# Year 5 Long Term Plan

| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Theme** | Oceans of the World | The Tudors | The Tudors | The Census | Population | Local Area |
| **Enquiry Question** | Why do oceans matter? | What was life like in Tudor England? | What was life like in Tudor England? | What can the census tell us about local areas? | Why does population change? | Can I carry out an independent field work enquiry? |
| **Core Books** | Greta and the Giants<br>Zoe Tucker<br>Wild is the Wind<br>Grahame Baker-Smith | When we Walked on the Moon<br>David Long | The Lost Book of Adventure<br>Unknown adventurer and Teddy Keen | King Kong<br>Anthony Browne | The Promise<br>Nicola Davis | FArTHER<br>Grahame Baker-Smith |
| **WOW** | Plastic Pollution Day | Tudor Theme Day | Survival Day | Citizenship – visit from local MP | Climate Action Day | Mary Arden's Farm |
| **Maths** | Number<br>Addition and subtraction<br>Place value<br>Mental arithmetic<br>Multiplication & division (10, 100, 1000) | Number<br>Multiplication & division (2-4 digit by 2 or 1 numbers)<br>Fractions<br>Decimals<br>Properties of shape<br>Angles, polygons and 3D shapes | Number<br>Fractions<br>Measurement<br>Area and perimeter | Number<br>Fractions and percentages | Number<br>Decimals<br>Statistics<br>Graphs and tables | Measurement:<br>converting units<br>Volume<br>Geometry<br>Position and direction |
| **English** | Environment narrative<br><br>Biography | Exploration narrative<br><br>Formal mission log | Rotary Club Competition<br><br>Survival guide | Dilemma narrative<br><br>Balanced argument | Character narrative<br><br>Bargain letter | Setting narrative<br><br>Letter |

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| **RE** | What does it mean if God is holy and loving?<br>Make connections between Bible texts and what Christians believe about God. Consider how biblical teachings about God as holy and loving might make a difference in the world | Why do Christians believe that Jesus is the Messiah?<br>Show how Christians put their beliefs about Jesus' incarnation into practice in different ways (Christmas). Consider the idea that Jesus is the Messiah | What does it mean to be a Muslim in Britain today?<br>Learn in depth about the Muslim religion. Explore the five pillars of Islam | What do Christians believe Jesus did to 'save' people?<br>The timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it and what Christians mean when they say that Jesus' death was a sacrifice | Why do Hindus try to be good?<br>Identify and explain Hindu beliefs. They will give meaning for the story of the man in well.<br>Make clear the connections between Hindu beliefs about dharma, karma, samsara and moksha | What does it mean to be a Humanist in Britain today? |
| **Science** | Forces<br>Develop an understanding of gravity. Identify the effects of different types of resistance and friction. Recognise that mechanisms (levers, pulleys and gears) allow a smaller force to have a greater effect | Earth and Space<br>The movement of the Earth, and other planets, relative to the Sun and the movement of the Moon relative to the Earth. Understand the idea of the Earth's rotation to explain day and night | Properties and changes of materials<br>Compare materials and reversible/irreversible changes of solids, liquids and gases from state to another | Living things and their habitats<br>Explore the life cycles of mammals, insects and describe the functions of different parts of flowering parts. Investigate requirements for growth | Animals including humans<br>Classify mammals and humans and include discussions about changes in the human body | Materials<br>Mixtures and Separation |
| **History** | | The Tudors<br>Henry VIII and his wives<br>Queen Elizabeth I | | The Census<br>What is the census and what can be learnt from it? | | |
| **Geography** | Oceans<br>Use of the oceans<br>Great Barrier Reef<br>Sustainability of oceans | | | | Population<br>Changes in global population<br>Migration<br>Climate change | Field Work<br>Can I carry out an independent<br>Field work enquiry |
| **Design and Technology** | Mechanical systems – gears and pulleys | Textiles - Stuffed Toys (link to Christmas) | Electrical Systems - Doodlers | Structures - Bridges | | Cooking and Nutrition - Developing a Recipe |

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| **Art and Design** | Painting and Mixed Media - Portraits | Drawing – Depth, emotion and movement | Sculpture & 3D - Interactive Instillation | | Craft and Design: Architecture | |
| **Computing** | Computing systems and networks – Sharing information | Creating media – Vector drawing | Creating media – Video editing | Data and Information – Flat-file databases | Programming A – Selection in physical computing | Programming B – Selection in quizzes |
| **Music** | Blues: Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing | South and West Africa<br>Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves | Composition based upon knowledge about the Tudors | Composition to represent the festival of colour.<br>Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi | Looping and remixing<br>Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions | Musical theatre: An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects |
| **RSE & PSHE** | World Mental Health Day<br>My Healthy Self: How can I support my mind and body as I grow? | Anti-bullying week<br>Connecting with others: Why are healthy relationships important? | Safer Internet Day<br>Online World: How am I influenced by what I see online? | Citizenship<br>How can we make a difference in our communities and beyond? | Growing up<br>How can I manage the changes to my body and emotions as I grow up? | Healthy Schools Week<br>Staying safe: How can we be in control of our money? |
| **Physical Education** | Gymnastics - bridges<br><br>Invasion games-football | Gymnastics – flight<br><br>Invasion games - basketball/netball<br><br>Swimming | Invasion games-hockey<br><br>Dance | Gymnastics- twisting, spinning and turning<br><br>Invasion games-tag rugby | Athletics – competition training<br><br>Games-Net and court | OAA - Teamwork, communication, problem solving, orienteering<br><br>Games- striking and fielding, cricket and rounders |
| **French** | Pets | Space exploration | Shopping in France | French speaking world - directions | Verbs in a week | Family and friends |