

## Year 5 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Out of Africa	Earth and Space	Invaders – Saxons and Vikings		The Circle of Life	Power and the Tower
English	<ul style="list-style-type: none"> <li>- Historical Narrative</li> <li>- Reports</li> </ul>	<ul style="list-style-type: none"> <li>- Poetry (Haiku)</li> <li>- Novels by a significant author</li> <li>- Narrative Poetry</li> <li>- Play script</li> </ul>	<ul style="list-style-type: none"> <li>- Stories from other cultures</li> <li>- Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>- Film and Play script</li> <li>- Magazine Articles</li> </ul>	<ul style="list-style-type: none"> <li>- Older Literature</li> <li>- Shakespeare</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- legends</li> <li>- Poetry (figurative language)</li> <li>- Information</li> </ul>
Maths	<ul style="list-style-type: none"> <li>- Place Value</li> <li>- Mental Addition methods</li> <li>- Mental Subtraction methods</li> <li>- Geometry</li> <li>- Mental Multiplication methods</li> <li>- Mental division methods</li> </ul>	<ul style="list-style-type: none"> <li>- Written addition</li> <li>- Written subtraction</li> <li>- Written multiplication</li> <li>- Coordinates</li> <li>- Fractions</li> </ul>	<ul style="list-style-type: none"> <li>- Place Value</li> <li>- Measures</li> <li>- Division</li> <li>- Fractions</li> <li>- Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>- Fractions</li> <li>- Geometry</li> <li>- Decimals</li> <li>- Measures</li> <li>- Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>- Fractions</li> <li>- Place Value</li> <li>- Geometry</li> <li>- Measures</li> <li>- Addition and Subtraction</li> <li>- Fractions, Decimals, Percentages</li> </ul>	<ul style="list-style-type: none"> <li>- Multiplication and Division</li> <li>-Place Value</li> <li>- Statistics</li> <li>- Multiplication and Division</li> <li>- Geometry</li> <li>- Measures</li> </ul>
Geography	<p>Use maps, atlases, globes and digital/computer mapping to locate Africa, concentrating on environmental regions, key physical and human characteristics, countries and major cities (Benin focus).</p> <p>Describe and understand key aspects of human geography including economic activity/ trade, distribution of natural resources.</p> <p>Deepen an understanding of the interaction between physical and human processes.</p>	<p>Use digital/ computer mapping to identify physical geographical features of earth from space.</p> <p>Identify the position and significance of latitude, longitude, Equator, N/S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Prime/ Greenwich Meridian and time zones (recap from LKS2).</p>	<p>Identify geographical regions and key topographical features of the UK (incl. hills, mountains, coasts and rivers) and land use patterns and <u>how these have changed over time</u></p> <p>Understand geographical similarities and differences <u>and change</u> through studying the human and physical geography of the UK. (Anglo Saxons &amp; Vikings to modern day. Make local links where possible).</p> <p>Describe and understand key aspects of human geography, e.g. economic activity and trade links, distribution of natural resources such as energy, food, minerals and water, migration. <i>(No NC requirement to link to change over time but would make sense to link to the points above)</i></p>	<p>Use maps, atlases, globes and digital/computer mapping to locate N and S America, concentrating on environmental regions, key physical and human characteristics, countries and major cities (S. America focus).</p> <p>Describe and understand key aspects of physical geography including: Climate zones, biomes and</p>	<p>Development of mapping, fieldwork and investigation skills.</p>	

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				<p>vegetation belts (recap from LKS2, focus on rainforests).</p> <p>Describe and understand economic activity (trade links), distribution of natural resources including energy, food, minerals and water.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of the UK, a region in a European country AND a rainforest region in South America.</p> <p>Deepen chn's understanding of the interaction between physical and human processes – destruction of the rainforests.</p> <p><i>Link to Science, considering rainforest animals.</i></p>	
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<b>History</b>	<p>What can we learn from Benin?</p> <p>A study of Benin c.AD 900-1300; a non-European society that provides contrasts with British History. Make links between Benin and a bigger picture of Africa's past, as well as its changing relationship with Britain.</p>	<p>What on earth was the Space Race?</p> <p>A study of theme in British History which extends pupil's chronological knowledge beyond 1066.</p> <p>Explore the build-up to the Space Race, Neil Armstrong and the first space landing/ life in the 60s, and a brief overview of space exploration since then.</p> <p><i>School-wide mini-project: Study events beyond living memory – Remembrance day, WW1 100yrs anniversary.</i></p>	<p>What happened to Britain when the Romans left?</p> <p>Britain's settlement by the Anglo-Saxons and Scots.</p>	<p>How well did the Anglo-Saxons and Vikings get on?</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England up to 1066.</p>		<p>How has the power of the monarch changed over time?</p> <p>A study of theme in British History which extends pupil's chronological knowledge beyond 1066.</p> <p>The changing power of monarchs over time.</p> <p><i>Link to Y1 topic King, Queens and Castles.</i></p>
<b>RE</b>	<p>U2.1 Why do some people believe that God exists? U2.6 What does it mean to be a Muslim in Britain today?</p>		<p>U2.4 If God is everywhere why do we go to a place to worship? <i>Visit All Hallows church – Saxons link</i></p>	<p>U2.7 What matters most to Christians and Humanists?</p>		
<b>Science</b>	<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
	<p>Living things and their habitats</p> <p>David Attenborough</p>	<p>Earth and space</p> <p>Ptolemy Alhazen</p>	<p>Properties and changes of materials</p>	<p>Properties and changes of materials</p> <p>Ruth Benerito</p>	<p>Animals, including humans</p> <p>Benjamin Spock</p>	<p>Forces and magnets</p> <p>Galileo Galilee Isaac Newton</p>

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		Copernicus	Ruth Benerito Spencer Silver	Spencer Silver		
<b>PE</b>	Invasion games	Performance	Balance, agility and coordination	Striking and fielding	Running and jumping	Swimming (2 Weeks intensive) Net and wall games
<b>Art</b>	Sculpture – papier mache	Painting- Artist study	Sculpture- clay	Painting- pop art	Drawing- composition	Painting- portraits
<b>PSHE</b>	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>SRE</b>					<p>Lesson 1: Talking about puberty To explore the emotional and physical changes during puberty: To explain the main physical and emotional changes that happen during puberty. To be able to ask questions about puberty with confidence.</p> <p>Lesson 2: Male &amp; Female Changes To understand male and female puberty changes in more detail. To understand how puberty affects the body and the emotions To describe how to manage physical and emotional changes.</p> <p>Lesson 3 Puberty &amp; Hygiene To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty: To be able to explain how to stay clean during puberty. To be able to describe how emotions change during puberty. To know how to get help and support during puberty.</p>	
<b>Music</b>	<b>Unit: About Cyclic Patterns – Exploring rhythm and pulse</b> Children should be taught: •that percussion instruments can produce a wide range of sounds	<b>Unit: Journey into Space</b> Children should be taught: • to focus their listening • that sounds can be contrasted			<b>Unit: Roundabout</b> Children should be taught: • about rounds	

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	<ul style="list-style-type: none"> <li>•about particular cyclic patterns</li> <li>•how different patterns can fit together</li> <li>•how to invent simple rhythmic patterns</li> <li>•how different patterns can fit together</li> <li>•how to expand rhythmic ideas using timbre and duration and by rearranging the rhythmic material</li> </ul>	<ul style="list-style-type: none"> <li>• about different textures</li> <li>• about how pitched sounds when combined can sound relaxed or tense</li> <li>• how to select sounds and resources to achieve intended effects</li> <li>• to extend their sound vocabulary and achieve an intended effect</li> </ul>	<ul style="list-style-type: none"> <li>• about the effect of different pitched notes played together</li> <li>• to sing a simple round in two or more parts and accompany it with a three-note chord (triad)</li> <li>• how to create a class performance through practice and rehearsal</li> </ul>			
<b>Spanish</b>	<p><b><u>Unit 1: ¡Que aproveche!</u></b>  <b>Objectives:</b>            -Talk about what they ate and drank using the preterite tense            -Listen to and read an authentic non-fiction text and select key words and phrases from it            -Devise and perform with a partner a short presentation using structures learnt in the unit</p>	<p><b><u>Unit 2 Yo soy músico</u></b>  <b>Objectives:</b>            -Understand and use set phrases to talk about themselves and ask others simple personal information            -Say what musical styles they like and dislike            -Say which musical instrument they are going to play</p>	<p><b><u>Unit 3 Vamos al colegio</u></b>  <b>Objectives:</b>            -Understand numbers in multiples of 10 to 100, count and use these out of sequence            -Understand and give simple directions to some places in the immediate locality            -Politely say that they don't understand and ask for something to be repeated            -Take part in a brief prepared task</p>	<p><b><u>Unit 4: Pescadoras valencianas</u></b>  <b>Objectives:</b>            -Listen to a story or poem and identify key words and phrases from the unit            -Create a short poem alone or with a partner and read this aloud, with reasonable pronunciation</p>	<p><b><u>Unit 5 :Las cuatro estaciones</u></b>  <b>Objectives:</b>            -Understand how a simple sentence is written            -Build sentences from a model            -Listen to a poem and select familiar key words and phrases            -Take part in a brief prepared task</p>	<p><b><u>Unit 6 : Los planetas</u></b>  <b>Objectives:</b>            -Describe the position of the planets and some of their characteristics            -Use feminine agreements of adjectives            -Write short sentences in a presentation or booklet</p>
<b>D &amp; T</b>	<b>Textiles</b>	<b>Cooking</b>	<b>Textiles</b>	<b>Structures</b>	<b>Mechanisms*</b>	<b>Structures</b>
<b>Computing</b>	Programming – sounds on Scratch Multimedia – creating a story with sounds		Programming – shapes. Hopscotch Multimedia – weather forecast		Programming – decomposing and variables. E-Safety. Technology in our lives – search engines	
<b>Rights Respecting</b>	Article 25 If a child lives away from home (in care, hospital or prison for example) they have the right to a regular check of their treatment and the way they are cared for. Article 30					

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Every child has the right to learn and share the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 9

Children must not be separated from their parents unless it is in their best interests. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 38

Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

Green Issues and the responsibility to look after your planet.