

Long Term Planning Subject Overview Y5

Subject	Term											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Maths	Number: Place value	Number: Addition & subtraction	Statistics	Number: Multiplication & division	Measurement: area & perimeter	Number: Fractions	Number: decimals & percentages	Number: decimals	Geometry: properties of shape	Geometry: position & direction	Statistics Measurement: converting units	Measurement: volume
English	<p>'Clockwork' by Phillip Pullman To entertain:</p> <ul style="list-style-type: none"> - Setting description - White Horse Tavern - Character description - Dr Kalmenius - Narrative recount - Gretl in the Clocktower <p>To discuss:</p> <ul style="list-style-type: none"> - Why did Claudius invade Britain? 				<p>'The Sea' by James Reeves To entertain:</p> <ul style="list-style-type: none"> - Figurative poetry <p>'The Explorer' by Katherine Rundell</p> <ul style="list-style-type: none"> - Setting description - Internal monologue (river scene) <p>To inform:</p> <ul style="list-style-type: none"> - Bear Grylls style instruction text 				<p>'The Highwayman' by Alfred Noyes To entertain:</p> <ul style="list-style-type: none"> - First person recount of particular section <p>To persuade:</p> <ul style="list-style-type: none"> - Formal letter 		<p>'A Place called Perfect' by Helena Duggan To entertain:</p> <ul style="list-style-type: none"> - Using dialogue - Setting description (Rag Lane) 	
	<ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 				<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 							

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Science	<p>How do the Earth, Sun & Moon move?</p> <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 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. Describe the movement of the Moon relative to the Earth. 	<p>What is a force?</p> <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. 	<p>How can materials be changed & separated?</p> <ul style="list-style-type: none"> 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. 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. 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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. 	<p>How do we make more?</p> <p>Life cycles and reproduction</p> <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 	<p>How do we change as we grow?</p> <p>Changes as humans develop into old age</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age.
Computing	<p>How do we collaborate online?</p> <ul style="list-style-type: none"> Understand the difference between physical, mobile and wireless networks. Understand the basics of how search engines work, and that different search engines may give different results. Perform complex searches for information using advanced settings in search engines. Critically evaluate websites for reliability of information and authenticity. Know that algorithms are used to track online activities with a view to targeting advertising and information. Understand how our data is used. 	<p>How do I search safely and effectively?</p> <p>Understand the origin of the World Wide Web</p> <ul style="list-style-type: none"> Explain the difference between the World Wide Web and the Internet. Awareness of a range of Internet services (blogs, Microsoft 365, Wikipedia, social media, YouTube) Recognise the audience when designing and creating digital content. Demonstrate responsible use of online services and technologies, and know a range of ways to report concerns. Critically evaluate websites for reliability of information and authenticity. 	<p>How do I program a physical system?</p> <ul style="list-style-type: none"> Understand the concepts of programming and main components of a computer. (e.g. input, output, sequence, algorithm, selection) Analyse a flowchart. Create and control a simple circuit connected to a controller to make LEDs switch on and off. Create and control a circuit connected to a controller to make LEDs switch on and off with the use of an input (switch). Create and control a program that includes forever loops. Read and predict what coding will do to a microcontroller Debug coding. Program a microcontroller to create a traffic light sequence. Explain what an infinite loop does. <p>How do I use variables?</p> <p>Create programs including repeat until loops. Create simple variables using if... then... and if... then... else... statements.</p>	<p>How do I create a radio advert?</p> <ul style="list-style-type: none"> Identify and use appropriate hardware and software to fulfil a specific task (audacity). Know the devices used to record sound Understand what makes a good audio recording Remix and edit a range of existing and their own media to create content (e.g. changing properties of sounds, move/trim sounds, add sound effects) Layer multiple audio tracks Read and predict waveforms Recognise the audience when designing and creating digital content. Understand the features of a radio advert. Know where to find copyright free images and audio, and why this is important. 	

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Art	Drawing: I need Space.	Painting and Mixed Media: Portraits.	Sculpture: Interactive Installation.	Craft and Design: Architecture.
	<ul style="list-style-type: none"> Understand and explain what retrofuturism is. Participate in discussions and offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas. Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from. Use past knowledge and experience to explore a range of drawing processes. Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. Generate a clear composition idea for a final piece that shows how it will be drawn. Apply confident skills to make an effective collagraph print. Independently select tools and drawing techniques, with some guidance. Demonstrate growing independence, discussing ways to improve work. 	<ul style="list-style-type: none"> Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want. Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. Create a successful print. Use some Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference. Explain their opinion of an artwork. Experiment with materials and techniques when adapting their photo portraits. Create a self-portrait that aims to represent something about them. Show they have considered the effect created by their choice of materials and composition in their final piece. 	<ul style="list-style-type: none"> Group images together, explaining their choices. Answer questions about a chosen installation thoughtfully and generate their own questions. Show that they understand what installation art means. Justify their opinions of installation artworks. Evaluate their box designs, considering how they might appear as full-sized spaces. Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. Create an installation plan, model or space. Describe their creations and the changes they made as they worked. Describe how their space conveys a particular message or theme. Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. Show they have considered options for how to display their installation best e.g. lighting effects. Present information about their installation clearly in the chosen format. Justify choices made, explaining how they improve the viewer experience or make it interactive. 	<ul style="list-style-type: none"> Sketch a house from first-hand or second-hand observation. Use basic shapes to place key features and form the composition, measuring to work out proportions. Notice small details to incorporate into the drawing by observing. Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. Follow steps to create a print with clear lines, with some smudging. Purposefully evaluate their work, demonstrating what went well and what could be improved. Create a building design based on a theme or set purpose. Draw a plan view or front elevation of their building, annotating the key features. Discuss Hundertwasser's work and recognise his style. Create a factual presentation about Hundertwasser in a visually pleasing way. Show understanding of what a monument is for by designing a monument that symbolises a person or event. Describe their monument and explain their choices. Give constructive feedback to others about their monument designs.

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<p style="text-align: center;">DT</p>	<p style="text-align: center;">How do I make a working Roman catapult?</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce a structure by identifying stronger and weaker shapes. • Use triangles to help support a load. • Understand and use mechanical systems in their products (catapult is a form of lever). • Identify parts of a catapult. • Safely use a saw to perform cutting, shaping, joining and finishing accurately. • Evaluate the catapult design against their own design criteria and consider the views of others to improve their work, reinforcing their catapults as necessary. 	<p style="text-align: center;">Textiles: How do I create a stuffed toy?</p> <ul style="list-style-type: none"> • Design a stuffed toy, considering the main component shapes of their toy. • Create an appropriate template for their stuffed toy. • Join two pieces of fabric using a blanket stitch. • Neatly cut out their fabric. • Use appliqué or decorative stitching to decorate the front of their stuffed toy. • Use blanket stitch to assemble their stuffed toy, repairing when needed. • Identify what worked well and areas for improvement. 	<p style="text-align: center;">How is chocolate made? What could be healthier?</p> <ul style="list-style-type: none"> • Understand the history of chocolate. • Understand how chocolate gets from bean to bar. • Contribute ideas as to what a 'healthy meal' means. • Notice the nutritional differences between different products and recipes. • Recognise nutritional differences between similar recipes and give some justification as to why this is. • Amend a chocolate lolly recipe with healthy adaptations. • Produce a healthy chocolate lolly, selecting from ingredients according to their functional, aesthetic and nutritional qualities. • Design packaging that promotes the ingredients of the lolly. • Evaluate their product against their own criteria.
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History	<p>What impact did the Roman Empire have on Great Britain?</p> <p>The Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • Understand why the Romans wanted to invade and settle in Britain. • Compare the differences & similarities between British & Roman settlements. • Understand key features of and the power of the Roman army. • Motivation and evaluation of the successful invasion by Claudius and conquest. • British resistance - Boudica 'Romanisation' of Britain. Explore importance of reasons for rebellion; such as collaboration, culture and beliefs. • Know reasons why the Roman Empire came to an end and their lasting impact (legacy). • Roman Gods and their impact on daily life. 	<p>Where in the world is South America? Why do we study the Mayan Civilisation?</p> <ul style="list-style-type: none"> • The achievements of the Maya civilisation. • When the first civilisations appeared – Maya civilisation. • Location & life in ancient Maya. 	<p>What impact did Samuel Fox have on our locality? (Local history)</p> <ul style="list-style-type: none"> • Understand how the local area (Deepcar) has been shaped by history. • Identify continuity and change of the locality of the school (Bolsterstone).
Geography	<p>What impact did the Roman Empire have on Great Britain?</p> <ul style="list-style-type: none"> • Mapping the spread of the Roman Empire. 	<p>Where in the world is South America?</p> <ul style="list-style-type: none"> • Name and locate countries of South America. • Geographical - human & physical - similarities & differences between an area within South America and the UK. • Compare similarities & differences between an area within South America and the UK. • Understand biomes - their vegetation, wildlife & climate. • Understand different layers of the rainforest. • Effect of deforestation. 	<p>How has our locality changed over time? (Physical and human geography of the area)</p> <ul style="list-style-type: none"> • Name and locate counties & cities in the UK. • Understand how rivers are formed. • Name and locate features of the river and the surrounding landscape. • Know the human and physical geographical features of the surrounding landscape of a river from source to mouth. • Name and locate the 5 longest rivers in the UK. • Understand and interpret the key features of an OS map. • Use OS maps to understand the topography of the River Thames.



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	<p>Creation and Science: conflicting or complementary? (Creation / Fall - Core Learning UKS2)</p> <p>What is the best way for Hindus and Sikhs to show commitment? (Two weeks- Hinduism/Sikhism)</p>	<p>Was Jesus the Messiah? (Incarnation - Core Learning UKS2)</p>	<p>How can following God bring freedom and justice? (People of God - Core Learning UKS2)</p>	<p>What did Jesus do to save Human beings? (Salvation - Core Learning UKS2)</p>	<p>How can Brahman be everywhere and everything? (Sikhism)</p>	<p>What would Jesus do? (Gospel - Digging Deeper LKS2)</p>
RE	<ul style="list-style-type: none"> Outline the importance of Creation on the timeline of the Big story' of the Bible Identify what type of text some Christians say genesis 1 is and it's purpose Taking account of the context. Suggest what genesis 1 might mean and compare their ideas with ways in which Christian interpret it, Showing awareness of different interpretations Make clear connections between Genesis 1 and Christian belief about God the creator Show understanding of why many Christians find science and faith go together Identify key ideas arising from their study of genesis 1 and comment on how far these are helpful or inspiring. Justifying their responses Weigh up how far genesis 1 creation narrative is in conflict, or complementary with a scientific account 	<ul style="list-style-type: none"> Explain the place of incarnation and messiah within the Big story of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, incarnation and messiah using theological terms Show how Christians put their beliefs into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the messiah makes sense in the wider story of the Bible Weigh up how far the idea that Jesus is the messiah- a saviour from God- is important in the world today and, if it is true, what difference that might make in people's live 	<ul style="list-style-type: none"> Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave? Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others Identify areas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful and inspiring, justifying their responses. 	<ul style="list-style-type: none"> Outline the timeline of the Big story of the Bible, explaining how incarnation and salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms Suggest meanings for narratives of Jesus death/resurrection, comparing their ideas with ways in which Christians interpret these texts Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy communion or the Lord's supper Show how Christians put their belief into practice Weigh up the value and impact of ideas of sacrifice in their own lives and the world today 	<ul style="list-style-type: none"> To understand the beginnings of Sikhism and the main beliefs Sikh hold. To know the importance of the 5 Ks and what they symbolise. To be able to identify the features of a Gurdwara and the importance of sharing to Guru Nanak. 	<ul style="list-style-type: none"> Identify features of Gospel texts (eg teachings, parables narrative) Taking account of the context suggest meanings of Gospel texts studied and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretation Make clear connections between Gospel texts and Jesus 'Good news' and how Christians live in their individual lives Relate biblical ideas, teachings or beliefs (eg peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

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Music	How are different types of music created?		How can I change the pitch and tempo to perform ostinatos?	What links can we make between colour & music?
	<p><i>Look at Indian and Rock and Roll music. Learn to sing in time and add hand movements. Perform a walking base line.</i></p> <ul style="list-style-type: none"> • Sing in time and with hand movements. • Know about the history of Rock and Roll. • Identify instruments used in Indian and Rock and Roll music. • Know and play a walking base line on a glockenspiel. 		<p><i>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Performing vocal and percussive ostinatos and layered motifs.</i></p> <ul style="list-style-type: none"> • Sing in tune and in harmony with others • Perform a vocal & / percussive ostinato in time. • Sing in time with others in a layered harmony and call & response. • Create a motif and represent it on paper. 	<p><i>Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.</i></p> <ul style="list-style-type: none"> • Suggest a colour to match a piece of music. • Create a graphic score and describe how this matches the general structure of a piece of music. • Create a vocal composition in response to a picture and justify their choices using musical terms. • Create a vocal composition in response to a colour. • Record their compositions in written form. • Work as a group to perform a piece of music.
French	What do you do in your free time?	How do verbs work in French?	What is school like in France?	What's the weather like?
	<p>Opinions - revision Sports vocab and clothing Sports and hobbies Recap clothing and linked to sports.</p>	<p>Verbs - Être and Avoir Numbers to 60</p>	<p>Primary school in France Subjects - preferences and reasons Justifying preferences using 'parce-que'</p>	<p>Know different types of weather Say what the weather is like today, yesterday Present a weather forecast</p>

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PE	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • 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 • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
Games	Swimming		Rounders	Tennis	Athletics	Outdoor Adventurous Activities (OAA)
	Football	Hockey				

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	<p>Skills:</p> <ul style="list-style-type: none"> • Demonstrate increased speed and endurance. during game play • Use strength, agility and coordination when defending. • To play effectively in a variety of positions and formations on the pitch. • Select and apply the appropriate skills in a game situation. • Play effectively as a team in defence, taking individual responsibility for your role. <p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate knowledge on attacking and defending • Further develop knowledge on game rules in modified situations for invasion games • Demonstrate understanding for formations and positions on the pitch in different game play. • Understand the importance as working as a team for attacking and defending play. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Confidently understand how rules change within different striking and fielding games. • The use of different throwing techniques in game situations. • How to motivate and support my teammate in the field. 	<p>different techniques and skills within net and wall sports</p>	<p>Throwing</p> <ul style="list-style-type: none"> • Throw with accuracy and power using the pull technique • Throw after a run up • Throw with greater force and over long distances • Throw accurately and refine performance by analysing technique and body shape. <p>Jumping</p> <ul style="list-style-type: none"> • Show control in take-off and landings when jumping. • Demonstrate the use of flat footed and dominate foot landings in standing long jump and hurdles • Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> • Work together in a small group to solve problems. • Navigate my way around using a map. • Demonstrate teamwork and a good level of communication to complete a group task. • Work quickly and effectively against the clock. • Work with a partner/group to find a number of controls using a map. • Identify the location of a number of controls which relate to specific letters of the alphabet. • Communicate positively with the other members of my team.
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	Dance Romans	Dance Solar System	Dance ---	Gymnastics How can I perform sequences using a variety of flight or balance?	Gymnastics How can I perform sequences using a travel or rotation?	Gymnastics How can I perform sequences using a variety of balance or shape?
- Dance / Gym	<ul style="list-style-type: none"> • Move in time to the music with rhythm. • Count out phases of 8 and 32 counts - regular, slow & quick beats. • Work co-operatively with a group to achieve good synchronicity in formations and when transitioning between formations. • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina. • Suggest how to improve my performance and performances of others using correct dance terminology. • Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using regular beat, slow beat and quick beat. • Create and develop movements to communicate a character, story, mood, feeling or idea in a specific style. • Actively participate in dance and enjoy expressing themselves through movement. 			<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • shapes • flight • rotations • bending, stretching and twisting • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above) • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Mount, dismount and perform more complex movements on equipment safely with control and balance. • Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using different speeds. • Work with a partner to create, repeat and improve a sequence with at least three phases. 		



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RSHE	<p>Mental Health and Wellbeing School Council Remembrance Children in Need</p> <p>Fa1) Why do some people get married? Fa2) Are families ever perfect? Os1) Control and consent? Os2) Protecting our identity Fr1) What makes a close friend? M1) Does everybody have the same feelings?</p>	<p>Wellbeing</p> <p>Fr2) Can we be different and still be friends? Fr3) Should friends tell us what to do? P1) Is there such a thing as the perfect body? Os3) Meeting strangers online Os4) Personal information, terms and conditions M2) Should we be happy all the time? M3) Why do we argue?</p>	<p>Mental Health and Wellbeing</p> <p>P2) How can I stay fit and healthy? P3) Can I avoid getting ill? M4) Who am I? Fa3) Is there such a thing as a normal family? Fr4) Why are some people unkind? Os5) Analysing Digital Media G1) How will me body change as I get older? G3) How will I stay clean during puberty? G4) What is Menstruation?</p>
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