

Year 5 – Long Term Plan

Year 5	School Global theme	Healthy Mind, Healthy Body		Relationships		Living in the Wider World	
	Significant Person	Sir Isaac Newton and Ashima Shiraishi		Frida Kahlo	Katherine Johnson and the Hidden Figures (NASA)	Jane Goodall	Thomas Beckett
	Anchor Point (Locality Study)	Coombe Valley and Winless Downs		Crabble Mill	Hurstmonceaux Observatory The Sky Above Us	Howletts and Port Lympne	Canterbury
	National & whole school events	9 th September World Read a Book Day 11 th September Roald Dahl Day 21 st September Art Week 28 th September Healthy Eating Week 28 th September Maths Audit 7 th October Harvest 9 th October Pupil Progress Meetings 12 th October Assessment Week 15 th October Provisional Kent Test	4 th -11 th Book Fair 3 rd - 4 th November Parent Partnership Evening 9 th November English Audit week 11 th November Remembrance Day 13 th November Children in Need 16 th November Anti Bullying & Road Safety Week 25 th November no pens Wednesday 27 th November Christmas Craft Day 2 nd December PJ Day 3 rd - 9 th December Nativity 7 th December Assessment Week 11 th December Christmas Fayre 14 th December Christmas Dinner 16 th December – Trust Christmas Concert 18 th December – Christmas Jumper Day & Christmas Assembly	25 th January Maths Audit Week 1 st February Mental Health Week 1 st February Assessment Week 9 th February Safer Internet Day 12 th February Chinese New Year Shrove Tuesday	4 th March World Book Day – Dress Up 8 th March Science Week 9 th & 10 th Primary Dance Festival 15 th March Shakespeare Week 17 th March St Patricks Day 19 th March Comic Relief 22 nd March Assessment Week 30 th - 31 st March Parent Partnership meetings Easter	19 th April Inset day Staff in 6 th April Mock SATs 3 rd – 31 st May Key Stage 1 SATs 10 th -14 th May Key Stage 2 SATs World Earth Day Book Week	7 th June Multiplication Screening 7 th June Year 1 Phonics 14 th June Assessment Week 21 st June Sports Week 28 th June Enterprise Wee 1 st July Common Transfer day 2 nd July Summer Fayre 7 th – 8 th July Parent Partnership meeting 14 th July Graduation 15 th July Prom 16 th July Leavers Service
	Assemblies	Harvest	Anti-Bullying Week Remembrance Day Children in Need Nativities	Safer Internet Day Shrove Tuesday	Science Week Comic Relief Easter	World Earth Day Book Week	Sports Week Enterprise Week
	Theme	Crime doesn't pay!	A force to be reckoned with	Over the moon!		Softly, softly catchee monkey!	Oh, grow up!
	Term	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (5 weeks)
	English	Discussion text Instructions Narrative- based on mountains Non-chronological Persuasion- Advertising/ Press release based on new mountain climbing equipment.		Discussion text Instructions- Chocolate recipe Narrative Non-chronological Persuasion Poetry Recount- The hidden figures retelling		Discussion text- debate on conservation Instructions Narrative Non-chronological Persuasion Poetry	Discussion text Instructions Narrative- Non-chronological- tourist leaflets Persuasion Poetry Recount

		Poetry- speaking and listening- performance poetry and writing poetry in the style of 'The Highwayman'. Recount		Recount	
Quality Text	The Highwayman by Alfred Noyes The Raven by Edgar Allen Poe How to Solve a Problem by Ashima Shiriashi	The Chocolate Tree – A Mayan Folktale by Kathy Lowry The Rain Player by David Wisniewski		Kensuke’s Kingdom by Michael Morpurgo Miranda the Castaway by James Mayhew Window by Jeannie Baker The Paper Bag Prince by Colin Thompson	Bill’s New Frock by Ann Fine High quality tourism leaflets
Mathematics	Collins: Busy Ant Units 1 to 4 Number and place value Addition and subtraction 3D shapes from 2D representations Multiplication and division Fractions Position and direction – translation Addition and subtraction Decimals Measurement – mass Multiplication and division Measurement - time	Collins: Busy Ant Units 5 to 8 Number and place value Addition and subtraction Geometry – angles Multiplication and division Fractions Measurement – length Number – percentages, decimals and fractions Addition and subtraction, incl decimals Statistics – line graphs and timetables Multiplication and division Number – percentages Measurement – area and perimeter		Collins: Busy Ant Units 9 to 12 Number and place value Addition and subtraction Properties of shapes – polygons, missing lengths and angles Multiplication and division Measurement – money Fractions Measurement – volume and capacity Addition and subtraction Measurement – money Number – percentages and decimals Geometry – reflection Multiplication and division Measurement – money Statistics – line graphs	Catch Up, Consolidation and Gap Analysis
Science	Forces <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary – reversible and irreversible changes</i> <i>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i>	Properties and changes materials <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in 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 bicarbonate of soda 	Earth and Space <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky <i>identifying scientific evidence that has been used to support or refute ideas or arguments – flat earthers / historical discoveries</i>	Living things and their habitats <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 	Animals, including humans <ul style="list-style-type: none"> describe the changes as humans develop to old age

	<p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>using test results to make predictions to set up further comparative and fair test</p>			<p>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p>		
Geography	<p>Physical Geography: Mountains</p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p><i>physical geography</i> <i>different types of mountains, links to UK mountains, how formed etc.</i></p>	<p>Geographical Study: Mexico, NA</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region within North America identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><i>focus study area, location knowledge, physical and human geography linked with Mayan study in History</i></p>	<p>Map Skills/Fieldwork</p> <ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p><i>Direction, map skills, enquiry, distance and scale</i></p>	<p>Human Geography: Energy</p> <ul style="list-style-type: none"> describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><i>human geography</i> <i>types of energy, renewable, sustainability, Sandwich windfarm</i></p>		
History	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <ul style="list-style-type: none"> Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture 	<p>Mayan Civilisation</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<p>Canterbury</p> <ul style="list-style-type: none"> a local history study 			
Art	<p>Painting and Printing</p> <ul style="list-style-type: none"> to create sketch books to record their observations to improve their mastery of art and design techniques, including painting with a range of materials to learn about great artists and designers in history. <p><i>mastery of techniques: Painting, mastery of techniques: Printing, explore and develop ideas, use of ICT</i></p>	<p>3D Form and Printing</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including sculpture with a range of materials to learn about great architects and designers in history. <p><i>mastery of techniques: 3D Form, mastery of techniques: Printing, evaluate and build on ideas, explore and develop ideas: sketchbooks</i> <i>Mayan buildings, symbols and prints</i></p>	<p>Textiles/Collage</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques with a range of materials to use sketch books to review and revisit ideas to learn about great designers in history <p><i>mastery of techniques: Textiles/Collage, evaluate and build on ideas</i></p>	<p>Drawing</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal, paint] to learn about great artists in history <p><i>mastery of techniques: Drawing, evaluate and build on ideas: sketchbooks</i></p>		
D&T	<p>3D Form</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p><i>working with tools, equipment, materials and components to make quality products</i> <i>linked to history</i></p>	<p>Food Tech</p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities understand how key events and individuals in design and technology have helped shape the world <p><i>working with tools, equipment, materials and components to make quality products: Food Tech</i> <i>Linked with Geog/History study- Mayans, chocolate, foods from around the world etc.</i></p>	<p>Textiles</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including, textiles, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p><i>working with tools, equipment, materials and components to make quality products: Textiles</i></p>	<p>Enterprise Week</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><i>developing, planning and communicating ideas, evaluating processes and products</i></p>		
MFL	<ul style="list-style-type: none"> Getting to Know You 	<ul style="list-style-type: none"> All About Ourselves 	<ul style="list-style-type: none"> School Life 	<ul style="list-style-type: none"> That's Tasty 	<ul style="list-style-type: none"> Time Travelling 	<ul style="list-style-type: none"> Family and Friends

PE	Games Attacking and Defending Tactics (Focus Basketball/Netball)	Dance	Gymnastics	Games Badminton	Games Cricket Focus	Athletics
	<ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 			
Computing	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p><i>sound and music, digital images, research</i> <i>making short films, adding music, link to Science or History</i></p>	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p><i>online safety</i> <i>linked to Safer Internet Day</i></p> <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration <p><i>research, understanding technologies</i> <i>linked to searching online for History/Geography</i></p>	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p><i>data handling, coding and algorithms</i> <i>databases, linked to History and Fieldwork</i></p>			
Music	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory <p><i>performing skills: singing, cultural development, music ICT</i></p>	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p><i>performing skills: instruments, cultural development</i> <i>linked to Geog/History topic</i></p>	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations improvise and compose music for a range of purposes using the inter-related dimensions of music <p><i>composing, evaluation, aural and theoretical knowledge, personal development</i></p>			
RE	<ul style="list-style-type: none"> Christianity – Jesus’ values in the 21st century 	<ul style="list-style-type: none"> Islam – living a Muslim life today 	<ul style="list-style-type: none"> Christianity and Islam – the importance of places of worship (comparison) 	<ul style="list-style-type: none"> Christianity, Agnostics, and Atheists – why do people think God does or does not exist (comparison) 		
RSE	<p>Families and Friendships Safe Relationships Respecting Ourselves and Others</p>	<p>Belonging to a Community Media Literacy and Digital Resilience Money and Work</p>	<p>Physical Health and Mental Wellbeing Growing and Changing Keeping Safe</p>			