

Year 5 – Long Term Plan

Autumn 1 term

<u>English</u>	<u>Maths</u>	<u>Reading</u>	<u>RE</u>	<u>Geography</u>	<u>History</u>
<u>When We Walked on the Moon</u> <u>Incidental Writes:</u> Description Poem Character Reaction Paragraph Setting Description <u>Final Outcome:</u> Narrative: Exploration Narrative Purpose: To Narrate	Number and Place Value: Numbers to 1 000 000 Calculations: Addition and Subtraction Calculations: Multiplication and Division	Modern Fiction and Poetry	What are the five pillars of Islam?	<u>Rivers:</u> Depth focus: The River Indus - its source, course, human interactions with environment. How rivers get their water - the source, springs, the water cycle (prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn (prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. <i>Geographical skills: Using photographs</i> <i>Disciplinary focus: interaction</i> <i>How do rivers, people and land affect each other?</i>	<u>Egypt</u> Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing <i>Disciplinary focus: change/continuity</i> <i>In what ways did ancient Egypt change?</i>
<u>Art</u>	<u>DT</u>	<u>PE</u>	<u>PSHE</u>	<u>Music</u>	<u>Computing</u>
Drawing I need space		Gym	Me and My Relationships	Livin' on a Prayer	Sharing Information
<u>Science</u>	<u>Spanish</u>				
Earth and Space	<u>"La Paga" – Pocket Money</u> - Counting to 39 - Say For my birthday I would like - Toys / Give the price for toys - Counting in euros and ask how much something costs Express opinions – I would like/I like/I don't like				

Autumn 2 term

English	Maths	Reading	RE	Geography	History
<u>Farther</u> Incidental Writes: Personification Poem Setting Description Character Description <u>Final Outcome:</u> Narrative: Setting Narrative Purpose: To Narrate	Calculations: Word Problems Statistics: Graphs	<u>Textual Study</u> The Odyssey Gillian Cross (Classics)	5.2 Christmas: How do our celebrations reflect the true meaning of Christmas?	<u>Mountains</u> Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: i) Andes and terraced farming; ii) Snowdonia (prepares for Wales...see Cardiff in Spring 1) Sustained geographical themes: Relationship between mountains and weather Relationship between mountains and people <i>Geographical skills: Describing location using 4-point compass</i> <i>Disciplinary focus: interaction</i> <i>How do mountains and people affect each other?</i>	<u>Cradles of civilisation</u> The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations.
Art	DT	PE	PSHE	Music	Computing
	Structures Bridges	Dance	Valuing Difference	Classroom Jazz 1	Vector Drawing
Science	Spanish				
Forces	<u>“La Paga” – Pocket Money</u> - Counting to 39 - Say For my birthday I would like - Toys / Give the price for toys - Counting in euros and ask how much something costs Express opinions – I would like/I like/I don't like				

Spring 1 term

English	Maths	Reading	RE	Geography	History
<u>Hound of the Baskervilles</u> <u>Incidental Writes:</u> Description Poem Character Description Cliff Hanger Climax <u>Final Outcome:</u> Narrative: Cliff Hanger Narrative Purpose: To Narrate	Fractions, Decimals and Percentages: Fractions Fractions, Decimals and Percentages: Decimals	Myths and Legends. Plays and Poetry	What is important to Jewish life and worship?	<u>Settlements & cities</u> Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs	<u>Indus Valley Civilisation</u> Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal

				Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London. <i>Disciplinary focus: diversity</i> <i>How are settlements similar and different?</i>	Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion <i>Disciplinary focus: evidential thinking</i> <i>How do we know about the Indus Valley civilisation?</i>
<u>Art</u>	<u>DT</u>	<u>PE</u>	<u>PSHE</u>	<u>Music</u>	<u>Computing</u>
Painting and mixed Media Portraits		Tag Rugby	Being My Best	Make You Feel My Love	Video Editing
<u>Science</u>	<u>Spanish</u>				
Properties of materials	<u>"Cuéntame un cuento"</u> – Tell me a tale - Counting from 39-60 - Counting from 60 - 100 - Sleeping Beauty Video (in Spanish) - Revision of masculine and feminine rule and introduction of articles in more detail. - Making children aware of the adjectival endings rule. More classroom instructions and explanation of the imperative				

Spring 2 term

<u>English</u>	<u>Maths</u>	<u>Reading</u>	<u>RE</u>	<u>Geography</u>	<u>History</u>
<u>The Promise</u> <u>Incidental Writes:</u> Narrative Poem Character Description Atmosphere Description <u>Final Outcome:</u> Narrative: Character Narrative Purpose: To Narrate	Fractions, Decimals and Percentages: Percentage Geometry – Properties of Shapes: Geometry	<u>Novel Study</u> Uncle Montagues Tales of Terror By Chris Priestly (Fantasy)	S6 Easter around the World: How do Christians around the world celebrate Easter?	<u>Agriculture</u> Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia.	<u>Persia and Greece</u> Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses

				Locational knowledge <i>revisited</i>: Wales, Snowdonia, Gloucestershire. <i>New</i> locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. Geographical skills: <i>Optional local fieldwork on local shops - their sourcing, economic and ethical considerations.</i> Disciplinary focus: <i>interaction</i> <i>How are we connected to farmers?</i>	Disciplinary focus: <i>similarity and difference</i> <i>What did Greek city-states have in common?</i>
<u>Art</u>	<u>DT</u>	<u>PE</u>	<u>PSHE</u>	<u>Music</u>	<u>Computing</u>
	Mechanisms Making a pop up book	Basketball	Keeping Myself Safe	The Fresh Prince of Bel-Air	Fact-file Databases
<u>Science</u>	<u>Spanish</u>				
Change of materials	<u>"Cuéntame un cuento"</u> = Tell me a tale - Counting from 39-60 - Counting from 60 - 100 - Sleeping Beauty Video (in Spanish) - Revision of masculine and feminine rule and introduction of articles in more detail. - Making children aware of the adjectival endings rule. More classroom instructions and explanation of the imperative				

English	Maths	Reading	RE	Geography	History
<u>The Lost Book of Adventure</u> <u>Incidental Writes:</u> Setting Poem Character Description Dangerous Threat Paragraph <u>Final Outcome:</u> Narrative: Survival Narrative Purpose: To Narrate	Geometry – Position and Direction Measurement: Measurements Measurement: Area and Perimeter	Other Cultures and Traditions and Poetry	Why do some people believe in life after death? 5.6 Loss death and Christian Hope: Is death an ending or a beginning? How do people of World Faiths mark the end of life? Buddhism Hinduism Islam	<u>Volcanoes</u> Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science) <i>Geographical skills: Using diagrams, describing distribution</i> <i>Disciplinary focus: interaction</i> <i>How do volcanoes affect a place?</i>	<u>Ancient Greece</u> Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (revisits content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer's Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle. <i>Disciplinary focus: evidential thinking</i> <i>What can historians learn from the sources from Ancient Greece?</i>
Art	DT	PE	PSHE	Music	Computing
Sculpture and 3D Interactive installation Craft and Design Architecture		Cricket	Rights and Responsibilities	Dancing in the Street	Selection in physical computing (Swift Playgrounds)
Science	Spanish				
Living things and their habitats	<u>“¡Viva el deporte!” – Long live sport!</u> - Sports - Expressing opinions – I like ... but I prefer ... - Recognizing and using which verbs use Juego (I play) and Hago (I do) - Days of the week - Saying which sports, we play on the days of the week				

Summer 2 term

English	Maths	Reading	RE	Geography	History
<u>King Kong</u> <u>Incidental Writes:</u> Simile Poem Characterisation Paragraph Description of a Monster <u>Final Outcome:</u> Narrative: Dilemma Narrative Purpose: To Narrate	Measurement: Volume Number and Place Value: Roman Numerals End-of-Year (B) Tests and Remediation	<u>Novel Study</u> Wild Spark By Vashti Hardy (Action)	5.5 Old Testament women: did she make the right choice? Did she make the right choice? Judaism	<u>Climate and biomes</u> (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison <i>Geographical skills: World map and key lines of latitude</i> <i>Disciplinary focus: interaction</i> <i>How does the climate affect the way people live?</i>	<u>Alexander the Great</u> Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall? <i>Disciplinary focus: causation</i> <i>How did Alexander the Great conquer so much land?</i>
Art	DT	PE	PSHE	Music	Computing
	Food and Nutrition Developing a recipe	Athletics	Growing and Changing	Reflect, Rewind and Replay (Classical)	Selection in Quizzes
Science	Spanish				
Animals including humans	<u>"¡Viva el deporte!" – Long live sport!</u> • Sports • Expressing opinions – I like ... but I prefer ... • Recognizing and using which verbs use Juego (I play) and Hago (I do) • Days of the week • Saying which sports, we play on the days of the week				