy and consistency of their underarm throwing and catching skills</p> <p>Field with increased accuracy</p> <p>Return the ball quickly and accurately when fielding</p>



## Straits International School. Year 5 Long Term Plan

			<p><u>Aquatics</u></p> <p><b>Skills covered:</b> Mastery of: Freestyle with breathing technique recap. Seated dive. Backstroke techniques.</p> <p><b>Assessment points:</b> Be able to swim different strokes aided / unaided.</p> <p>Demonstrate correct technique for Freestyle.</p> <p>Perform a seated dive.</p>	<p><b>Assessment points:</b> Use correct technique to perform a serve</p> <p>Show some ability to receive and return a shuttlecock</p> <p>Demonstrate increased levels of speed and agility when moving around the court.</p> <p>To use and adapt rules to play games that improve their serving and returning</p>		<p>To use and adapt rules to play games that improve their batting, bowling and fielding skills</p>
--	--	--	--	--	--	---



## Straits International School. Year 5 Long Term Plan

<b>Music</b>	<p><u>Instrumentation (Recorder)</u></p> <p><b>Skills covered:</b> learn the correct embouchure played any combination of rhythm experience sets students up for playing any band (Teamwork) develop eye and hand coordination</p> <p><b>Assessment points:</b> perform in solo and ensemble contexts</p>	<p><u>Instrumentation Ensemble</u></p> <p><b>Skills covered:</b> learn the correct embouchure played any combination of rhythm experience sets students up for playing any band (Teamwork) develop eye and hand coordination</p> <p><b>Assessment points:</b> Perform in solo and ensemble contexts including tune and unturned instruments.</p>	<p><u>The Joy of Body Percussion</u></p> <p><b>Skills covered:</b> As part of a group, create a piece of music using only percussion • Maintain their rhythm while others are playing a different one • Perform as part of a group (percussion instruments)</p> <p><b>Assessment points:</b> Be able to keep to a steady rhythm, firstly with a body part and then with an instrument</p>	<p><u>Vocal Ensemble (African -theme)</u></p> <p><b>Skills covered:</b> Be able to use voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and develop an understanding of the history of cultural music</p> <p><b>Assessment points:</b> Collaborating in rehearsals and perform for the production</p>	<p><u>Production Preparation</u></p> <p><b>Skills covered:</b> Be able to use voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of recorded music</p> <p><b>Assessment points:</b> Sings with reference to dynamics, timbre, and other relevant elements. Maintains a vocal or instrumental part in a group.</p>	<p><u>Production Preparation</u></p> <p><b>Skills covered:</b> Be able to use voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of recorded music</p> <p><b>Assessment points:</b> Sings with reference to dynamics, timbre, and other relevant elements. Maintains a vocal or instrumental part in a group.</p>
<b>Drama</b>	<p><u>Leaving Home: Migration</u></p> <p><b>Skills covered:</b> Mantle of the expert Improvisation Ritual Physical theatre Puppets and objects Soundscapes Freeze frames</p>	<p><u>Circus</u></p> <p><b>Skills covered:</b> Melodramatic acting Comedic acting Synchronised movement. Mime Clowning</p> <p><b>Assessment points:</b></p>	<p><u>Scripts</u></p> <p><b>Skills covered:</b> Elements of scripts Mood Tension and suspense Directing Characterisation Body language Facial expressions Tone</p>	<p><u>Roald Dahl</u></p> <p><b>Skills covered:</b> Characterisation Hot Seating Storytelling Miming Flashbacks Role-play Improvisation</p>	<p><u>Preparation for end of year production.</u></p> <p><b>Skills covered:</b> Working from a stimulus Script memorising Articulation Projection Spatial awareness Using props</p>	<p><u>End of Year Production</u></p> <p><b>Skills covered:</b> Bring together all skills learnt during preparation for end of year production. Collaboration. Performance</p>



## Straits International School. Year 5 Long Term Plan

	<p>Proxemics</p> <p><b>Assessment points:</b> 'New horizons' freeze frames.</p> <p>Group performance of a memory of the father inspired by an object.</p>	<p>Clowning mime routine in small groups.</p> <p>Whole class circus performance.</p>	<p>Proxemics Using props Script learning</p> <p><b>Assessment points:</b> Groups perform script extract.</p> <p>Responding to performances: reflecting on the use of drama elements to create mood and build tension.</p>	<p><b>Assessment points:</b> 3-scene performance based on Charlie and the Chocolate Factory, in groups.</p>	<p>Collaboration</p> <p><b>Assessment points:</b> To memorise lines and movements. To rehearse and perform as a team.</p>	<p>professionalism.</p> <p><b>Assessments:</b> Performance.</p>
Art	<p><u>Place and space (drawing)</u></p> <p><b>Skills covered:</b> Space, shape and form drawing, line drawing techniques. Coloring techniques</p> <p><b>Assessment points:</b> Students will provide a drawing of their future house on paper</p>	<p><u>Flowers(painting)</u></p> <p><b>Skills covered:</b> Observation and imaginative drawing. Poster colour painting techniques such as wet on wet, dry on wet and mixing colour.</p> <p><b>Assessment points:</b> Students will finish their flower painting on watercolour paper</p>	<p><u>Exploring surface Mono print and perspective drawing mono print.</u></p> <p><b>Skills covered:</b> Craving and cutting skill. Colour mixing and idea exploration and development</p> <p><b>Assessment points:</b> Students will finish their mono print artwork on paper</p>	<p><u>Multi-layer Relief Printing</u></p> <p><b>Skills covered:</b> cutting and mono print techniques</p> <p><b>Assessment points:</b> Students will finish their landscape theme monoprint</p>	<p><u>Textile Batik design</u></p> <p><b>Skills covered:</b> Batik drawing, designing and coloring</p> <p><b>Assessment points:</b> Students will be doing a small batik canting practice on cloth.</p>	<p><u>Textile Batik design/production</u></p> <p><b>Skills covered:</b> Batik drawing, designing and coloring</p> <p><b>Assessment points:</b> Students will doing 'batik canting' project on cloth</p>