Year 5

Yearly Overview Long Term Plan

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Quality text	**Ride the Wind** (Power of Reading) **<u>Writing Outcomes:</u>** Creative Writing Play Script Report Writing Writing in role	**Cosmic** *(Power of Reading)* **<u>Writing Outcomes</u>** Note writing Email Setting description	**<u>The Journey</u>** *(Power of Reading)* **<u>Writing Outcomes</u>** Leaflet Newspaper Report Debate Persuasive Letter	**Wolf Brother** *(Power of Reading)* **<u>Writing Outcomes:</u>** Diary entry Letter Character description	**There's a boy in the girls' bathroom** *(Power of Reading)* **<u>Writing Outcomes:</u>** Cinquain Poem Letter of advice Diary Entry	**Lets Chase the Stars** *(Power of reading)* **<u>Writing Outcomes:</u>** Performance poetry Free Verse List Poetry

Geography/ History Key Statements	**How did Britain change between the end of the Roman occupation and 1066?** Know why Romans left Britain. Know who the Anglo-Saxons were and how they divided Britain up. Know who the Vikings were and how they battled with the Anglo-Saxons. Know how many of the words we use today originate from the Vikings or Anglo-Saxons.	. **What is Fairtrade and why should it matter to all of us?** Know how different countries trade with each other. To know why Brexit was important to all of us. Understand what people mean by Fairtrade. Know which counties suffer if there is not a culture of Fairtrade.	**Why do people decide to resettle (focus on immigration to North America)?** Know the main reasons why people would decide to move from the country they lived. Know why immigration has been important to the USA. Know why immigration has been important to the UK. Know how people moving into another country often recreate their cultural heritage.	**Why were the Ancient Mayans the envy of the world?** Know what was happening in Britain when the Mayans were most powerful. Know how different the Mayans and the Egyptian pyramids were. Know how the Mayans belief in gods created a culture of sacrifice. Understand how the pok-ta-pok Mayan game could be described as the earliest football match.	**What are the main features of South America and Brazil in particular?** Know the names of and the key features of south American countries. Use google Earth to find out more about a specific south American country. Focus specifically on one south American country. Find out about time zones and how time differs between the UK and south America.	**What did it mean to be a slave?** Know where slaves come from. Know where slaves were taken to. Know why black people were enslaved. (Transatlantic slave trade and how Britain was part of it). Know about how slaves were treated. (Life aboard transportation ships).

	Know how the Vikings and Anglo-Saxons improved Britain.	Know what is meant by sustainability, global citizenship and ethical codes.	Know about the importance of immigration to Australia.	Know why the Mayans civilization died out.	Know more about the lives of street children	Know about the people that tried to stop slavery.

Geography/ History Objectives	Hi2 Vikings and Anglo-Saxons Pupils should be taught about the he Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Britain's settlement by Vikings and Anglo-Saxons.	Ge2 Fair trade Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Ge2 North America Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North America.	Hi2 Mayans A non-European society that provides contrasts with British history- Mayan civilization c. AD 900.	Ge2 South America Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America. Know how to use graphs to record	Hi2 Slavery

					features such as temperature or rainfall.	

Maths	read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 read Roman numerals to 1,000 (M) and recognise years written in Roman numerals add whole numbers with more than 4 digits, including using formal written methods (columnar addition)	multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is	multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$]	read, write, order and compare numbers with up to 3 decimal places round decimals with 2 decimal places to the nearest whole number and to 1 decimal place solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per 100’, and write percentages as a fraction with denominator 100, and as a decimal fraction	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (°) identify: angles at a point and 1 whole turn (total 360°), angles at a point on a straight line and half a turn (total 180°) and other multiples of 90° distinguish between regular and irregular polygons based on reasoning about equal sides and angles identify 3-D shapes, including cubes and other cuboids, from 2-D representations	Practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1. Multiply and divide decimals by 10,100 and 1,000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]

	subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction) use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	prime and recall prime numbers up to 19 identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] compare and order fractions whose denominators are all multiples of the same number	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables	calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

		add and subtract fractions with the same denominator, and denominators that are multiples of the same number.				

DT (Food Technology)	7 per half term to make a hot dish and cold dish.					

Art/DT Key Statements	**Create a Viking longhouse with clear areas for fire, animals etc.** Know what a longhouse looks like, including the specific areas within it. Create an initial design, giving particular attention to the roof. Gather the resources needed to make the longhouse. Make the longhouse finding solution to any issues as they arise. Evaluate the final longhouse by checking on the original criteria.	**Create a rotating planetarium which has gears to show movement around the sun.** Know the order of the planets and the distance they are from the sun. Design the system, taking account of the way they will move around the sun and the distance from the sun. Gather the resources needed to create the planetarium. Make the planetarium. Evaluate the planetarium against the original design	**Andy Warhol** Printing and painting. Find out about immigration into the USA. Focus on the book 'The Arrival' by Shawn Tann. Research the work of Andy Warhol and talk to others about his distinctive style. Use sketchbooks to consider ideas especially colours as well as images. Create a final piece linking Warhol's work with immigration to the USA.	**Create a Mayan headdress using a range of materials with sewing included.** Research Mayan headdresses. Design a Mayan headdress that would be representative of the Mayan culture. Gather the resources needed to make the headdress. Make the headdress and make amendments as needed. Evaluate the completed headdress and make suggestions as to how it could be improved.	**Create a Brazilian montage.** What symbolism is associated with Brazil? E.g. carnival, redeemer (modern art) Carry out some research about Brazil and capture what the country stands for. Use sketchbooks to capture the flag, football etc. Consider ways of linking ideas together before deciding on final montage. Create a final montage which captures the	**3D clay. Kwame Akoto-Bamfo** Research the work of Kwame Akoto-Bamfo and use sketchbooks to record some thoughts and ideas. Research to find photographs and pictures of slaves and try and capture their anguish. Use the following clip as a tutorial to make a head from a clay ball: https://www.youtube.com/watch?v=BWXa6ZRssCo Use the tutorial to create own clay sculpture.

					heart of Brazil as a country and culture.	

Art/DT Objectives	DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.	DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.	DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

	functional properties and aesthetic qualities DT2/1.3a investigate and analyse a range of existing products DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		DT2/1.3a investigate and analyse a range of existing products DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their world DT2/1.3c understand how key events and individuals in design and technology have helped shape the world			DT2/1.3a investigate and analyse a range of existing products DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT2/1.3c understand how key events and individuals in design and technology have helped shape the world

Music	Social Question: How does music bring us together? Musical spotlight: **Melody and harmony in music** A melody (or tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony' (notes played at the same time, like chords). Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music to create harmonies.	Social Question: How does music connect us with our past? Musical spotlight: **Sing and play in different styles** Singing and playing in different styles with different grooves is part of being in a band or ensemble. We also learn about music form all around the world. 'Tempo' refers to the speed of the beat (how fast or slow). Sometimes tempos stay the same throughout a song, and sometimes they change. Explore the various tempos of the music.	Social Question: How does music improve our world? Musical spotlight: **Composing and chords** If we play 3 or more pitches together, we can create chords, which provide the basis for accompaniment in music. By using chords in compositions, really interesting music can be created. Create an accompaniment and learn about chords.	Social Question: How does music teach us about our community? Musical spotlight: **Enjoying musical styles** There are so many different, wonderful and interesting styles of music. 'Texture' is the layers of sound you hear in a piece of music. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.	Social Question: How does music shape our way of life? Musical spotlight: **Freedom to improvise** An 'interval' in music refers to the distance between 2 pitches. Some notes lie right next to each other (stepping motion) while others lie further apart (skipping motion). When improvising, use notes that lie further apart.	Social Question: How does music connect us with the environment? Musical spotlight: **Battle of the bands!** Create a fun and confident performance with your choice of music and songs; small groups or whole class or band. Introduce the music professionally, thinking about what the audience would like to see and hear.

PE	Invasion games Tag rugby PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Invasion games Multi-skills PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Net games PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Basketball and Hockey PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Multi-skills and Netball PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best. PE2/1.1e take part in outdoor and adventurous activity challenges both	Striking & fielding Rounders & cricket PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

					individually and within a team	

Science Key Statements	**What do we know about living things and their habitats?** Know the life cycle of different living things e.g. mammal, amphibian, insect and bird. Know about the process of production in plants. Know about the process of reproduction in animals	**What do we know about Sun, Earth, Moon and the planets?** Know about and explain the movement of the Earth and other planets relative to the sun. Know about and explain the movement of the Moon relative to the Earth. Know and demonstrate how night and day are created. Describe the Sun, Earth and Moon (using the term spherical).	. **What is a force and how does it impact on the way things move?** Know what gravity is and its impact on our lives. Identify and know the effect of air resistance. Identify and know the effect of water resistance. Identify and know the effect of friction. Explain how levers, pulleys and gears allow a smaller force to have a greater effect.	**Which materials can or cannot be changed back to their original form?** Know what a reversible and irreversible change means. Give example of reversible and irreversible changes. Experiment to find which materials can be change back to their original state. Know that same 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 mixture might be separated, including	Retrieval / Scientists focus	**What do we know about the life cycles of humans?** Know about the life cycle of a human being. Know what the terms puberty, gestation and reproduction mean.

		Know information about the planets.		through filtering, sieving and evaporating.		

Science Objectives	Sc/ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Sc/ identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Sc/ recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.		Sc/ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Sc/ describe the life process of reproduction in some plants and animals.	SC/ 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. SC/ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Sc/ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Sc/ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Sc/ demonstrate that dissolving, mixing and	Sc/ describe the movement of the Earth and other planets relative to the sun in the solar system. Sc/describe the movement of the moon relative to the Earth. Sc/ describe the sun, Earth and moon as approximately spherical bodies. Sc/ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Sc/ describe the changes as humans develop to old age.

				changes of state are reversible changes.		

Computing Teach computing	**Computing systems and networks – systems and searching.** Systems Computer systems for us Searching the web Selecting search results How search results are ranked How are searches influenced?	**Creating Media – Video production** What is a video? Filming techniques Using a storyboard Planning a video Importing and editing video Video evaluation	**Programming A – Selection in physical** Connecting crumbles Combining output components Controlling with conditions Starting with selection Drawing designs Writing and testing algorithms	**Data and information – Flat-file databases** Creating a paper-based databases Computer databases Using a database Using search tools Comparing data visually Databases in real life	**Creating media – Introduction to vector graphics** The drawing tools Creating Images Making effective drawings Layers and objects Manipulating objects Create a vector drawing	**Programming B- Selection in quizzes** Exploring conditions Selecting outcomes Asking questions Planning a quiz Testing a quiz Evaluating a quiz

RE Notts syllabus and Focus challenge curriculum	What can we learn from great leaders and inspiring examples in today's world? Religions: World Views and free select	What is expected of a person in following a religion or belief? What matters most to Christian in their religion? Religions: Christianity	How do people's beliefs about God, the World and others, have impact an on their lives? Religions: Islam, Hinduism, Word Views		How are religious and spiritual thoughts and beliefs expressed in arts, architecture and in charity and generosity? Religions: World Views and free select	
PSHCE SCARF	**Being my best** Includes keeping healthy/ growth mindset/ goal setting and achievement	**Valuing differences** Includes British Value focus	**Keeping myself safe** Includes aspects of safe internet use, drugs and relationship education	**Rights and responsibilities** Includes money/ living in the wider world and the environment.	**Me and my relationships** Includes emotions/ feelings/conflict resolution and friendships	**Growing and changing** Includes RSE related issues

MFL (French)	The High Street: shops directions	Times of the day Opinions Christmas- French Traditions	Keeping Fit: (revision of days of the week, hobbies, likes & dislikes) Keeping Healthy: (Revision of sports/hobbies, 0 – 20 , 30) Numbers 40, 50 Comparisons	Food : likes/dislikes Life in France: Food items	French breakfast items Preparing a traditional dessert Date Weather	Seasons Where you live Similarities/ differences in daily life in UK and France
Reflection:	Viking Reflection				Brazil reflection	