



# The Holt Primary School

Headteacher: Mrs Julie Leach B.Ed(Hons) NPQH



## Long Term Planning Overview 2023/2024

Please insert the NC or framework objectives which you plan to teach for the term. Please blank out any aspects not part of the topic.

Year: 5

Term: 3 and 4

Teacher: Mark Ames Topic title: Crime and Punishment

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>MAIN DRIVER:</b><br>Science and History | <b>TOPIC DESCRIPTION:</b><br>Here, we develop a knowledge and understanding of everyday materials, their properties and begin to explore the different forces which act upon us and everyday objects.<br>We are going to be learning about how crime and punishment have changed over the ages,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>SUBJECT</b>                             | <b>NATIONAL CURRICULUM/Framework OBJECTIVES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Geography NC</b>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>History NC</b>                          | a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066<br>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (Lincoln Prison)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Science NC</b>                          | <b>Properties of Materials</b><br>-Compare and group together everyday materials on the basis of their properties.<br>-Know some materials will dissolve in liquid to form a solution and how to recover a substance from a solution.<br>-Use knowledge of solids, liquids and gases to decide how mixtures might be separated.<br>-Give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials.<br>-Demonstrate the dissolving and mixing and changes of state are reversible changes<br>-Explain that some changes result in the formation of new materials and<br>-That this kind of change is not usually reversible. Including changes associated with burning and the action of acid on bicarbonate of soda.<br><b>Forces</b><br>-Explain that unsupported objects fall towards the earth because of gravity acting between the earth and the falling object.<br>-Identify the effects of air resistance, water resistance and friction that act between moving surfaces<br>-Recognise that some mechanisms including: levers, pulleys and gears allow a smaller force to have a greater effect.<br>- How countries use forces for renewable energies.                                                                                                       |
| <b>DT NC</b>                               | - 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<br>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br><b>Make</b><br>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>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<br><b>Evaluate</b><br>investigate and analyse a range of existing products<br>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>understand how key events and individuals in design and technology have helped shape the world<br><b>Technical knowledge</b><br>apply their understanding of how to strengthen, stiffen and reinforce more complex structures<br>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |
| <b>Art NC</b>                              | to create sketch books to record their observations and use them to review and revisit ideas<br>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]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <p>about great artists, architects and designers in history.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>PE NC</b>                          | <p>Dance:</p> <ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p>Mini Squash</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>                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>RE Agreed syllabus</b>             | Being human – Christianity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>PSHE One decision</b>              | <p>Term 3:</p> <p>Understand the basics of saving money, be able to identify how you can help at home</p> <p>Understand how to budget for items you would like to buy</p> <p><b>PSHE programme of study</b></p> <p>Core theme –</p> <p>Living in the Wider World</p> <p>About where money comes from, keeping it safe and the importance of managing it effectively</p> <p>The part that money plays in people's lives</p> <p>A basic understanding of enterprise</p> <p>Term 4:</p> <p>Understand more about healthy and unhealthy anger</p> <p>Understand it is natural to feel angry but how it is expressed is important.</p> <p>How to debate.</p> <p><b>KS2 Expectations:</b></p> <p><b>Caring friendships (R)</b></p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> |
| <b>Computing NC</b>                   | <p>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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (OnlineSafety)</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 (Spreadsheets)</p>                                                                                                                                                                                                                                    |
| <b>Enrichment Computer science NC</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Music NC</b>                       | <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>                                                                                                                                                                                                                                                                                      |
| <b>MFL NC</b>                         | <p>All Around Town:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

Swallow Avenue  
Skellingthorpe  
Lincoln  
LN6 5XJ

Phone: 01522 683236 Fax: 01522 696342  
E-mail: julie.leach@holt.lincs.sch.uk

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|                                               |                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p> |
| <b>Enrichment Outdoor learning/well being</b> |                                                                                                                                                                                                                                                                                                                  |
| <b>OTHER ASPECTS</b>                          | <b>ADDITONAL INFORMATION</b>                                                                                                                                                                                                                                                                                     |
| <b>Writing Genres</b>                         | <p>Narrative – Mystery Story</p> <p>Diary Writing – linked to holes</p> <p>Explanation text</p> <p>Persuasive Letter</p> <p>Play Script</p>                                                                                                                                                                      |
| <b>Mathematical links</b>                     | <p>Measuring</p> <p>Weighing</p> <p>Conversions of weights and measures</p>                                                                                                                                                                                                                                      |
| <b>Quality Texts</b>                          | <p>Holes</p> <p>The Highwayman</p> <p>The Nowhere Emporium</p> <p>The Three Little Pigs – Court Case persuasion</p>                                                                                                                                                                                              |
| <b>Key experiences</b>                        | <p>Bridge building</p> <p>Science experience day</p> <p>Trip to Lincoln Victorian Prison</p>                                                                                                                                                                                                                     |
| <b>Discreet Subjects</b>                      | PSHE, PE, RE, Computing, MFL                                                                                                                                                                                                                                                                                     |
| <b>Linked Subjects</b>                        | Science, DT, History                                                                                                                                                                                                                                                                                             |
| <b>Enrichment arrangements</b>                |                                                                                                                                                                                                                                                                                                                  |