






## Year 5 Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School themes	Looking After Our Planet	Exploration and Discovery	Counties, Countries and Continents	Powerful People	Active Planet	Changing Britain
Guided Reading	 <p style="text-align: center;">Fantasy</p>	 <p style="text-align: center;">Non-fiction</p>	 <p style="text-align: center;">Modern-day; issues-based</p>	 <p style="text-align: center;">Mythical</p>	 <p style="text-align: center;">Action-adventure</p>	 <p style="text-align: center;">Historical fiction</p>
Writing and model texts	<p><b>F: Fantasy (Terrible Tremors)</b> Focus: setting</p> <p><b>NF: Recount (News)</b> Antarctic Logbooks discovered</p> <p><b>P: Metaphorical (The Dreadful Menace)</b></p>	<p><b>F: Portal story (Time-slip Scarab)</b> Focus: Openings and endings</p> <p><b>NF: Recount (Biography)</b></p>	<p><b>F: Tale of Fear (Nightmare Man)</b> Focus: Suspense</p> <p><b>NF: Information Text</b></p> <p><b>P: Recipe Style (The British, Benjamin Zephaniah)</b></p>	<p><b>F: Defeating the monster (Beowulf)</b> Focus: Description of character</p> <p><b>NF: Instructions (How to build a bird box)</b></p>	<p><b>NF: Explanation text (How do Volcanoes Occur?)</b></p> <p><b>P: Free verse (Elements)</b></p>	<p><b>F: Invasion story (St Cuthbert's Cross)</b> Focus: Use of dialogue to move action forward</p> <p><b>NF: Discussion (Vikings)</b></p>
Maths	<p>Number – Place Value</p> <p>Number – Addition and Subtraction</p>	<p>Number – Multiplication and Division A</p> <p>Number – Fractions A</p>	<p>Number – Multiplication and Division B</p> <p>Number – Fractions B</p> <p>Decimals and percentages</p>	<p>Perimeter and Area</p> <p>Statistics</p>	<p>Geometry: Shape</p> <p>Geometry – Position and direction</p> <p>Decimals</p>	<p>Number – Negative numbers</p> <p>Measurement – Converting units</p> <p>Measurement – Volume</p>
Science	Do all animals and plants grow in the same way?	What happens as we grow older?	Why do we not fall off the Earth? Forces	Why do I only see stars at night? Earth and Space	What is the use of a chocolate teapot?	Do materials disappear?

	<p><b>Living things and their habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p><b>Animals including humans</b> Describe the changes as humans develop to old age.</p> <p>Link to PSHE/SRE</p>	<p>Explain the force of gravity and impact on a falling object. Identify effects of air resistance, water resistance and friction.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Describe the movement of the Moon relative to the Earth. Describe the movement of Earth and other planets relative to the Sun. Explain day and night.</p>	<p><b>Properties and changes in materials</b> Compare and group everyday materials on the basis of their properties, ( hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	<p><b>Properties and changes in materials</b> Understand that some materials are soluble and recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate reversible changes and explain that some changes are irreversible.</p>
History		<p><b>What does the evidence of Shackleton's expedition teach us about resilience?</b></p> <ul style="list-style-type: none"> <li>• Heroic Age of Antarctic Exploration <ul style="list-style-type: none"> <li>• Post 1066 study</li> <li>• Reasons for and limitations of exploration</li> <li>• Impact on society</li> </ul> </li> </ul> <p>Legacy</p>		<p><b>What was the impact of the Anglo-Saxon and Scots invasion?</b></p> <ul style="list-style-type: none"> <li>• Settlement and invasion <ul style="list-style-type: none"> <li>• Impact on Britain – religion</li> </ul> </li> </ul> <p>Legacy</p>		<p><b>How did England become England?</b></p> <ul style="list-style-type: none"> <li>• Viking Invasion</li> <li>• Impact on Britain</li> </ul> <p>Legacy in Britain e.g. rule of law, democracy, impact on language, settlement names.</p>
Geography	<p><b>Where did all the ice go?</b> Arctic Tundra and Antarctic habitats</p> <ul style="list-style-type: none"> <li>• Polar climate zone</li> <li>• Biomes – physical and human features</li> <li>• Longitude and latitude</li> </ul> <p>Climate change – impact of human activities (positive and negative)</p>		<p><b>Who are our European Neighbours?</b></p> <ul style="list-style-type: none"> <li>• Using maps, globes, atlas, digital mapping</li> <li>• Key physical and human of European countries e.g. major rivers, mountain ranges.</li> <li>• Locational features of European countries</li> </ul>	<p>Links:</p> <p>Countries in Europe</p> <p>Counties/towns of the UK</p>	<p><b>What happens when the ground moves?</b></p> <ul style="list-style-type: none"> <li>• Structure of the Earth</li> <li>• Location and physical processes of mountains, Volcanoes and Earthquakes</li> <li>• Impact of Earthquakes and Volcanoes on humans</li> </ul>	

			<p>and capital cities (inc. Russia) Countries, capitals,</p> <ul style="list-style-type: none"> <li>• European climate zones</li> <li>• Reasons for the migration of people</li> </ul> <p>Life of a refugee</p>		How humans are able to live alongside these	
Art	<p><b><u>Typography &amp; Maps</u></b></p> <p>Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p> <p><b>Disciplines:</b> Design: Typography, Drawing, Collage, Sketchbooks</p> <p><b>Medium:</b> Pencil, pen, paper</p> <p><b>Artists:</b> Louise Fili , Kristjanas Williams</p> 		<p><b><u>Mixed Media Landscapes</u></b></p> <p>Explore how artists use a variety of media to capture spirit of the place.</p> <p><b>Disciplines:</b> Painting, Drawing, Sketchbooks</p> <p><b>Medium:</b> Graphite stick or soft B pencil, Handwriting Pen, Pastels &amp; Chalk, Paper,</p> <p>Artist: Kurt Jackson and Kit Johns</p> 		<p><b><u>Architecture: Dream Big or Small?</u></b></p> <p>Explore the responsibilities architects have to design us a better world. Make your own architectural model</p> <p><b>Disciplines:</b> Architecture, Drawing, sketchbooks</p> <p><b>Medium:</b> Foamboard, Ink, Card</p> <p><b>Artists:</b> Stephen Wiltshire. Antoni Gaudi</p> 	
DT		<p><b>How can I join fabrics effectively?</b></p> <p><b>Textiles</b></p> <p>Design, make and evaluate a purposeful product using joined fabric shapes;</p> <p>Develop stitches to include more than one type for joining and embellishment;</p>		<p><b>How can I use IT to help me design and make a strong frame structure?</b></p> <p><b>Frame Structures</b></p> <p>Design, make and evaluate a purposeful, strong and stable 3D framed structure;</p> <p>Use a range of joining techniques appropriate</p>		<p><b>Where does our food come from?</b></p> <p><b>Food - local</b></p> <p>Design, make and evaluate a food product which celebrates seasonality;</p> <p>Demonstrate knowledge of how to use utensils and equipment (including</p>

		Include a means of fastening e.g. Velcro, ties and buttons.		to the materials and structure; Use CAD to aid designing		heat sources) to prepare and cook food.
Computing	<b>Computing systems and networks - Systems and searching</b> Understand search engines and how results are ranked	<b>Creating media – 3D Modelling</b> Manipulate digital 3D objects to create a 3D model	<b>Programming A – Selection in physical computing</b> Create programs to control a physical project including loops and conditions	<b>Data and information – Flat-file databases</b> Group information in databases; use filters to select information; use real world databases	<b>Creating media – Introduction to vector graphics</b> Create vector drawings; group and ungroup objects; duplicate objects	<b>Programming B – Selection in quizzes</b> Use ‘if... then... else...’ statements in programs; create a program using selection
<i>Online Safety GP</i>	Being responsible online How to report concerns and respond safely to contact from new people online. (GP 1) How to recognise and respond safely to junk email. (GP 2)	Understand how connected devices share our information (GP 3)	How to respond to extreme, tempting or emotional promises. (GP4)	Sharing of appropriate content (GP5) Recognise and respond to online bullying (GP 6)	Understand the impact of our online choices. (GP7) Understand how to respond safely to tempting emails and online offers. (GP8)	Understand how to spot a fake online profile. (GP9) Understand what gambling is and what its risk / consequences can be. (GP10)
French	<b>Practice the set 3 sounds (é, è, e, eux, eau)</b> <b>My Family (IN)</b> Describe family members by name, age and relationship; count to 100.	<b>The Date (IN)</b> Repeat and recognise the months of the year in French; Ask when somebody has a birthday and say when they have their birthday; Say the date in French; Create a French calendar; Recognise key dates in the French calendar.	<b>What is the Weather? (IN)</b> Repeat and recognise the vocabulary for weather in French; Ask and say what the weather is like today; Describe the weather in different regions of France using a weather map with symbols.	<b>Do You Have a Pet? (IN)</b> Learn eight nouns (including the correct article for each) for pets. • Ask and answer if somebody has or does not have a pet. • Tell somebody in French the name of their pet. • Use the conjunctions et (“and”) or mais (“but”).	<b>My Home (IN)</b> Say whether they live in a house or an apartment and say where it is; Learn ten nouns (including the correct article for each) for the rooms of the house; Tell somebody what rooms they have or do not have in their home.	<b>Romans (IN)</b> Understand slightly longer texts in French being able to ‘gist’ read and apply skills to decode unknown language; Say key Roman facts and people in French
Music	<b>Music Specialist</b> <b>Where did the ice go? - Scandinavian folk, ambient</b>  <i>Listen and appraise:</i> Ice music – Youtube – instruments made from ice, Treje Isungset George Fenton – Ice Worlds – Planet Earth Dance of the sugar plum fairy, Bjork - selected	<b>Charanga</b> <b>Living on a Prayer - Rock</b>  <i>Listen and appraise:</i> Livin’ On A Prayer by Bon Jovi, We Will Rock You By Queen, Smoke On The Water by Deep Purple, Rockin’ All Over The World by Status Quo, Johnny B. Goode by Chuck Berry, I Saw Her Standing There by The Beatles	<b>Samba</b>  Listen and appraise:  Singing: <b>uplifting self-esteem songs</b>   Composing/performing:	<b>Music Specialist</b> <b>Anglo Saxons and Scots - folk</b>  <i>Listen and appraise:</i> Music of the Celts Anglo Saxon Folk Music – Waelheall The sound of the Anglo saxon Harp – Youtube Mozart – Horn Concerto  <i>Singing:</i> Anglo Saxons – bbc.co.uk	<b>Samba</b>  Listen and appraise:  Singing: <b>Coronation songs</b>   Composing/performing:	<b>Charanga</b> <b>Classroom Jazz 1 – Jazz. swing</b>  <i>Listen and appraise:</i> Three Note Bossa and The Five Note Swing. Desafinado by Stan Getz (swing), Cotton Tail by Ben Webster, 5 Note Swing by Ian Gray, Perdido by Woody Herman  <i>Singing:</i>

	<p>The ice maiden – Prefab Sprout, Symphonia Antartica – Vaughan Williams, Prokofiev – Battle of the ice Pupil choices</p> <p><i>Singing:</i> Be Cool Drop in the ocean The green umbrella <b>Harvest Festival songs</b></p> <p><i>Composing/performing:</i> Revisit minor scales and chord sequence exploring timbre and duration – five note melodies with exploratory scale to be used. Create 5 note melodies Simple pitch notation.</p>	<p><i>Singing:</i> Livin’ on A Prayer <b>Christmas songs</b></p> <p><i>Composing/performing:</i> Play instrumental parts with the song by ear and/or from notation using using G, A + B or D, E, F# + G Improvise Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).</p>		<p><b>Festival Of Arts songs</b></p> <p><i>Composing/performing:</i> Exploring modes. Modal Piece beginning with a rowing pattern emphasising pulse. Create rhythmic extensions using chants about the saxon arrival. Develop Rhythms into Ostinatos and melodies sing mode.</p>		<p><b>rounds, two part songs</b></p> <p><i>Composing/performing:</i> using glocks and/or recorders Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes G, A + B. Improvise in a swing style using the notes D, E, G, A + B.</p>
RE	<b>CHRISTIANS: GOD</b> <b>What does it mean if Christians believe God is holy and loving? U2.1</b>	<b>MUSLIMS</b> <b>What does it mean to be a Muslim in Britain today? U2.8</b>	<b>CHRISTIANS: INCARNATION</b> <b>Why do Christians believe Jesus was the Messiah? U2.3</b>	<b>JEWS</b> <b>Why is the Torah so important to Jewish people? U2.9</b>	<b>CHRISTIANS: GOSPEL</b> <b>Christians and how to live: what would Jesus do? U2.4</b>	<b>CHRISTIANS: GOD</b> <b>What does it mean if Christians believe God is holy and loving? U2.1</b>
PE	<b>Football</b>	<b>Yoga (+ Swimming)</b>	<b>Gymnastics</b>	<b>Dance (+ Tag Rugby)</b>	<b>Cricket</b>	<b>Athletics</b>
<i>Physical</i>	Dribbling, passing, ball control, tracking/jockeying, turning, goalkeeping, receiving	Balance, flexibility, strength, co-ordination	Symmetrical and asymmetrical balances, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand	canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions	Underarm and overarm throwing, catching, over and underarm bowling, long and short barrier, batting	Pacing, sprinting technique, relay changeovers, jumping for distance, push and pull throwing for distance
<i>Social</i>	Communication, collaboration, cooperation, respect	Leadership, sharing ideas, working safely	Responsibility, collaboration, communication, respect	Social Collaboration, consideration and awareness of others, inclusion, respect, leadership	Collaboration and communication, respect	Collaborating with others, supporting others
<i>Emotional</i>	Honesty, perseverance	Confidence, working independently	Confidence	Empathy, confidence	Honesty	Perseverance, determination
<i>Thinking</i>	Selecting and applying tactics, decision making	Creating, selecting and applying actions, observing and providing feedback	Observing and providing feedback, selecting and applying actions, evaluating and improving sequences	Creating, observing and providing feedback, using feedback to improve, selecting and applying skills	Observing and providing feedback, selecting and applying strategies	Observing and providing feedback
PSHE	<b>How can I keep happy friendships?</b> <b>Changing friendships:</b> Exploring identity	<b>How can we manage our emotions during puberty?</b> <b>Puberty and emotions:</b>	<b>How can I be the best version of me?</b> <b>Celebrating strengths and setting goals:</b>	<b>How do we look after our community?</b> <b>Caring in the community:</b>	<b>What are the different types of relationships?</b> <b>Healthy, committed relationships:</b>	<b>What makes a healthy body and mind?</b> <b>Valuing our bodies and minds</b>

	Peer pressure Emotional health and well-being.	Become aware of physical changes during puberty and how to manage emotions Where to seek advice when needed	Celebrating strengths Setting goals Online safety	Changing needs Feeling lonely Why volunteer	Values of healthy relationships Diversity in relationships Commitment	The benefits of positive self-image and self-respect; Alcohol, tobacco and drugs Vaccination, immunisation
Experiences	Learning launch Days...	Parliament Workshop (Online)	Space Workshop (Online) Gallery Visit: Tate St Ives; Carn Brea Walk	Bikeability Science:	London Trip	