

Lionel Walden Primary School: Long Term Plan – Year 5

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life skills and learning behaviours	Values	Kindness, Thoughtfulness, Respect, Resilience	Curiosity, Courage, Teamwork	Ready, Respectful and Safe			
	Wider Experience	Harvest Food Bank Appeal	Church Carol Concert Remembrance Day	Internet Safety Week Anti-Bullying Week Healthy Week	World Book Day Science Week	International Week King's Coronation	
	PSHE / RSE						
Languages	English Key Texts	Narrative- Gorilla Poetry – The Malfeasance	The Snowman - Story	Biography – David Attenborough	The Nowhere Emporium- Mystery	Plastic Pollution- NF Speech	
	Writing Outcomes	Writing to entertain: Narrative	Writing to entertain: Narrative	Writing to inform: Non-fiction biography	Writing to entertain: Narrative	Writing to inform: speech	Writing to entertain: Narrative horror genre Writing to inform: non-chronological report
	MFL - French	As-tu un animal? Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but")	Quel-est la date? Remember, recall and spell the seven days of the week. Remember, recall and spell the twelve months of the year. Remember, recall and spell numbers 1-31. Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.	Les Temps Repeat and recognise the vocabulary for weather in French. Ask what the weather is like today. Say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols.	Les Habitats Tell somebody in French some key facts about things that animals and plants need to survive in their various habitats. Tell somebody in French examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found. Tell somebody in French what types of animals live in different habitats and what their particular adaptations are to best suit their environment. Tell somebody in French what types of plants live in different habitats and what their particular adaptations are to best suit their environment.	Les Jeux Olympiques Tell somebody in French the key facts of the history of the Olympics. Tell somebody in French the key facts of the modern Olympic games. Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. Say the nouns in French for key sports in the current Olympic games. Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. Understand the concept of de la, de l' and du when you say you play a sport in French.	
STEM	Maths	Place value within 1,000,000 Addition and subtraction	Multiplication and division Fractions	Multiplication and division Fractions Decimals and Percentages	Measure – perimeter and area Graphs and tables	Geometry – properties of shapes Geometry – position and direction Decimals	Negative numbers Measure – converting units Measure – volume and capacity
	Science	Forces (Physics) – How and why do objects move? Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives.	Properties and Changing Materials (Chemistry) – How can we separate mixtures of materials? How can we change materials reversibly and irreversibly? Mixtures and separation:	Earth and Space (Physics) – What is moving and how do we know? Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies		Living Things and their Habitats (Biology) – Do all plants and animals reproduce in the same way?	Animals including Humans (Biology) - Why and how does the human body change over time? Describe the changes as humans develop to old age.

		<p>Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect.</p>	<p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Changes:</p> <p>Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Comparative and fair tests, for the uses of everyday materials, including wood, metals and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	Describe the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.		<p>Know the life cycle of different living things, e.g. Mammal, amphibian, insect, bird.</p> <p>Know the process of reproduction in plants.</p> <p>Know the process of reproduction in animals.</p>	
	DT	Maya weaving and textiles Hot chocolate	Maya masks Christmas cards and decorations			Greek Raita and flatbreads	
	Computing	Awareness of search engines Keeping safe online		Coding – Scratch (use Barclays digital angels)	Multi-media- filming, editing linked to English work	Scratch computer coding	
Humanities	Geography	<p>Climate Zones</p> <p>Identify lines of latitude and identify how latitude is linked to climate</p> <p>Locate different climate zones and explore Northern and Southern Hemispheres</p> <p>Compare temperate and tropical climates</p> <p>Explore weather patterns within a climate zone</p> <p>Identify characteristics of each climate zone</p>		<p>Rainforests- biomes, hemispheres, longitude and latitude</p> <p>Recognise what a rainforest is and locate them on a map</p> <p>Recognise the different layers of life in a rainforest</p> <p>Recognise the features that make up a rainforest</p> <p>Describe the key characteristics of a region e.g. The Congo</p> <p>Describe the impact of deforestation</p> <p>Explain the importance of the Amazon Rainforest</p>		<p>Rio and South-East Brazil Country Study- Brazil</p> <p>Locate and identify physical and human features of South America</p> <p>Locate countries and capitals of South America</p> <p>Compare key facts about Brazil and the UK</p> <p>Using photographs and information texts, imagine what daily life might be like in Rio</p> <p>Identify how my life is linked to Rio and the South East of Brazil</p>	<p>Fieldwork Orienteering</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
	History	<p>The Ancient Maya</p> <p>NC Obj: a non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p>				<p>Ancient Greece</p> <p>NC Obj: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	

	RE	Christianity-Does the Bible help us decide what is right and wrong?		Islam- What do Muslims believe?		Humanism- Do you need to believe in a god to be human?	
		By the end of year 5 children should be able to learn about religion and belief by: <ul style="list-style-type: none">• making connections between different belief and practices of all religions.• Beginning to compare stories, beliefs and practices from different religions including differences and similarities.• Understanding and beginning to evaluate the diversity of belief in different religions, nationally and globally.• Articulating and beginning to apply the different responses to ethical questions from a range of different religions and to learn from religion and belief by: <ul style="list-style-type: none">• Beginning to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.• Beginning to respond thoughtfully to a range of sacred writings/ stories. Provide good reason for what they mean to different faith communities.• Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system.• Discussing and beginning to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response					
Creative Arts	Art & Design	Artist Study- Frederick Catherwood	Clay glyphs	Rainforest Collage/ Diorama		Clay- Greek pots and vases	Sketchbooks- Detailed sketches of Greek pillars in pencil, charcoal and chalk
	Music	Living on a prayer	Classroom Jazz 1	Make you feel my love	Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind and Replay
Sports	PE & Games	Netball Gymnastics	Dodgeball Swimming	Speed stacking Dance	Yoga Swimming	Athletics Tri-Golf	Tennis OAA