



**Year 5 Long Term Planning Overview**

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big Question	Who were the Romans and what was their impact on Britain?  What do Grids on a Map tell us about Location?	How have natural disasters shaped our world?	How does Space and the Solar System impact on our modern world?	Feel the Force: What would life be like without them?	How has politics affected who we are today?	
Focus Text	Who Let The Gods Out – Maz Evans		Street Child – Berlie Doherty		The Boy at the Back of the Class – Onjali. Q. Rauf	
Supporting Texts	Flotsam – David Wiesner		Oliver Twist (Extracts) Street Urchin (SharePoint)		The Orchard Book of Greek Myths – Geraldine McCaughrean Greek Myths – Marcia Williams	
	<b>Non-Fiction</b> Nagasaki – War in Japan The Atomic Bomb Basking Shark Jelly Fish Facts (SharePoint)	<b>Poetry</b> The Inchcape Rock – Robert Southey Sea Fever – John Masefield The Sea – Brian Procter The Rime of the Ancient Mariner	<b>Non-Fiction</b> Dr Barnardo – Biography The Victorians – Lives of the Rich and Poor Workhouses The Victorian Era Escaping the Workhouse Queen Victoria (SharePoint)	<b>Poetry</b> The Highwayman – Alfred Noyes What Has Happened to Lulu? – Charles Causley Oliver! (Lyrics)	<b>Non-Fiction</b> Greek Gods The Ancient Greeks (SharePoint)	<b>Poetry</b> The Lady of Shalott – Alfred Lord Tennyson
Story Time, Lights Down	The Nowhere Emporium (Y5 Top 30 Reads) – Ross MacKenzie		Wonder (Y5 Top 30 Reads) – R.J. Palacio		Asha and the Spirit Bird (Top 30 There I Am) – Jasbinder Bilan	
Immersive Environment	Roman Settlement		Space Environment / Rocketship		Houses of Parliament / Court Room	

**CORE SUBJECTS**

English (Talk 4 Writing)	<b>Curious Objects</b> <b>Fiction</b> Text: The Amulet Story Pattern: Portal Focus: Character & Dialogue  <b>Non-Fiction</b> Text: Marvellous Machines Text Type: Explanation	<b>Ancient Heroes</b> <b>Fiction</b> Text: Beowulf Story Pattern: Overcoming the Monster Focus: Description  <b>Non-Fiction</b> Text: Grendel the Night-Beast Text Type: Information	<b>Invasion!</b> <b>Invention Week</b> SBW: Consolidate Basic Skills  <b>Non-Fiction</b> Text: How to Prepare for an Alien Invasion Text Type: Instructions  Opening Doors Poetry Unit: Cat by Eleanor Farjeon	<b>The First Men on the Moon</b> <b>Non-Fiction</b> Opening Doors Unit: Moon Seeds – The First Men on the Moon (H.G. Wells) Focus: Powerful Description  <b>Shakespeare Week</b> Text: Was Prospero a Good Man? Text Type: Discussion	<b>Fiction</b> Text: The Canal Story Pattern: Warning Focus: Setting  <b>Poetry</b> The Cyclists' Adventure	<b>Exploring Exciting Writing Festival</b> Guidebook to Space / Ancient Rome  <b>Invention Week</b> SBW: Consolidate Basic Skills
Maths	Number and Place Value Addition and Subtraction Multiplication and Division Fractions		Fractions Decimals and Percentages Negative Numbers Area and Perimeter		Shape Position and Direction Converting Units Volume Statistics	

**FOUNDATION SUBJECTS**

Science	<b>Living Things and their Habitats:</b>  <b>Key Questions:</b> How are animal life cycles different? How are eggs in different animals fertilised? How do plants reproduce?  <b>Key Vocabulary:</b> asexual reproduction, egg,	<b>Animals including Humans:</b>  <b>Key Questions:</b> How do humans change as they develop into old age? What is puberty? How are the gestation periods of mammals different? What changes happen to the body during puberty?	<b>Earth and Space:</b>  <b>Key Questions:</b> Is the Earth Flat? What is our solar system like? How does the Earth's movement affect us? What is the moon like and how does it travel around the Earth? What is 'A Giant Leap for Mankind'?	<b>Forces:</b>  <b>Key Questions:</b> How can forces affect objects? What would happen without gravity? How can friction be reduced and increased? How does air resistance affect movement?	<b>Properties and Changes of Materials:</b>  <b>Key Questions:</b> How can we compare the hardness and transparency of materials? How can we compare the electrical conductivity and magnetism of metals? Why are everyday materials used for different purposes? What is a mixture and how do we separate them? What is dissolving? What type of changes cause new materials to be formed?
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	<p>fertilisation, metamorphosis, offspring, sexual reproduction</p> <p><b>Important People:</b> Theophrastus</p>	<p><b>Key Vocabulary:</b> adolescence, foetus, gestation, puberty, ultrasound</p> <p><b>Important People:</b> Ian Donald</p>	<p>Did humans really land on the moon?                  How important is space exploration?                  How does space and the solar system impact on our modern world?</p> <p><b>Key Vocabulary:</b> axis, crater, eclipse, galaxy, Mars Rover, orbit, rotate, space exploration</p> <p><b>Book Link:</b> Where Once We Stood</p> <p><b>Important People:</b> Neil Armstrong Mae Jemison Tim Peake</p>	<p>How does water resistance affect movement?                  Feel the Force: What would life be like without them?</p> <p><b>Key Vocabulary:</b> force, gravity, mass, Newton, <b>Important People:</b> Archimedes Sir Isaac Newton</p>	<p><b>Key Vocabulary:</b> chemistry, dissolve, insoluble, irreversible, reversible, soluble, thermal</p> <p><b>Important People:</b> Antoine Laurent Lavoisier</p>
History	<p><b>Roman Britian</b></p> <p><b>Key Questions:</b>                  When was the Roman Empire?                  How was the Roman Republic and the Roman Empire different?                  How did the Roman army help expand the Roman Empire?                  Were the first invasions of Britain successful?                  Why was the invasion of Britian finally a success?                  How can historical sources be biased and unreliable?                  Who was Boudicca and why did she rebel against the Romans?                  How was life in Roman Britian different?                  Who were the Romans and what was their impact on Britain?</p> <p><b>Key Vocabulary:</b> bias, consul, empire, Emperor, Patrician, Plebian, republic, revolt</p> <p><b>Book Link:</b> Everything: Romans in Britian</p> <p><b>Important People:</b> Boudicca</p>				<p><b>Democracy: How has democracy affected who we are today?</b></p> <p><b>Key Questions:</b>                  What is democracy?                  When was the first English King?                  How did William rule differently to Egbert?                  Did Henry VIII use corruption to gain power?                  How reliable is our knowledge of the Gunpower Plot?                  Was the English Civil War an example of democracy?                  Who were the suffragettes?                  How do different leaders bring about change?                  What legacy did the suffragettes leave?                  How has politics affected who we are today?</p> <p><b>Key Vocabulary:</b> Civil War, corruption, Feudal System, monarch, politics, protest</p> <p><b>Book Link:</b> Politics for Beginners</p> <p><b>Important People:</b> Henry VIII Guy Fawkes Emmeline Pankhurst</p>
Geography	<p><b>Time and Place:</b> <i>Global Geography – Location and Place</i></p>	<p><b>Volcanoes, Earthquakes and Natural Disasters (European Country):</b></p>			



	<p><b>Key Questions:</b>                  What are capital cities?                  What information does a map tell us?                  Why are there different time zones?                  What do the grids on a map tell us about a location?</p> <p><b>Key Vocabulary:</b>                  capital city, latitude, longitude, Prime/Greenwich Meridian, time zone, Tropic of Cancer, Tropic of Capricorn</p> <p><b>Important People:</b>                  Sir Sandford Fleming</p>	<p><i>Global Geography – Location and Place, Human-Environment Interaction</i></p> <p><b>Key Questions:</b>                  What are mountains?                  What are earthquakes and why do they happen?                  What are volcanoes?                  What effect did the eruption of Mount Vesuvius have on Pompeii?                  How have natural disasters shaped our world?</p> <p><b>Key Vocabulary:</b>                  earthquake, epicentre, mountain, magnitude, hypothesise, tectonic plates, volcano</p> <p><b>Book Link:</b>                  Escape from Pompeii</p> <p><b>Important People:</b>                  Charles Frances Richter</p>				
RE	<p><b>What is Sikhism?</b>                  How did Sikhism begin?                  How and why are teachings important in Sikhism?                  What is the Guru Granth Sahib and how is it treated with respect?                  What are the 5Ks and what do they represent?                  What are the features of the Gurdwara?                  Why is langar important to the people of the Sikh faith?                  What is Sikhism?</p> <p><b>Important People:</b>                  Guru Nanak</p> <p><b>Key Vocabulary:</b>                  dedication, equal, Guru, Guru Granth Sahib, Khanda, monotheistic</p>	<p><b>How and why is symbolism represented in different festivals?</b>                  How are goodness, evil, hope, despair and triumph symbolised?                  How and why is Hanukkah a symbolic festival in the Jewish calendar?                  How and why is Diwali a symbolic festival in the Hindu calendar?                  How and why is Bandi Chhor Divas a symbolic festival in the Sikh calendar?                  How and why is symbolism represented in different festivals?</p> <p><b>Important People:</b>                  Hanuman</p> <p><b>Key Vocabulary:</b>                  despair, evil, goodness, hope, triumph</p>	<p><b>How is Roman Catholicism a branch of Christianity?</b>                  What is a branch in the Christian faith?                  Who are the spiritual leaders in Roman Catholicism and what is the difference between them?                  What is Mass and what does it involve?                  What are some of the similarities between branches of Christianity?                  How can a Roman Catholic church differ?                  How is Roman Catholicism a branch of Christianity?</p> <p><b>Important People:</b>                  Pope Francis I</p> <p><b>Key Vocabulary:</b>                  denomination, Eucharist, Mass, ornate,</p>	<p><b>What significant events and experiences mark the journey of life?</b>                  How can life be compared to a journey?                  How is the arrival of a child marked and celebrated?                  Why is the Amrit ceremony significant for people of the Sikh faith?                  How do people of the Jewish faith mark 'coming of age'?                  How is commitment to a long-term relationship marked and celebrated?                  How is the end of a physical life marked?                  What significant events and experiences mark the journey of life?</p> <p><b>Important People:</b>                  Guru Gobind Singh</p> <p><b>Key Vocabulary:</b>                  burial, celebrant, cremation, devotion, Khalsa, mahr, Mukti</p>		



Art & Design		<p><b>Artist Focus:</b> Exekias</p> <p><b>Printing:</b> How did Exekias use line and pattern in his paintings and how did this influence Roman pottery design? How can we print using ink and overlaying? How can we take inspiration from Exekias to depict the eruption of Mount Vesuvius? How can we combine printing and textiles to depict an event?</p> <p><b>Key Vocabulary:</b> amphora, border, depict, ink, palmette</p> <p><b>Book Link:</b> Everything: Romans in Britain</p>			<p><b>Artist Focus:</b> Sir Charles Barry</p> <p><b>Drawing:</b> What architectural features make a building Elizabethan or Gothic style? How do different ink mediums alter line and tone? How can we draw with proportion? How do architects draw accurately?</p> <p><b>Key Vocabulary:</b> architect, parallel, perpendicular, proportion, set square</p>	<p><b>Artist Focus:</b> Banksy / Jean-Michel Basquiat</p> <p><b>Painting:</b> Why is graffiti sometimes viewed as art? What are complimentary and triadic colours and what effect is created by using them? How can we alter tone and line using acrylic paint? How can different painting techniques be used to create texture? How can we take influence from Banksy and Jean Michel Basquiat to create art with a message?</p> <p><b>Key Vocabulary:</b> acrylic paint, canvas, graffiti, political message</p>
DT				<p><b>Mechanical Components – Gears and Pulleys:</b></p> <p><b>Key Questions:</b> How do pulleys lift a load? What are gear trains and how do they create movement? Why is research and gathering of information important in the design process? Why are prototypes and exploded diagrams important in a design process? How can mechanical components be used to create movement in a product?</p> <p><b>Key Vocabulary:</b> coaxial gears, exploded diagram, gear, mechanical engineer, prototype, ratio, teeth</p> <p><b>Important People:</b> James Dyson</p>		
Music	<p><b>Autumn Term 1 – Singing and Performing:</b> “Food, Glorious Food” – Oliver (Street Child)</p>		<p><b>Spring Term 1 – Rhythm and Composing:</b> World Music: Brazilian Samba</p>			<p><b>Autumn Term 1 – Singing and Performing / Instrument:</b> Ukuleles</p>



Computing	Musicals	<p><b>Computer Systems and Networks</b> <i>Systems and Searching</i> Explain that computers can be connected together to form systems. Recognise the role of computer systems in our lives. Identify how to use a search engine. Describe how search engines select results. Explain how search results are ranked. Recognise why the order of results is important, and to whom.</p> <p><b>Project Evolve</b> Online Relationships Online Bullying</p>		<p><b>Programming A</b> <i>Selection in Physical Computing</i> Control a simple circuit connected to a computer. Write a program that includes count-controlled loops. Explain that a loop can stop when a condition is met. Explain that a loop can be used to repeatedly check whether a condition has been met. Design a physical project that include selection. Create a program that controls a physical computing project.</p> <p><b>Project Evolve</b> Online Reputation Managing Online Information</p>	<p><b>Programming B</b> <i>Selection in Quizzes</i> Explain how selection is used in computer programs. Relate that a conditional statement connects a condition to an outcome. Explain how selection directs the flow of a program. Design a program that uses selection. Create a program that uses selection. Evaluate a program.</p> <p><b>Project Evolve</b> Health, Wellbeing and Lifestyle Privacy and Security Copyright and Ownership Self-Image and Identity</p>	
French	<p><b>Teaching Unit: Phonics 3 / The Date</b> Recognise, recall and spell the 7 days of the week, forming short sentences about what day of the week it is. Recognise, recall and spell the 12 months of the year. Recognise, recall and spell numbers 1-31. Learn how to say the date and when their birthday is.</p>	<p><b>Teaching Unit: My Home</b> Learn how to say whether they live in a house or an apartment and where they live based on a choice of five different locations. Recognise, recall and spell ten different rooms in the house. Learn how to say which rooms they do not have in their houses.</p>	<p><b>Teaching Unit: Habitats</b> Learn how to express the essential elements that all plants and animals need to survive. Learn how to decode longer and more complex texts that explore some of the key habitats of our world and which plants grow in specific habitats. Explore the different animals that live in different habitats.</p>	<p><b>Teaching Unit: Olympics</b> Learn how to decode and breakdown longer texts, looking for cognates, verbs, adjectives and nouns. Recognise, recall and spell ten different sports in the Olympic games with their definite articles/determiners. Use the high frequency irregular verb 'faire' to say which sports they do. Learn how to describe what sports different Olympians do, along with their sporting titles.</p>	<p><b>Teaching Unit: Clothes</b> Recognise, recall and spell twenty-one different items of clothing with their indefinite articles/determiners. Use the sentence structure, 'I wear...'. Learn how to describe different items of clothing using the rules of adjectival agreement.</p>	<p><b>Teaching Unit: Healthy Lifestyles</b> Recognise, recall and spell ten healthy foods with their partitive article/determiner. Recognise, recall and spell nine unhealthy foods with their partitive article/determiner. Learn more complex sentences about healthy and unhealthy foods. Learn key language for activities they do and do not do to keep fit. Learn some instructions on how to follow a simple healthy recipe in French.</p>
PE	<p><b>Hockey:</b> To use attacking skills to beat a defender. To send and receive under pressure. To communicate with my team, move into space and take the ball towards goal.</p>	<p><b>Gymnastics:</b> To perform symmetrical and asymmetrical balances. To develop the straight, forward, straddle and backward roll. To explore different travelling actions</p>	<p><b>Dance:</b> <b>Rock 'n' Roll:</b> To copy and repeat movements in the style of rock 'n' roll. To work with a partner to copy and repeat actions in time with the music. To work collaboratively with</p>	<p><b>Volleyball:</b> To use the serve with consideration of attacking principles. To develop the fast catch volley with consideration of attacking principles. To develop the set shot and use it to pass to a teammate.</p>	<p><b>Athletics:</b> To understand pace and apply different speeds over varying distances. To develop fluency and co-ordination when running for speed.</p>	<p><b>Cricket:</b> To develop throwing and catching skills and apply them relevantly to the situation. To develop bowling accuracy and perform the skill within the rules of the game.</p>



	<p>To learn defensive techniques to gain possession. To use defending tactics to gain possession. To apply rules, skills and principles to play in a tournament.</p>	<p>using both canon and synchronisation. To perform progressions of inverted movements. To explore matching and mirroring in sequence work. To create partner sequence using apparatus.</p>	<p>a group to choreograph a dance in the style of rock 'n' roll. <b>Chinese Dance:</b> To use matching, canon, and unison in the style of the lion dance. To use space and relationships to create a dragon dance. To select and combine dance tools to choreograph and perform a Chinese dance.</p>	<p>To recap the set shot and develop the dig, identifying when to use each. To use a variety of shots to keep a continuous rally going. To apply rules, skills and principles to play against an opponent.</p>	<p>To develop technique in relay changeovers. To build momentum and power in the triple jump. To develop throwing with a force for longer distances. To develop throwing with greater control and technique.</p>	<p>To develop batting skills, identify when I am successful and what I need to do to improve. To develop fielding techniques and begin to use these under some pressure. To understand the need for tactics and identify when to use them. To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit.</p>
PSHE / SRE	<p><b>JIGSAW PSHE</b> <b>Autumn Term 1: Being Me In My World</b> I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal. I understand my rights and responsibilities as a citizen of my country. I understand my rights and responsibilities as a citizen of my country and as a member of my school. I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p><b>Autumn Term 2: Celebrating Difference</b> I understand that cultural differences sometimes cause conflict. I understand what racism is. I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can compare my life with people in the developing world. I can understand a different culture from my own.</p>		<p><b>JIGSAW PSHE</b> <b>Spring Term 1: Dreams and Goals</b> I understand that I will need money to help me achieve some of my dreams. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I can describe the dreams and goals of young people in a culture different to mine. I understand that communicating with someone in a different culture means we can learn from each other, and I can identify a range of ways that we could support each other. I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g., through sponsorship.</p> <p><b>Spring Term 2: Healthy Me</b> I know the health risks of smoking and can tell you how tobacco affects the lungs, liver, and heart. I know some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and heart. I know and can put into practice basic emergency first aid procedures (including recovery position) and know how to get help in emergency situations. I understand how the media, social media and celebrity culture promotes certain body types. I can describe the different attitudes people have to food and how these can be affected by external influences. I know what makes a healthy lifestyle, including healthy eating and the choices I need to make to be healthy and happy.</p>		<p><b>JIGSAW PSHE</b> <b>Summer Term 1: Relationships</b> I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I understand that belonging to an online community can have a positive and negative consequences. I understand there are rights and responsibilities in an online community or social network. I know there are rights and responsibilities when playing a game online. I can recognise when I am spending too much time using devices (screen time). I can explain how to stay safe when using technology to communicate with my friends. I understand I have rights about my personal data.</p> <p><b>Summer Term 2: Changing Me</b> I am aware of my own self-image and how my body image fits into that. I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally. I can describe how boy's and girls' bodies change during puberty. I understand that sexual intercourse can lead to conception and that is how babies are usually made. I understand that sometimes people need help from doctors to have a baby. I can identify what I am looking forward to about becoming a teenager and understand that this brings growing responsibilities. I can identify what I am looking forward to when I move to my next class.</p>	
<b>WIDER OPPORTUNITIES</b>						
SMSC / British Values	<p>Election Day! – Voting for Team Champions School Council Elections Harvest Festival Black History Month World Space Week</p>	<p>Bonfire Night Remembrance Anti-Bullying Week Diwali Inter-Faith Week Road Safety Week Odd Socks Day Children in Need</p>	<p>New Year World Religion Day Chinese New Year LGBT+ History Month Children's Mental Health Week Safer Internet Day</p>	<p>Pancake Day Lent World Book Day British Science Week Red Nose Day Comic Relief Ramadan Easter</p>	<p>Local and Community History Month Mental Health Awareness Week World Bee Day</p>	<p>Pride Month World Environment Day Healthy Eating Week Water Safety Week World Refugee Day Sports Day</p>



		Christingle Hanukkah Christmas	Valentine's Day			Transition Month
Linked Trips	Visit to a local Gurdwara – Religious Education Link		National Space Centre – Science Link	Hathersage – Year 5 Residential	Visit from a Local MP – History Link	Visit from a Religious Leader – Religious Education Link