



# Year 5- Long Term Plan

|                            | Autumn 1                                                                                                                                                                                                                       | Autumn 2                                                                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                                                                                                                                             | Spring 2                                                                                                                                                                                                                                                                                                     | Summer 1                                                                                                                                                                                                                                                       | Summer 2                                                                                                                                                                                                                               |
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| <b>Whole school themes</b> | <b>Looking after our planet</b>                                                                                                                                                                                                | <b>Exploration and Discovery</b>                                                                                                                                                                                                                                     | <b>Counties, Countries and Continents</b>                                                                                                                                                                                                                                                                                            | <b>Marvellous Men and Women</b>                                                                                                                                                                                                                                                                              | <b>Active Planet</b>                                                                                                                                                                                                                                           | <b>Changing Britain</b>                                                                                                                                                                                                                |
| <b>Unit of Learning</b>    | <b>Polar Peaks</b>                                                                                                                                                                                                             | <b>Pole to Pole</b>                                                                                                                                                                                                                                                  | <b>Across Our Continent</b>                                                                                                                                                                                                                                                                                                          | <b>Saxons and Scots</b>                                                                                                                                                                                                                                                                                      | <b>Tectonic Trouble</b>                                                                                                                                                                                                                                        | <b>Vicious Vikings</b>                                                                                                                                                                                                                 |
| <b>Reading</b>             | <p>Fiction 6:1 Fantasy</p>  <p>Poetry: Mountain Shape poem</p> <p>Non-fiction each Friday.</p> <p><b>Author in Focus: Abi Elphinstone</b></p> | <p>Fiction: 6.6 Adventure</p>  <p>Poetry: The Heroic Five</p> <p>Non-fiction each Friday.</p> <p>Significant person – Charles Dickens</p> <p><b>Author in Focus: Alex Bell</b></p> | <p>Fiction: 5.4 Refugees and Political Asylum</p>  <p>Poetry: 'Our hearts are broken' refugee poem</p> <p>Non-fiction each Friday.</p> <p>Significant person – Neil Armstrong<br/>Mahatma Gandhi</p> <p><b>Author in Focus: Onjali Q Rauf</b></p> | <p>Fiction: 6.3 Historical Fiction</p>  <p>Poetry: Battle of Hastings poem</p> <p>Non-fiction each Friday.</p> <p>Significant person – Albert Einstein<br/>Amelia Earhart</p> <p><b>Author in Focus: Tony Bradman</b></p> | <p>Fiction: 5.3 Modern Classic Adventure</p>  <p>Poetry: Beneath the Earth by Malou Evans</p> <p>Non-fiction each Friday.</p> <p><b>Author in Focus: Philip Pullman</b></p> | <p>Fiction: 4.6 Adventure</p>  <p>Poetry: If only – poem from holes</p> <p>Non-fiction each Friday.</p> <p><b>Author in Focus: Louis Sachar</b></p> |
| <b>Writing</b>             | <p><b>Hansel and Gretel</b><br/>Tale of Fear</p> <p>How gingerbread houses are formed:<br/>Explanation</p>                                                                                                                     | <p><b>The Canal</b><br/>Warning</p> <p>Boy's rescued from Canal:<br/>Newspaper recount</p>                                                                                                                                                                           | <p><b>Beowulf</b><br/>Defeat the monster</p> <p>Spine poetry</p>                                                                                                                                                                                                                                                                     | <p><b>Discover Denmark</b><br/>Persuasion</p> <p>Performance poetry:<br/>Kraken</p>                                                                                                                                                                                                                          | <p><b>The Time Slip Scarab</b><br/>Portal</p> <p>Poetry<br/>Around Me</p>                                                                                                                                                                                      | <p><b>The Red Eye</b><br/>Losing tale</p> <p>Should Sally have broken into school?<br/>Discussion</p>                                                                                                                                  |



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| <p style="text-align: center;"><b>Maths</b></p>             | <p style="text-align: center;">Place Value<br/>Addition and Subtraction<br/>Multiplication and division A<br/>Fractions A</p> |                                                                                                                                                                                                                                                                                                                                                                                    | <p style="text-align: center;">Multiplication and Division B<br/>Fractions B<br/>Decimals and Percentages<br/>Perimeter and area<br/>Statistics</p>                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                       | <p style="text-align: center;">Shape<br/>Position and direction<br/>Decimals<br/>Negative numbers<br/>Converting units<br/>Volume</p>                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                 |
|                                                             | <p style="text-align: center;"><b>Science</b></p>                                                                             | <p style="text-align: center;"><b>How do materials differ?<br/>Properties and changes in materials</b><br/>Children will compare and group everyday materials and explore their properties and uses. Pupils will look at dissolving, melting and will investigate solutions. They will describe reversible changes and look at separating mixtures using a range of processes.</p> | <p style="text-align: center;"><b>What materials would you need to clean up the Antarctic?<br/>Properties and changes in materials</b><br/>Continuing their exploration of materials, children will move on to learning about mixtures, solutions and irreversible changes. They will learn about thermal conductivity and will use their knowledge of separating materials to carry out an investigation and further develop their understanding of melting and reversing changes.</p> | <p style="text-align: center;"><b>How is a plants life cycle different to an animal?<br/>Living Things and their Habitats</b><br/>Children will use their understanding of life cycles from EYFS and Year 3 and compare lifecycles of birds, mammals, insects and amphibians. They will describe the life process of reproduction in some plants.</p> | <p style="text-align: center;"><b>Why do children in Australia go to school whilst you are asleep?<br/>Earth and Space</b><br/>Children will build on their learning from KS1 by looking at the movement of the Earth and the other planets relative to the sun in the solar system. Children will describe the movement of the moon and its phases and use the idea of the Earth's rotation to describe day and night.</p> | <p style="text-align: center;"><b>Will a feather and a rock fall at the same speed?<br/>Forces</b><br/>Children will develop their understanding of forces by learning about air resistance and friction. They will learn more about gravity and recognise that some mechanisms (levers, pulleys and gears) allow a smaller force to have a greater effect.</p> |
| <p style="text-align: center;"><b>History/Geography</b></p> |                                                                                                                               | <p style="text-align: center;"><b>How is climate change impacting polar biomes?</b></p>                                                                                                                                                                                                                                                                                            | <p style="text-align: center;"><b>How have expeditions changed over</b></p>                                                                                                                                                                                                                                                                                                                                                                                                             | <p style="text-align: center;"><b>Why do people move across our continent?</b><br/>Having studied a</p>                                                                                                                                                                                                                                               | <p style="text-align: center;"><b>Did Britain improve when the Romans left?</b><br/>Anglo-Saxons and</p>                                                                                                                                                                                                                                                                                                                    | <p style="text-align: center;"><b>Why do people live near volcanoes?</b><br/>Pupils build on their</p>                                                                                                                                                                                                                                                          |



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|                  | <p>A broader knowledge is provided by a study of <b>Tundras and polar climates. They will</b> locate and identify features of arctic tundras around the world, with a focus on <b>a comparison of the Arctic and Antarctic, the</b> impact of climate change and the global significance.</p> | <p><b>time?</b><br/>Having learnt about tundras on the continent of Antarctica; pupils will learn about Ernest Shackleton and his exploration, which they will also compare to more recent expeditions. Pupils will also learn how WW1 impacted on exploration.</p> | <p>European country in depth (Greece y4), pupils will understand Europe takes many forms: e.g., political, geographical and economic.<br/>Locate European countries and their capitals on maps, atlases and globes, and describe their location using geographical language.<br/>Causes and impact of migration: chosen and forced and the push and pull factors</p> | <p>the Scots (410-1066AD)<br/>Pupils develop their chronology and learn how the Roman occupation came to an end and why the Anglo Saxons and Scots invaded, where they settled. about William the Conqueror and the Battle of Hastings the causes and the effect of the invasion. Pupils will learn how the Anglo-Saxons and Scots era ended.</p> | <p>understanding of the formation of mountains and polar climates and learn how volcanoes and earthquakes occur as well as the impact of natural disasters and how people have adapted to live near volcanoes.<br/><br/>Research how different companies, organisations, charities respond to disasters.</p> | <p>1066AD) Pupils will learn that these pagans, Scandinavian, pillaging, warriors invaded Britain in part due to a lack of farmland. Sailing on their longboats invading the coast of East Anglia. Pupils look at life then and now and consider the significance of the battle on British history.</p> |
| <p>Art/DT</p>    | <p><b>Art:</b><br/><b>Focus: Painting</b><br/><b>Skills:</b><br/>-Mix colour to express mood &amp; divide foreground/background<br/>-Effect of light on objects<br/><b>Artist Study:</b><br/>Katsushika Hokusai<br/><b>Landscape Artist</b></p>                                               | <p><b>DT:</b><br/><b>Food:</b><br/><b>Celebrating culture and seasonality.</b><br/>Design, make and evaluate a food product which celebrates seasonality. Demonstrate the use of how to use utensils to prepare and cook food.</p>                                  | <p><b>DT:</b><br/><b>Electrical systems:</b><br/><b>More complex switches and circuits.</b><br/>Design, make and evaluate sensor activated lights using our knowledge of electrical circuits and shell structures.</p>                                                                                                                                               | <p><b>Art:</b><br/><b>Focus: Drawing</b><br/><b>Skills:</b><br/>-Use different techniques to replicate texture on a surface<br/>-Draw familiar objects with correct proportions<br/><b>Artist: Saxon Art Study:</b> Bayeux Tapestry</p>                                                                                                           | <p><b>DT:</b><br/><b>Structures:</b><br/><b>Frame structures.</b><br/>Design, make and evaluate an earthquake resistant frame structure (bridge) using our knowledge of structures and earthquakes. Understand how to use a range of joining techniques appropriate to the materials and structure.</p>      | <p><b>Art:</b><br/><b>Focus: 3D</b><br/><b>Skills:</b><br/>-Exploration of paper sculpture (folding, tearing, coiling, curling)<br/>-Plan and develop ideas<br/><b>Artist Study:</b> Asya Kozina-<br/><b>Contemporary paper sculptures.</b></p>                                                         |
| <p>Computing</p> | <p><b>Gooseberry Planet Online Safety:</b></p>                                                                                                                                                                                                                                                | <p><b>Gooseberry</b></p>                                                                                                                                                                                                                                            | <p><b>Gooseberry Planet Online Safety:</b></p>                                                                                                                                                                                                                                                                                                                       | <p><b>Gooseberry Planet Online Safety:</b></p>                                                                                                                                                                                                                                                                                                    | <p><b>Gooseberry Planet Online Safety:</b></p>                                                                                                                                                                                                                                                               | <p><b>Gooseberry Planet Online Safety:</b></p>                                                                                                                                                                                                                                                          |



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|                       | <p>Rapid Fire Quiz<br/>1) Digital Footprint</p> <p><b>Sharing information:</b><br/>Identifying and exploring how information is shared between digital systems.</p>                           | <p><b>Planet Online Safety:</b><br/>2) Clickjacking<br/>3) Webcam Wise</p> <p><b>Video editing:</b><br/>Planning, capturing, and editing video to produce a short film.</p>                           | <p>4) Sharing Safely<br/>5) Online Gaming</p> <p><b>Selection in physical computing:</b><br/>Exploring conditions and selection using a programmable microcontroller.</p>              | <p>6) Boundaries<br/>7) Illegal Downloads</p> <p><b>Flat-file databases:</b><br/>Using a database to order data and create charts to answer questions.</p>                                                     | <p>8) Downloading Apps<br/>9) Images</p> <p><b>Vector drawing:</b><br/>Creating images in a drawing program by using layers and groups of objects.</p>                                                      | <p>10) Perfect Passwords<br/>Final Rapid-Fire Quiz</p> <p><b>Selection in quizzes:</b><br/>Exploring selection in programming to design and code an interactive quiz.</p>                                                                                                                                        |
| <p><b>Spanish</b></p> | <p><b>My Family (Intermediate)</b><br/>Tell somebody the members, names and various ages of their family by using numbers up to 100. Understand the possessive adjectives 'mi' and 'mis'.</p> | <p><b>The Date (Intermediate)</b><br/>Remember, recall and spell the 7 days of the week, 12 months of the year and numbers 1 – 31. Use this knowledge to say the date and when their birthday is.</p> | <p><b>Do you have a pet? (Intermediate)</b><br/>Repeat, recognise and attempt to spell 8 pets in Spanish. Ask and tell somebody whether they do or do not have a pet and its name.</p> | <p><b>What is the weather? (Intermediate)</b><br/>Repeat and recognise the vocabulary for weather in Spanish. Ask and reply what the weather is like today. Describe the weather across different regions.</p> | <p><b>My Home (IN)</b><br/>Say whether they live in a house or an apartment and where it is. Repeat, recognise and spell ten rooms. Ask and reply to which rooms they do or do not have in their house.</p> | <p><b>Romans (Intermediate)</b><br/>Tell somebody in Spanish the key facts and key people involved in the Roman Empire. Recap the days of the week and learn how these related to the Roman gods and goddesses. In Spanish, explain the most famous inventions and what life was like for the rich and poor.</p> |
| <p><b>Music</b></p>   | <p><b>Freedom to improvise:</b></p> <ul style="list-style-type: none"> <li>Compose and improvise using sound studios.</li> </ul>                                                              | <p><b>Melody and harmony in music:</b></p> <ul style="list-style-type: none"> <li>Improvise melodic patterns and structure.</li> </ul>                                                                | <p><b>Enjoying musical styles:</b><br/><b>Samba mastery</b></p> <ul style="list-style-type: none"> <li>Know the difference between semibreves,</li> </ul>                              | <p><b>Sing and play with different styles:</b><br/><b>Samba performance (parents)</b></p> <ul style="list-style-type: none"> <li>Explore <b>texture</b> in two parts</li> </ul>                                | <p><b>Battle of the bands:</b></p> <ul style="list-style-type: none"> <li>Recognise the sound of individual notation and play this by ear.</li> </ul>                                                       | <p><b>Composing and chords:</b></p> <ul style="list-style-type: none"> <li>Compose with <b>pitch</b> and <b>dynamics</b>, to evoke a specific</li> </ul>                                                                                                                                                         |



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|      | <ul style="list-style-type: none"> <li>Use staff notation, graphic symbols &amp; time signatures. Read and perform pitch notation to show <b>structure</b>.</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>Explore <b>tempo</b> in a graphic score using time signatures</li> <li>Singing in harmony.</li> <li>Comparison of 80's and 90's music.</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>minims, crotchets, paired quavers, semiquavers and rests.</li> <li>Know the <b>timbre</b> of all samba instruments.</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>(rhythmic and melodic lines)</li> <li>South African traditions, exploring the history of music across culture.</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Compose melodies using a <b>rhythmic</b> accompaniment.</li> <li>Appreciation of music in film.</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>atmosphere / environment.</li> <li>Progress to full staff notation.</li> <li>Explore classical music.</li> </ul>                                                                                                                                                       |
| RE   | <p><b>Judaism:</b><br/>Why is the Torah so important to Jewish people? Children will identify and explain Jewish beliefs about God and that the Torah is the holy book. They will learn that the Torah is sacred and how it is treated with great respect.</p> | <p><b>Christianity:</b><br/>Why do Christians believe that Jesus is the Messiah? Children will learn about the place of incarnation and the Messiah within the Christmas story and build on their Year 2 learning to show how beliefs about incarnation are put into practise when celebrating Christmas.</p> | <p><b>Christianity:</b><br/>What does it mean if Christians believe God is holy and loving? Children will explore what Christians believe about God using different bible texts and make clear connections. They will also consider how these beliefs are put into practise.</p> | <p><b>Christianity:</b><br/>How do Christians decide how to live: What would Jesus do? Children will identify features of Gospel texts and make clear connections between them and how Christians live in our community.</p> | <p><b>Islam:</b><br/>What does it mean to be a Muslim in Britain today? Children will recap Muslim beliefs, the Prophet and the holy Qu'ran, making connections between Muslim beliefs studied and the way Muslims live in Cornwall today.</p> | <p><b>Values for life:</b><br/>What matters most to Christians and Humanists?<br/><br/>Children will identify beliefs about why people are good and bad, exploring what Christians and Humanists believe to be good and bad. Consider similarities and differences between Christian and Humanist values.</p> |
| PE   | Coordination (ball skills) and dynamic balance (on a line)                                                                                                                                                                                                     | Static balance (stance and seated)                                                                                                                                                                                                                                                                            | Real Dance – shapes solo, circles solo, artistry abstraction and musicality, partnering lifts and artistry (making)                                                                                                                                                              | SWIMMING<br><br>Rhythmic sequences and bench sequences.                                                                                                                                                                      | Acrobatic sequences and climbing sequences.                                                                                                                                                                                                    | Jumping and landing, sending and receiving.                                                                                                                                                                                                                                                                   |
| PSHE | <b>Being Me in My Own World:</b>                                                                                                                                                                                                                               | <b>Celebrating Differences:</b>                                                                                                                                                                                                                                                                               | <b>Dreams and Goals:</b><br>When I grow up (my dream lifestyle)                                                                                                                                                                                                                  | <b>Healthy Me:</b><br>Smoking , Alcohol, Emergency aid,                                                                                                                                                                      | <b>Relationships:</b><br>Recognising me, getting on and falling                                                                                                                                                                                | <b>Changing Me:</b><br>Self and body image, puberty for                                                                                                                                                                                                                                                       |



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|                           | <p>My year ahead, being me in Britain, Year 5 responsibilities, rewards and consequences, our learning charter and owning our learning charter.</p> | <p>Different cultures, racism, rumours and name calling, <b>types of bullying</b>, does money matter and celebrating differences across the world.</p> | <p>investigate jobs and careers, my dream job. Why I want it and the steps to get there, <b>dreams and goals of young people in other cultures</b>, how can we support each other and rallying support.</p> | <p>Body image, relationship with food.</p> | <p>out, girlfriends and boyfriends and <b>relationships and technology</b>.</p> | <p>girls, puberty for boys, conception, looking ahead and looking ahead to year 6.</p> |
| <p><b>Experiences</b></p> | <p>PE coach<br/>Harvest Service</p>                                                                                                                 | <p>Artist in to making lanterns<br/>Christmas Lantern Parade (optional)<br/><br/>Christmas Carol Service<br/><br/>Gym coach</p>                        | <p>Dance coach</p>                                                                                                                                                                                          | <p>Swimming<br/>Samba</p>                  | <p>Trevithick Day dance and art competition (optional)<br/><br/>Samba</p>       | <p>Residential: Isle of Scilly (optional)</p>                                          |