



KS2 | LONG TERM PLANNING | YEAR 5



Y5	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
	Getting to know you	Caves, Huts and Houses	Super Space	Christmas	The Rotten Romans	Adventures in Africa	The Vile Victorians	Living in the wild
Secrets of Success	Try new things	Work Hard	Concentrate	Understanding others	Push Yourself	Improve	Don't Give Up	Imagine
Role Play	The Jungle: In the trees	Build a House	Planetarium	Wrapping & Making (Fine Motor)	Colosseum/Roman Life	Travel Agents	Victorian Beach/School/Home	Explorers Geocaching
British Values	Democracy: setting up class rules and expectations - where children's voices are listened to. Learning how democracy and law works in Britain compared to other governments in other countries. Hold school council election in class.		Rule of Law: Government – link to world – School council/school rules Contrast: Lack of choice and lack of voice Consequences in school or in outside world – look at different countries in the space race.		Tolerance: Link with RE learning Sikhism VS Christianity Celebrate uniqueness and difference in opinion.	Mutual Respect: link to reflection: we are all different to treat others how you want to be treated/forgiveness (link to Easter)	Individual Liberty: – link to topic: Crime and Punishment of Tudor life and then contrast to now where if you don't break the law you have rights and freedoms.	All 5 BV Changing ME unit PSHE – we are all unique and different Will cover all BV's.
Authors	Malorie Blackman				Philip Pullman		Enid Blyton	
Reflection Corner	Come and join us		Gifts		The best that we can be		Memories	
External events, Trips and visits	Bonding Activities	Curriculum Evening Attend Harvest Assembly	Gymnastics Competition	Christmas Making Day Evening Carol Concert Attend	School Journey: Hooke Court & Soirée Inter-School Cross Country Art Week	Book Week Attend Easter Service Football Tournaments	Class Assemblies	District Sports Sports Day Summer Concert

				Christmas Service				
Spoken Language								
English	<p>Writing to entertain</p> <p>Description (I am...)</p>	<p>Writing to entertain</p> <p>Poetry (Journey through the stone age)</p>	<p>Writing to entertain</p> <p>Narrative (Beegu, life in space?)</p> <p>Writing to inform</p> <p>Biography (Tim Peake)</p>	<p>Writing to discuss</p> <p>Instructions "How to make a ____"</p>	<p>Writing to inform</p> <p>Report (Why were the Romans so powerful?)</p> <p>Writing to inform</p> <p>Report (What have the Roman ever done for us?)</p>	<p>Writing to persuade</p> <p>Making a speech</p> <p>"Rhinos and elephants will only be in zoos soon"</p> <p>Writing to persuade</p> <p>Campaign</p> <p>"Stop killing Rhinos for their horns, they need them more than us"</p>	<p>Writing to inform and discuss</p> <p>Newspaper (Was Queen Victoria the best Queen we have ever had?)</p> <p>Writing to persuade</p> <p>Advertising</p> <p>"The ____ a new invention"</p>	<p>Writing to discuss</p> <p>Argument "We should protect the wild because..."</p> <p>Writing to discuss</p> <p>Review (End of year report statement)</p>
Reading								

Maths

<p>Number and place value (NPV); Written addition and subtraction (WAS); Problem solving, reasoning and algebra (PRA)</p> <p>Mental addition and subtraction (MAS); Number and place value (NPV)</p> <p>Decimals, percentages and their equivalence to fractions (DPE); Problem solving, reasoning and algebra (PRA); Mental multiplication and division (MMD)</p> <p>Measurement (MEA)</p> <p>Written addition and subtraction (WAS); Mental addition and subtraction (MAS)</p>	<p>Mental multiplication and division (MMD); Fractions, ratio and proportion (FRP)</p> <p>Mental multiplication and division (MMD); Written multiplication and division (WMD); Problem solving, reasoning and algebra (PRA)</p> <p>Geometry: properties of shapes (GPS); Problem solving, reasoning and algebra (PRA)</p> <p>Number and place value (NPV); Decimals, percentages and their equivalence to fractions (DPE); Fractions, ratio and proportion (FRP)</p> <p>Mental addition and subtraction (MAS); Written addition and subtraction (WAS);</p> <p>Number and place value (NPV); Mental multiplication and division (MMD); Written multiplication and division (WMD); Problem solving, reasoning and algebra (PRA)</p>	<p>Number and place value (NPV); Decimals, percentages and their equivalence to fractions (DPE); Problem solving, reasoning and algebra (PRA)</p> <p>Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA); Written addition and subtraction (WAS)</p> <p>Mental multiplication and division (MMD); Number and place value (NPV); Problem solving, reasoning and algebra (PRA)</p> <p>Geometry: properties of shapes (GPS); Problem solving, reasoning and algebra (PRA); Measurement (MEA); Statistics (STA)</p> <p>Written addition and subtraction (WAS); Measurement (MEA); Problem solving, reasoning and algebra (PRA)</p>	<p>Written multiplication and division (WMD)</p> <p>Written multiplication and division (WMD); Fractions, ratio and proportion (FRP)</p> <p>Geometry: properties of shapes (GPS); Problem solving, reasoning and algebra (PRA); Measurement (MEA)</p> <p>Fractions, ratio and proportion (FRP); Problem solving, reasoning and algebra (PRA)</p> <p>Written addition and subtraction (WAS); Problem solving, reasoning and algebra (PRA)</p>	<p>Mental addition and subtraction (MAS); Decimals, percentages and their equivalence to fractions (DPE); Problem solving, reasoning and algebra (PRA)</p> <p>Fractions, ratio and proportion (FRP); Problem solving, reasoning and algebra (PRA); Written multiplication and division (WMD)</p> <p>Decimals, percentages and their equivalence to fractions (DPE); Problem solving, reasoning and algebra (PRA); Number and place value (NPV)</p> <p>Geometry: position and direction (GPD); Problem solving, reasoning and algebra (PRA); Geometry: properties of shapes (GPS)</p> <p>Written addition and subtraction (WAS); Problem solving, reasoning and algebra (PRA)</p>	<p>Mental multiplication and division (MMD); Problem solving, reasoning and algebra (PRA); Fractions, ratio and proportion (FRP)</p> <p>Written multiplication and division (WMD)</p> <p>Measurement (MEA); Problem solving, reasoning and algebra (PRA)</p> <p>Decimals, percentages and their equivalence to fractions (DPE); Fractions, ratio and proportion (FRP); Number and place value (NPV)</p> <p>Statistics (STA); Measurement (MEA); Written multiplication and division (WMD); Problem solving, reasoning and algebra (PRA); Mental multiplication and division (MMD)</p>
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Science	<p style="text-align: center;">Properties and changes of materials</p> <p>Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity, and response to magnets. Give reasons, based on evidence from comparative and fair tests for the particular uses of everyday materials</p> <p>Understand that some materials will dissolve in liquid to form a solution, decide how mixtures might be separated (filtering, sieving and evaporated), and describe how to recover a substance from a solution using knowledge of solids, liquids and gases.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible and explain that some changes result from the formation of new materials, and that this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarb.</p>	<p style="text-align: center;">Earth and Space</p> <p>Describe the movement of Earth and other planets, relative to the Sun in the solar system and use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p>		<p style="text-align: center;">Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between Earth and a falling object.</p> <p>Identify the effects of air resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p style="text-align: center;">Animals including humans</p> <p>Describe the changes as humans develop from birth to old age.</p>	<p style="text-align: center;">All living things</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describe the life process of reproduction in some plants and animals.</p>

History	<p>How have homes changed from the Stone Age?</p> <p>I can identify continuity and change in the history of the locality of the school and understand continuity and change over time representing them on a timeline, with evidence.</p>		<p>Why were the Romans so powerful and what can we learn from them?</p> <p>I can describe the main changes in a period of history and use literacy, numeracy and computing skills to an exceptional standard in order to communicate this information (using terms such as : social, religious, political, technical and cultural).</p>		<p>Was Queen Victoria the best Queen we have ever had?</p> <p>BV-Previous British Monarchs (Compare to Cleopatra? Best Queen ever?)</p> <p>I can seek out and analyse a wide range of evidence in order to justify claims about the past, and use dates and terms accurately when describing events.</p>	
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Geography

Locate world countries
Settlements and trade
links

(What can we see from
space?)

(INVESTIGATE PLACES)

I can collect and analyse statistics and other information in order to draw clear conclusions about locations. I can identify and describe how the physical features affect the human activity within a location.

(INVESTIGATE PATTERNS)

I can describe how countries and geographical regions are interconnected and interdependent.

(COMMUNICATE GEOGRAPHICALLY)

I can describe human geography- including: settlements, land use, economic activity -including trade links and the distribution of natural resources including: energy, food, minerals, and water supplies.

Locate world countries, focusing on a study of a region of Europe BV-How the traditional British holiday has changed-seaside to around the world

(INVESTIGATE PLACES)

Analyse and give views on the effectiveness of diff geographical representations of a location

Name and locate some countries and cities across the world and their identifying human and physical characteristics; and understand how aspects have changed over time.

(INVESTIGATE PATTERNS)

Understand some of the reasons for geographical similarities and differences between countries.

Describe how locations around the world are changing and explain some reasons for change.

4 figure grid reference on OS maps. Use fieldwork to record and explain areas.

Living in the wild
TO INVESTIGATE PLACES:

Use different types of fieldwork sampling (random and systematic) to observe, measure, and record the physical and human features in the local area. Record the results in a range of ways.

<p style="text-align: center;">Music</p>	<p>Unit: Living on a prayer (Charanga)</p> <p>TO DESCRIBE MUSIC Choose from a wide range of musical vocabulary to accurately describe and appraise music including pitch, dynamics, timbre, tempo, lyrics and melody</p>	<p>Ukulele Scheme</p>	<p>Using ukuleles recap notation and composition</p>	<p>Unit: Classroom Jazz 1</p> <p>Link to Glockenspiels (pentatonic scale)</p> <p>TO COMPOSE Read and create notes on a musical stave using standard notation for treble clef and marking crotchet, minim and semibreve Use drones and melodic ostinato (based on the pentatonic scale)</p>	<p>Horrible History Vile Victorians Songs</p> <p>The Fresh Prince of Bel Air (charanga – if needed)</p>	<p>Summer Production</p> <p>TO PERFORM Sing or play expressively and in tune from memory with confidence in a solo or as part of an ensemble</p> <p>Dancing in the street // Make you feel my love (charanga)</p>
	<p style="text-align: center;">PE</p>		<p>Games</p> <p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc) Work alone, or with team mates in order to gain points or possession. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.</p>		<p>Dance</p> <p>Compose creative and imaginative dance sequences Perform expressively and hold a precise and strong body posture Express an idea in original and imaginative ways</p>	

Computing	Unit 5.1 Coding Number of Weeks – 6 Main Programs – 2 Code	Unit 5.2 Online Safety Weeks – 2 Programs – Various I can understand the effect of online comments and show responsibility and sensitivity when online.	Unit 5.3 Spreadsheets Weeks – 6 Programs – 2 Calculate	Unit 5.4 Databases Weeks – 4 Programs – 2 Question, Investigate	Unit 5.5 Game Creator Weeks – 5 Programs – 2 DIY 3D I can set IF conditions for movements and can specify types of rotation, giving the number of degrees. I can upload sounds from a file and edit them and can add effects such as fade in and out and control their implementation.	Unit 5.6 3D Modelling Weeks – 4 Programs – 2 Design and Make I can combine the use of pens with movement to create interesting effects.	Unit 5.7 Concept Maps Weeks – 4 Programs – 2 Connect
Design Technology		Caves, huts and houses: Design & Make a House (Materials) I can cut materials with precision and refine the finish with appropriate tools. I understand the qualities of materials and choose appropriate tools to cut and shape.		Roman tunic with a crest (Textiles) I can use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles. I can ensure products have a high quality finish using art skills where appropriate			
Art and design			Super Space Paintings/Drawings I can sketch before painting to combine line and colour. I can use a variety of techniques to create interesting effects. I can create original pieces that show a range of influences and styles.		African collage I can create accurate patterns and mix textures. I can create accurate patterns, showing fine detail.	Victorian – printing wallpaper inspired by great artists) I can mix textures and show precision in technique. I can show how the work of those studied was influential in both society and other artists.	

French		Getting to know you I can ask and answer simple questions and talk about interests	All about ourselves		That's tasty! I can read a short text independently	Family and friends	School life I can write short phrases from memory with spelling that is readily understandable	Time travelling
RE	How has the Christian message survived for 2000 years? AT1: Beliefs, Teaching and Sources AT2: Meaning, Purpose and Truth	What are the beatitudes? AT1: Beliefs, teaching and sources AT2: Values and commitments	Christmas as through music and art AT1: Beliefs, Teaching and Sources AT2: Meaning, Purpose and Truth	Sikhism 1 What do Sikhs believe? AT1: Beliefs, Teaching and Sources AT2: Meaning, Purpose and Truth	What happens in church at Easter? AT1: Forms of Expression AT2: Identity and Belonging	Islam 1 What does it mean to be a Muslim? AT1: Practices and Ways of Life AT2: Values and Commitments	Thematic unit covering all 5 world religions: Journey of life and death AT1: Beliefs, Teaching and Sources; Practices and Ways of Life; Forms of Expression AT2: Identity and Belonging	
PSHE	JIGSAW PUZZLE 1: Being Me	JIGSAW PUZZLE 2: Celebrating Difference I can explain the differences between direct and indirect types of bullying and know how to support children who are being bullied	JIGSAW PUZZLE 3: Dreams & Goals Dreams and goals: I can describe the dreams and goals of a young person in a culture different from mine	JIGSAW PUZZLE 4: Healthy Me	JIGSAW PUZZLE 5: Relationships I can explain how to stay safe when using technology to communicate with my friends	JIGSAW PUZZLE 6: Changing Me		