

Year 5

Yearly Overview Long Term Plan

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality text	<u>Ride the Wind</u> (science link) (Power of Reading) <u>Writing Outcomes:</u> Creative Writing Play Script Report Writing Writing in role	<u>The Night the Moon Went Out</u> (Science link) (Power of Reading) <u>Writing Outcomes</u> Setting description Diary entry Explanation text	<u>The Journey</u> (Geography link) (Power of Reading) <u>Writing Outcomes</u> Leaflet Newspaper Report Debate Persuasive Letter	<u>Wolf Brother</u> (History link) (Power of Reading) <u>Writing Outcomes:</u> Diary entry Letter Character description	<u>There's a boy in the girls' bathroom</u> (Science/PSHE link) (Power of Reading) <u>Writing Outcomes:</u> Cinquain Poem Letter of advice Diary Entry	<u>Lets Chase the Stars</u> (Science link) (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. Know how the Vikings and Anglo-Saxons improved Britain.	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 countries suffer if there is not a culture of Fairtrade. Know what is meant by sustainability, global citizenship and ethical codes.	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. Know about the importance of immigration to Australia.	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. Know why the Mayans civilization died out.	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. Know more about the lives of street children	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 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.	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
	Britain's settlement by Vikings and Anglo-Saxons.					

					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	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 prime and recall prime numbers up to 19 identify, name and write equivalent fractions of a given	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 To find fractions of quantity. read and write decimal numbers as fractions [for example, 0.71 =  recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	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 , , $\frac{1}{5}$, ,  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 measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	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 calculate and compare the area of rectangles (including squares), including using	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] understand and use approximate equivalences between metric units and

	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.	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 add and subtract fractions with the same denominator, and denominators that are multiples of the same number.		solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables	standard units, square centimetres (cm²) and square metres (m²), 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	common imperial units such as inches, pounds and pints estimate volume [for example, using 1 cm³ 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	
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	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 Earth and Sun orbit which incorporates a gear system. Understand the Earth's orbit around the sun.	Andy Warhol Printing and painting. Find out about immigration into the USA. Focus on the book 'The Arrival' by Shawn Tann.	Create a Mayan headdress using a range of materials with sewing included. Research Mayan headdresses.	Create a Brazilian montage. What symbolism is associated with Brazil? E.g. carnival, redeemer (modern art)	3D clay. Kwame Akoto-Bamfo Research the work of Kwame Akoto-Bamfo and use sketchbooks to record some thoughts and ideas.	
Art/DT	Create an initial design, giving particular attention to the roof. Gather the resources needed to make the longhouse.	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 Earth and Sun orbit.	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.	Design a Mayan headdress that would be representative of the Mayan culture. Gather the resources needed to make the headdress.	Carry out some research about Brazil and capture what the country stands for. Use sketchbooks to capture the flag, football etc.	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	
Key Statements	Make the longhouse finding solution to any issues as they arise. Evaluate the final longhouse by checking on the original criteria.	Make the Earth and Sun orbit. Evaluate the Earth and Sun orbit against the original design.	Create a final piece linking Warhol's work with immigration to the USA.	Make the headdress and make amendments as needed. Evaluate the completed headdress and make suggestions as to how it could be improved.	Consider ways of linking ideas together before deciding on final montage. Create a final montage which captures the heart of Brazil as a country and culture.	Use the tutorial to create own clay sculpture.	

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	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	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		DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately			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 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		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 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			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 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

	DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		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			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	Shaping Music (featuring My Best Friend) 1. Improvise confidently over a drone or groove. 2. Compose a short ternary piece using Music Notepad.	Unlocking Vocal Potential (featuring Panto Pandemonium, Bells Ring Out and The Match Girl's Christmas) 1. Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. 2. Sing songs in unison, and in two or three parts.	Sounds Dramatic (featuring YuStudio A Spooky Story Project) 1. Compose and arrange an original "Spooky Story" track in YuStudio using major and minor chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood. 2. Enhance the overall quality and effectiveness of their composition by evaluating their own creative, technical and musical decisions through performing compositions	Decoding Sound And Notation (featuring Heal The Earth) 1. Develop and expand musical understanding through critical listening and analysis of contrasting pieces. 2. Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm, and musical expression.	Carnival Time 1 (featuring Samba Course - Part 1) 1. Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination. 2. Compose and perform original Call & Response sections, integrating learned patterns into full samba compositions.	Music Speaks (featuring YuStudio Hip Hop Project) 1. Create and produce music with multiple sections that include repetition and contrasts. 2. Use chord changes as part of a (sequenced) composition.

			individually or in groups.				

PE	Rugby and Hockey	Athletics and Basketball	Fitness and Netball	Handball and Dodgeball	Cricket and Rounders	Tennis and Sports Day/Games	

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

		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.					
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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/ 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/ identify the effects of air resistance, water resistance and friction, that act between moving surfaces.		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/ 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/ describe the changes as humans develop to old age.
	Sc/ recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.			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 changes of state are reversible changes.		

Computing Teach computing	<u>Computing systems and networks – systems and searching.</u>	<u>Creating Media – Video production</u>	<u>Programming A – Selection in physical</u>	<u>Data and information – Flat-file databases</u>	<u>Creating media – Introduction to vector graphics</u>	<u>Programming B- Selection in quizzes</u>
	Systems	What is a video?	Connecting crumbles	Creating a paper-based databases	The drawing tools	Exploring conditions
	Computer systems for us	Filming techniques	Combining output components	Computer databases	Creating Images	Selecting outcomes
	Searching the web	Using a storyboard	Controlling with conditions	Using a database	Making effective drawings	Asking questions
	Selecting search results	Planning a video	Starting with selection	Using search tools	Layers and objects	Planning a quiz
	How search results are ranked	Importing and editing video	Drawing designs	Comparing data visually	Manipulating objects	Testing a quiz
	How are searches influenced?	Video evaluation	Writing and testing algorithms	Databases in real life	Create a vector drawing	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, World Views	How are beliefs expressed in art, architecture, charity and generosity? Religion: all	What matters most to humanists and Christians? Religions: Christianity	Islam what does it mean to be a Muslim in Britain today? Religions: Muslim
PSHE SCARF	Me and my relationships Includes emotions/ feelings/conflict resolution and friendships	Valuing differences Includes British Value focus	Keeping myself safe Includes aspects of safe internet use, drugs and relationship education	Rights and Respect Includes money/ living in the wider world and the environment.	Being my best Includes keeping healthy/ growth mindset/ goal setting and achievement	Growing and changing Includes RSE related issues
MFL (French)	<u>The date</u> Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit,	<u>Do you have a pet?</u> By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets	<u>My home</u> By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where	<u>The Olympics</u> Through the medium of this familiar and very popular event, pupils will be taught the skills to understand	<u>Clothes</u> By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French	

	pupils will have the knowledge and skills to say the date and when their birthday is in French.	they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.	slightly longer and more complicated text in French. They will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. Pupils will learn 10 Olympic sports as well as the 1st and 3rd person conjugations of the verb 'faire' in order to express which sports they do and do not do. They will also look at gendered nouns and the changes required when describing the Olympians in the unit.	by colour. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, articles/determiners, plurality, adjectival agreement, 1st person verb conjugation) so that pupils can express what they are wearing in full sentences in different scenarios in French.