

Year 5
Yearly Overview Long Term Plan

Subject	Autumn 1 Why is Greece always in the News?	Autumn 2 Could you be a part of it ... New York, New York?	Spring 1 Why is Brazil in the news again?	Spring 2 Why is Antarctica so important to us?	Summer 1 Were the Anglo-Saxons really smashing?	Summer 2 Would you like to be a Viking Warrior?
Key Questions	Where is Greece and why do so many people enjoy going on holiday there? Who were the Ancient Greeks and what did we learn from them? ...And the Oscar goes to? (Which Greek God would you give a special award to?) Would you have enjoyed being an Olympian? What is Democracy and what part did the Greeks play in creating it? How would you go about reproducing a clay pot in the style of the Greeks?	Where is North America? Who were the original Americans? Why is New York one of the most visited cities? What can you find out about the sports Americans play? Who was the most influential president? Can you recreate a piece of artwork in the style of Andy Warhol? What do you know about the climate of the USA?	Where and what is South America? Who are the Incas? What countries are found in South America? What can you find out about the Amazon? What can you find out about endangered species in the amazon? What famous landmarks can be found in Brazil? What can you find out about the Street Children of Brazil?	Where is the continent of Antarctica found on a map? How big is the continent of Antarctica compared to other continents? Who is Ernest Shackleton? What is the Antarctic treaty? Why is Antarctica in the news and how can we help? How would you survive in Antarctica? How important is Antarctica to us?	Who were the Anglo-Saxons and how did they influence our life today? How did the Anglo-Saxons bring law and order to Britain? How did the Anglo-Saxons live? What did the Anglo-Saxons believe in? How did the Anglo-Saxons defend themselves? Who were the famous Anglo-Saxons and why was Alfred so 'great'?	Why did the Vikings come to Britain and how did they make their journey? How did the Vikings live when they came to Britain? Could you be a Viking warrior? Can you create a Viking longboat from a variety of materials? What did the Vikings believe in? What did the Vikings eat and could you be a Viking master chef?
Quality text	The Adventures of Odysseus, Hugh Lupton, Daniel Morden and Christina Balit	Cosmic – Frank Cottrell Holes – Lewis Sachar	The Great Kapok Tree by Lynne Cherry	Shackleton's journey- William Grill Ice trap – M.P Robertson	Beowulf – Michael Morpurgo	How to Train your Dragon by Cressida Cowell
Geography/History	History & Geography: History: A study of Greek life and achievements and their influence on the western world Geography: understand geographical similarities	Geography: Locate the world's countries, using maps to focus on North America and concentrating on their key physical and human characteristics, countries, and major cities	Geography: Locate the world's countries, using maps, to focus on South America and concentrating on their key physical and human characteristics, countries, and major cities	Geography: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle	History: Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture	History: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor- Viking raids

	and differences through the study of human and physical geography of a region or area in a European country;		understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,		
Art/DT	<p>D&T: Cooking and Nutrition:</p> <p>Who will win the Great Year 5 Bread Bake-off?</p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p>	<p>Painting - Artist study – Andy Warhol</p> <p>How did the great artists see themselves?</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art.</p>	<p>Art: Collage</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>'What will make our Rainforest stand out?'</p>	<p>Art:</p> <p>To use watercolours to recreate an Antarctic scene</p> <p>To use a variety of materials to blend and make a picture of the southern lights</p> <p>DT:</p> <p>Research and design a structure that would float like an iceberg</p>	<p>Art/DT:</p> <p>To design and make their own jewellery based on the patterns commonly used by Anglo-Saxons.</p> <p>To work as a group to design and make an Anglo-Saxon settlement having carried out research in the first instance.</p>	<p>Art/DT: 3D</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>'Has thou Slain the Jabberwocky?'</p> <p>D&T: Cooking and Nutrition:</p> <p>Viking food</p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical</p>

	DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients					equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients
Music	<p>Dancing in the Street</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Fresh Prince of Bel Air</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Livin' on a prayer Tour of the States</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Make you feel my love</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Classroom jazz 1</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	Viking Saga Songs (BBC Radio)
PE	<p>Invasion Games Tag rugby</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply</p>	<p>Invasion Games Multi-skills</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply</p>	<p>Net games Dance: Samba Dancing</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic</p>	<p>Basketball Hockey</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply</p>	<p>Multi-skills Netball</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply</p>	<p>Striking & Fielding Rounders and cricket</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply</p>

	basic principles suitable for attacking and defending	basic principles suitable for attacking and defending	principles suitable for attacking and defending	basic principles suitable for attacking and defending	basic principles suitable for attacking and defending	basic principles suitable for attacking and defending
Science	<p>Light (Y6)</p> <p>Sc6/4.1a recognise that light appears to travel in straight lines</p> <p>Sc6/4.1b use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Sc6/4.1c explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Earth and Space</p> <p>Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Sc5/4.1b describe the movement of the Moon relative to the Earth</p> <p>Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Sc5/4.1d 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>Living things and their habitats (Y4) topic not covered last year</p> <p>Sc4/1.1a recognise that living things can be grouped in a variety of ways</p> <p>Sc4/1.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Sc4/1.1c recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Living Things and their Habitats and Animals (including Humans)</p> <p>Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Sc5/2.1b describe the life process of reproduction in some plants and animals.</p> <p>Sc5/2.2a describe the changes as humans develop to old age.</p>	<p>Properties and Changes of Materials</p> <p>Sc5/3.1a 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</p> <p>Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>Forces</p> <p>Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>

					<p>Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Sc5/3.1f 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>	
Computing Purple Mash scheme of work	Coding	Online Safety	Spreadsheets	Databases	Game Creator	Modelling
RE Notts syllabus and Focus challenge curriculum	<p>How did it all start?</p> <p>discuss and represent thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p>What can we learn from religious texts?</p> <p>describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>What are the Five Pillars of Islam?</p> <p>describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance</p>	<p>Am I always right?</p> <p>discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p>What do we believe in our town? (religions worshipped in our local area)</p>	
PSHE SCARF	Keeping Safe	Healthy lifestyles	Money and caring for the environment	Growing up and changing	Healthy relationships And feelings and emotions	Rules, rights and responsibilities and valuing differences

Reflection:	Book look	America Day	Brazilian Festival	Book look	Book look	Viking market place
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