

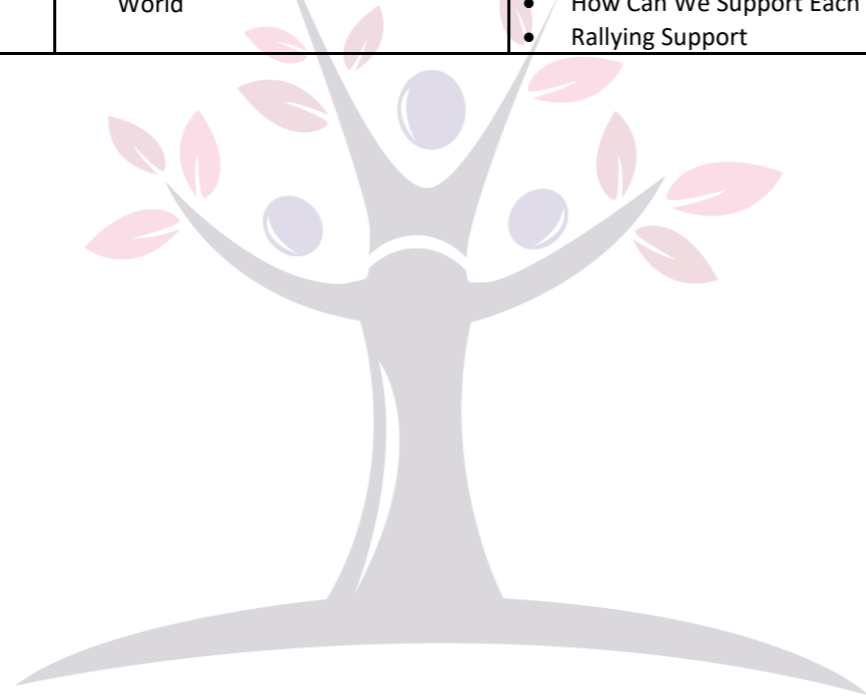
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Book: Dracula – Bram Stoker Outcome: Newspaper report Setting Description	Book: Clockwork – Philip Pullman Outcome: Narrative Character Description	Book: Macbeth – William Shakespeare Outcome: Instructions (spell) Narrative	Book: Diary of Anne Frank Outcome: Biography of Anne Frank Diary entry/letter	Book: Can We Save a Tiger? – Martin Jenkins Outcome: Non-chronological report Poetry Persuasion - letter	Book: Beowulf Outcome: Character Description Newspaper Report
Maths	Reasoning with large whole integers (2 weeks) Integer Addition and Subtraction (2 weeks) Line Graphs and Timetables (2 weeks) Multiplication and Division (2 weeks) Perimeter and Area (1 week)		Fractions and decimals (3 weeks) Angles (2 weeks) Fractions and percentages (3 weeks) Transformations (2 weeks)		Converting units of measure (2 weeks) Calculating with whole numbers and decimals (3 weeks) 2-D and 3-D Shape (2 weeks) Volume (1 week) Problem-solving (2 weeks) <i>See Mathematics Mastery for a more detailed breakdown</i>	
Science	The Human Body • Describe the changes as humans develop to old age	Materials • Compare and group together everyday materials on the basis of their properties • Know 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 • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials • Demonstrate that dissolving, mixing and changes of state are reversible changes	Living Things and their Habitats • Describe the differences in the life cycles on a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals	Forces • 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 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	Astronomy • 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	Meteorology • (This unit is in addition to NC science content) • Know the atmosphere protects Earth and enables life • Know that human actions can impact the Earth's atmosphere • Know that the UK experiences six air masses affecting the weather • Know a weather front is a boundary where warm and cold air meet • Know thunder and lightning is caused by electrical charge moving through the air
RE	• U36 What matters most to Humanists and Christians?	• U33 Why is the Torah so important to Jewish people?	• Anti-Racism	• U31 What does it mean if Christians believe God is holy and loving?	• U37 Christians and how to live: what would Jesus do?	• U41 For Christians, what kind of a king is Jesus?
Geography	Thematic week – Australia	Mountains • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		East Anglia, Yorkshire and The Midlands Name and locate countries 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 Study • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of maps, plans, graphs and digital technologies
History	Baghdad 900CE • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c.AD900; Mayan civilisation c.AD900; Benin (West Africa) c.AD900-1300)	Thematic week – Marvellous Mayans	The Industrial Revolution a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		The Victorian Age a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Thematic week – Crime & Punishment through time

Art	Style in Art <u>Artists: Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky</u> <ul style="list-style-type: none"> to develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil, charcoal about great artists in history. 	Islamic Art and Architecture <u>Architecture: The Dome of the Rock, The Alhambra, The Taj Mahal, Begum</u> <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil -about great artists in history. 	Art from Western Africa <u>Art: Antelope headdresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin</u> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and sculpture with a range of materials about great architects and designers in history. 	Chinese Painting and Ceramics <u>Art: Become familiar with examples of Chinese art, including: silk scrolls, calligraphy, brush writing and painting porcelain</u> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing and sculpture with a range of materials 	Print Making <u>Artists: Rembrandt, Hogarth, Hokusai, Wahoo!</u> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing and sculpture with a range of materials about great architects and designers in history. 	History of Photography <u>Photographers: Dorothea Lange, Lewis Wicks Hine, Jason Evans, Peter Keetman, Aaron Siskind</u> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil, charcoal about great architects and designers in history.
DT	Build – Cams Toys <ul style="list-style-type: none"> Understand how a cams mechanism works Design, make and evaluate 		Cook – Honey Cake <ul style="list-style-type: none"> Understand how bees make honey Make, taste, evaluate 		Textiles sewing - Bags <ul style="list-style-type: none"> Understand that applique and embroidery are different sewing techniques which can be used to decorate fabric Design, make, use and evaluate 	
Music	Living on a Prayer <ul style="list-style-type: none"> Rock How rock music developed from the Beatles onwards. Analysing performance. 	Classroom Jazz <ul style="list-style-type: none"> Jazz History of music – Jazz in its historical context 	Make you feel my love <ul style="list-style-type: none"> Pop Ballads Historical context for ballads 	Fresh Prince of Bel-Air <ul style="list-style-type: none"> Hip Hop Compose own rap or words to existing rap that could link to any topic in school, graffiti art, literacy, breakdancing and 80s hip hop culture in general. 	Dancing in the street <ul style="list-style-type: none"> Motown The history of Motown and its importance in development of popular music. Civil rights 	Reflect, rewind and replay <ul style="list-style-type: none"> Western classical music Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
PE	Tag Rugby <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate 	Basketball <ul style="list-style-type: none"> 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 Use running, jumping, throwing and catching in isolation and in combination 	Gymnastics <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Cricket <ul style="list-style-type: none"> 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 Use running, jumping, throwing and catching in isolation and in combination 	OAA <ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team 	Athletics <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]
Computing	Computing systems and networks – systems and searching. <ul style="list-style-type: none"> Systems. Computer systems and us. Searching the web. Selecting search results. How search results are ranked. How are searches influenced? 	Creating media – Video production. <ul style="list-style-type: none"> What is a video? Filming techniques. Using a storyboard. Planning a video. Importing and editing video. Video evaluation. 	Programming A – selection in physical computing. <ul style="list-style-type: none"> Connecting crumbles. Combining output components. Controlling with conditions. Starting with selection. Drawing designs. Writing and testing algorithms. 	Data and information – flat file databases. <ul style="list-style-type: none"> Creating a paper based database. Computer databases. Using database. Using search tools. Comparing data visually. Databases in real life. 	Creating media – introduction to vector graphics. <ul style="list-style-type: none"> The drawing tools. Creating images. Making effective drawings. Layers and objects. Manipulating objects. Becoming a graphic designer. 	Programming B – Selection in quizzes. <ul style="list-style-type: none"> Exploring conditions. Selecting outcomes. Asking questions. Planning a quiz. Testing a quiz. Evaluating a quiz.
MFL	Me and My Friends at School <ul style="list-style-type: none"> Extended feelings Recap personal information Introduce a friend Subjects and opinions 	Time in the City <ul style="list-style-type: none"> Spanish city Buying a ticket Directions Descriptions Shopping for souvenirs Festive jumper 	At the Market <ul style="list-style-type: none"> Fruit and veg nouns Class survey Prices Market dialogue Recipe 	Clothes <ul style="list-style-type: none"> Clothes nouns Verb ‘to wear’ Describe using adjectives Read descriptions Design and write 	Out of This World <ul style="list-style-type: none"> ID cards Personal information conversations Planet descriptions (using adjectives) Prior learning recall Plant creations poster 	Going to the Seaside <ul style="list-style-type: none"> Items for the beach Persuasive sentence Visiting the seaside Read and understand facts about the beach



Year 5 Long Term Plan – 2024 - 25

PHSE	Being Me in My World <ul style="list-style-type: none"> • My Year Ahead • Being a Citizen of My Country • Responsibilities • Rewards and Consequences • Our Learning Charter 	Celebrating Difference <ul style="list-style-type: none"> • Different Cultures • Racism • Rumours and Name-Calling • Types of Bullying • Does Money Matter? • Celebrating Difference Across the World 	Dreams and Goals <ul style="list-style-type: none"> • When I Grow Up • Investigate Jobs and Careers • My Dream Job and the Steps to Get There • Dreams and Goals of Other People in Other Cultures • How Can We Support Each Other? • Rallying Support 	Healthy Me <ul style="list-style-type: none"> • Smoking • Alcohol • Emergency Aid • Body Image • My Relationship with Food • Healthy Me 	Relationships <ul style="list-style-type: none"> • Recognising Me • Safety with Online Communities • Being in an Online Community • Online Gaming • My Relationship with Technology – Screen Time • Staying Safe and Happy Online 	Changing Me <ul style="list-style-type: none"> • Self-Image and Body Image • Puberty for Girls • Puberty for Boys • Looking Ahead
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