



Long Term Planner

Year 5

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Space	Anglo-Saxons	London	Benin	Norfolk	Kett's Rebellion
Trips/Visitors	Planetarium	West Stow Anglo-Saxon Village	London - The O2 & London Eye	Sainsbury Centre	Norfolk Broads	Kett's Oak
Passport Experiences		Question an expert (Rev Margaret)	Sing as a part of a choir Ride on a ferris wheel		Sail on the Norfolk Broads Hatch a chick	Have your work published
	Visit Grenville Court Care Home Learn how to do CPR					
English: Power of reading core text	Curiosity – the story of a Mars Rover	A song from somewhere else	London Eye Mystery	Dark Sky Park	Floodland	The journey
Writing Opportunities	Non-chronological report – the Mars Rover	Balanced Argument	Narrative that develops character, setting and atmosphere.	To write a poem inspired by the author.	To write a dystopian narrative	Extended narrative
Cross Curricular Writing	To write a diary entry in role as a water droplet (Geography: Water Cycle)	To write a script for a TV news report on changing weather patterns (Science: Global Warming)	To write a non-chronological report on a UK city (Geography: UK Cities)	To write a poem (Science: Plastic Pollution)	To write a set of instructions (DT: Pencil Roll)	To write a recount of Kett's Rebellion (History: Kett's Rebellion)
Guided Reading	The Lion the Witch and the Wardrobe	Kensuke's Kingdom	Zombierella	Matilda	The Girl Who Stole an Elephant	Northern Lights
Let's think in English	Maps (3 weeks) Shoes (3 weeks) Lulu (3 weeks)	Bear (3 weeks) Rabbits (part 1, 3 weeks) Rabbits (part 2, 3 weeks)	Tree (2 weeks) Maker (part 1, 3 weeks) Maker (part 2, 3 weeks)	Visitor (2 weeks) Home (3 weeks)	The island (part 1, 3 weeks) The island (part 2, 3 weeks)	The long walk (3 weeks) The enemy (3 weeks)
SPAG	Nouns, adjectives, verbs (tenses), model verbs, adverbs and adverbs of time, subject, object, verb, clauses and phrases, conjunctions, prepositions, question marks and exclamation marks, statement, question, exclamation, command, pronouns (inc possessive), determiners, noun phrases, adverbial phrases and prepositional phrases, commas in lists and after fronted adverbials, main and subordinate clauses and comma to separate subordinate and main clauses, relative pronouns and clauses and embedded relative clauses, parenthesis – brackets, dashes, double commas, antonyms and synonyms, apostrophes for omission and possession (plural), inverted commas for direct speech and comma to separate speech.					



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<p>MATHS</p>	<p>Number and Place Value Roman numerals to 1,000 Read and write numbers to 1,000,000 Powers of 10 Partition numbers to 1,000,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 1,000,000 Mental strategies</p> <p>Addition and Subtraction Add and subtract whole numbers with more than four digits Round to check answers (addition and subtraction) Inverse operations Multi-step addition and subtraction problems Compare calculations Find missing numbers</p>	<p>Multiplication and Division Common multiples and factors Prime, square and cube numbers Multiply and divide by 10, 100 and 1,000</p> <p>Fractions Find fractions equivalent to a unit and non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers and mixed numbers to improper fractions Compare and order fractions less and greater than 1 Add and subtract fractions with the same denominator Add fractions within and greater than 1 Add and subtract two mixed numbers - breaking the whole</p>	<p>Multiplication and Division Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number Divide with remainders Solve problems with multiplication and division Multiply a unit and non-unit fraction by an integer Multiply a mixed number by an integer</p> <p>Fractions and Decimals Fraction of an amount Use fractions as operators Decimals up to 2 decimal places Equivalent fractions and decimals</p>	<p>Fractions and Decimals Thousandths as fractions and decimals Order and compare any decimals with up to 3 decimal places Round to the nearest whole number Round to 1 decimal place Percentages as fractions and decimals Equivalent fractions, decimals and percentages</p> <p>Measures Perimeter and area of rectilinear shapes Perimeter of polygons Estimate area Draw, read and interpret line graphs Read and interpret two-way tables and timetables</p>	<p>Shape Classify angles And estimate angles Measure angles up to 180 Draw lines and angles accurately Calculate angles on a line and around a point Measure lengths and angles in shapes Regular and irregular polygons and 3-D shapes Read and plot coordinates Problem solving with Coordinates Translation with coordinates Lines of symmetry Reflection in horizontal and vertical lines</p> <p>Decimals Use known facts to add and subtract decimals within and across 1 Complements to 1 Add and subtract decimals with the same and different number of decimal places Decimal sequences</p> <p>Multiplication and Division Multiply and divide by 10, 100 and 1,000 Multiply and divide decimals - missing values</p> <p>Translations and reflections</p>	<p>Number and Place Value Understand negative numbers Count through zero in 1s Count through zero in multiples Compare and order negative numbers Find the difference</p> <p>Measures Kilograms and kilometres Millimetres and millilitres Convert units of length Convert between metric and imperial units Convert units of time Calculate with timetables Cubic centimetres Compare volume Estimate volume Estimate capacity</p>
<p>SCIENCE</p>	<p>Forces (Physics) Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p>	<p>Space (Physics) Describe the Sun, Earth and Moon as approximately spherical bodies. -Describe the movement of</p>	<p>Properties of Materials (Chemistry) Compare and group together everyday materials on the basis of their properties,</p>	<p>Plastic Pollution (Sustainability) Plastics are man-made materials that are often strong, lightweight and</p>	<p>Lifecycles (Biology) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>	<p>Reversible and irreversible changes (Chemistry) Know that some materials</p>



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	<p>Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the falling object.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Space (Physics)</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>-Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>-Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p>- Describe the movement of the Moon relative to the Earth.</p>	<p>the Earth, and other planets, relative to the Sun in the solar system.</p> <p>-Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p>- Describe the movement of the Moon relative to the Earth.</p> <p>Global Warming (Sustainability)</p> <p>The greenhouse effect is caused by greenhouse gases trapping heat from the Sun. This leads to global warming.</p> <p>-Global warming can lead to glaciers and ice caps melting. This can cause sea levels to rise, leading to flooding.</p> <p>-Global warming can change weather patterns and can lead to drought or flooding. Drought and flooding make it hard to grow crops.</p> <p>Global warming affects humans, animals and plants.</p> <p>-Global warming and climate change can cause icy habitats to melt due to increasing temperatures.</p> <p>-Humans, animals and plants are affected by flooding and drought by global warming.</p>	<p>including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <p>- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Plastic Pollution (Sustainability)</p> <p>Plastics are man-made materials that are often strong, lightweight and can be used to make plastic bottles, carrier bags and containers.</p> <p>-Plastics are designed to last a very long time and do not break down easily.</p> <p>-Plastics can end up in landfill sites as well as the oceans. This has an impact on animal and plant life.</p> <p>-As a result of plastic pollution, lots of plastic ends up in landfill sites and the oceans.</p>	<p>can be used to make plastic bottles, carrier bags and containers.</p> <p>-Plastics are designed to last a very long time and do not break down easily.</p> <p>-Plastics can end up in landfill sites as well as the oceans. This has an impact on animal and plant life.</p> <p>-As a result of plastic pollution, lots of plastic ends up in landfill sites and the oceans</p> <p>Animals including Humans (Biology)</p> <p>Describe the changes as humans develop to old age.</p>	<p>Reproduction (Biology)</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>- Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>- 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.</p> <p>Reproduction (Biology B)</p> <p>Describe the life process of reproduction in some plants and animals.</p>
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HISTORY		Anglo-Saxons Britain's settlement by Anglo-Saxons		Benin A non-European society that provides contrasts with British history – one study chosen from: Benin (West Africa) c. AD 900-1300.		A local study – Kett's rebellion a local history study
GEOGRAPHY	Water Cycle Physical geography, including: the water cycle		UK Cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		Local Fieldwork 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 <u>Use</u> 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	
ART		Anglo Saxon illuminated letters Drawing, printing & painting Create sketchbooks to record their observations and use them to review and revisit their ideas. To improve their mastery of art and design techniques. Learn about great artists, architects and designers in History. Artist study – Bev Coraldean (Norwich bases artist)		Benin Sculpture Create sketchbooks to record their observations and use them to review and revisit their ideas. To improve their mastery of art and design techniques. Learn about great artists, architects and designers in History. Artist study – Historical pieces Sainsbury Centre		Norfolk Landscapes - Kett's Rebellion Drawing & Painting Create sketchbooks to record their observations and use them to review and revisit their ideas. To improve their mastery of art and design techniques. Learn about great artists, architects and designers in History. Artist study - Hockney (modern), Constable, Turner, Williamson, Crome.
DT	Meal before take-off		London Eye		Pencil Roll Design, make, evaluate.	



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	<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown.</p> <p>Creamy Pasta and Veg</p>		<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Pulley</p>		<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Textiles</p>	
PE	<p>Invasion Games</p> <p>Play competitive games with attacking and defending.</p> <p>Basketball</p>	<p>Dance</p> <p>Perform dances using a range of movement patterns. Compare performances.</p>	<p>Gymnastics</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>Gymnastics</p> <p>Linking movements to show a specific task; showing balance, coordination and creativity using the skills taught.</p>	<p>Athletics</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Striking and fielding</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Rounders</p>
Games	<p>Invasion Games</p> <p>Football</p>	<p>Invasion Games</p> <p>Tag Rugby</p>	<p>Invasion Games</p> <p>Handball</p>	<p>Outdoor Adventurous Activities</p>	<p>Athletics</p> <p>Use running and jumping, throwing and catching in isolation and in combination.</p>	<p>Net/Wall Games</p> <p>Tennis/ Badminton</p>
RE	<p>Christianity/Islam: How has belief in Christianity and Islam impacted on Art and Music through history?</p> <p>Describe ways in which beliefs shape the way Christians and Muslims view the world in which they live and how they view others; explain the different ways in which the terms 'religion' and 'belief' are used by Christians and Muslims; explain how</p>	<p>Christianity/Multi/Humanism: Is believing in God reasonable?</p> <p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence; explain some of the different ways in which philosophers understand abstract concepts; explain whether a position or</p>	<p>Christianity: What difference does the resurrection make to Christians?</p> <p>Describe different sources of authority and how they link with beliefs; describe a range of different interpretations of sources of authority and consider the reliability of these sources for Christians; describe ways in which beliefs shape the way Christians view the world in which they live and how they view others.</p>	<p>Christianity: What is the Eucharist and why is it important?</p> <p>Explain the different ways in which the terms 'religion' and 'belief' are used by Christians; show awareness that talking about religion and belief can be complex; explain how Christians' beliefs impact on and influence lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>Christianity/ Humanism: Creation or Science: Conflicting or complementary?</p> <p>Describe different sources of authority and how they link with beliefs; describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers; describe some of the key theological similarities and differences between and within religions</p>	



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	beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	argument is coherent and logical; link a range of different pieces of evidence together to form a coherent argument.				and worldviews; explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.
MUSIC	Melody and Harmony in Music Create, rehearse and present a performance for a specific purpose; perform from memory or with notation, with confidence and accuracy; compare a recorded performance with a previous performance, and explain how well the performance communicated the mood of each piece; maintain their part whilst others are performing their part.	Sing and play in different styles Sing a second part in a song; self-correct if they are lost or out of time; sing expressively, with attention to breathing and phrasing; talk about feelings created by the music	Composing and chords Analyse and compare features from a wide range of music; discern and distinguish layers of sound and understand their combined effect; use a wider range of dynamics, including, ff, pp, mf and mp	Enjoying musical styles Talk about the different styles of singing used for different styles of song; describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary	Freedom to improvise Sing and use their understanding of meaning to add expression; identify instruments by ear and through a range of media; use rhythmic variety; choose the most appropriate tempo for a piece of music occasion	Battle of the bands Identify different tonality, e.g. major and minor; recognise the sound and notes of different scales by ear and from notation; use a wider range of structures within compositions, e.g. introduction, multiple verse and chorus sections, AB form or ABA form (ternary form); use chords to compose music to evoke a specific atmosphere, mood or environment
COMPUTING	E-Safety (1-2 hours) Use technology safely, respectfully & responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content & contact.	Programming in Scratch (5-7 hours) Design, write & debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence, selection, & repetition in programs; work with variables & various forms of input & output. Use logical reasoning to explain how some simple algorithms work & to	App Design (4-6 hours) Select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals.	E-Safety (1-2 hours) Use technology safely, respectfully & responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content & contact.	E-Book Creation (3-5 hours) Select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals.	Music Creation (2-3 hours) Select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of content that accomplish given goals.
	Data Handling (3-4 hours) Select, use & combine a variety of software (including internet services). Collecting,			Computer Networks & the Internet (2-3 hours) Understand computer networks, including the		Physical Devices (Microbits) (1-3 hours) Design, write & debug programs that accomplish



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	<p>analysing, evaluating & presenting data & information.</p> <p>Operating Systems (1-2 hours) Select, use & combine a variety of software on a range of digital devices to create content that accomplish given goals.</p>	detect & correct errors in algorithms & programs.		internet; how they can provide multiple services, such as the World Wide Web, & the opportunities they offer for communication & collaboration.		specific goals, including controlling or simulating physical systems. Use sequence, selection, & repetition in programs; work with variables & various forms of input & output.
PSHE	<p>Relationships</p> <p>TEAM (Together Everyone Achieves More) Positive qualities of a team, learning how to disagree respectfully and communicate effectively.</p>	<p>Health and Wellbeing</p> <p>Think Positive Understanding thoughts and emotions, both positive and negative.</p>	<p>Living in the Wider World</p> <p>Diverse Britain Identify how to make a positive contribution to the community. The law and the consequences of not respecting it.</p>	<p>Relationships</p> <p>Be Yourself Everyone is an individual, important to 'be yourself'. Developing a positive view of themselves and enabled them to recognise the importance of being proud of their individuality.</p>	<p>Health and Wellbeing</p> <p>It's My Body Consent and autonomy, body image and stereotypes and learning about substance which are harmful to our bodies.</p>	<p>Living in the Wider World</p> <p>Aiming High Achievements, aspirations and opportunities. Preferred learning styles, how they learn best. Challenges people face and barriers to success.</p>
RSHE	<p>My Feelings Pupils can anticipate how their emotions may change as they approach and/or move through puberty. Pupils can discern how people are feeling through their words, body language, gestures and tone.</p>	<p>My Body Pupils can anticipate how their body may change as they approach and/or move through puberty.</p>	<p>My Relationships Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p>	<p>My Beliefs Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying. Pupils can recognise how different backgrounds, beliefs and personalities affect behaviour and world views.</p>	<p>My Rights and Responsibilities Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission. Pupils can evaluate media and other sources for bias, stereotypes and range of voices and perspectives. Pupils can discuss some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</p>	<p>Aiming High Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen. Pupils can recognise personal strengths and weaknesses.</p>



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LANGUAGES French	Cultural Unit – Where in the world speaks French? Numbers and the alphabet	My family and me My home Colours Animals	Colours Food	Calendar Clothing Shopping	Holidays and Celebrations My Town The Weather	Sports and Hobbies School
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