



Year 5 Long Term Plan

2022 - 2023

Beechwood Primary School

| Term Theme | Autumn 1: Earth and Space | Autumn 2 Crime and Punishment | Spring 1 Raging Rivers | Spring 2 The Tudors | Summer 1 Arts & Adventure | Summer 2 Tudor Reading |
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| Reading | Here We Are by Oliver Jeffers Holes | Highway Man Holes | Amazing Rivers River Boy | Treason | Treason The Boy at the Back of the Class | The Boy at the Back of the Class Shakespeare |
| English | Narrative – Character profile and narrative based on character from Here We Are by Oliver Jeffers Poetry – Eco Party linked to Blue Extinction by Sarisha Mehta Information Texts – Space Themed | Narrative – linked to Holes Persuasive speech/ Letter Letter to close Camp Green Lake. | Non-Chronological Report – Rivers Narrative - River Boy Instructional- Science Experiment | Journalistic Writing linked to Tudors and The Little Ice Age Biography – one of Henry’s Wives/ a noted Tudor | Recount: Linked to Legoland Trip Balanced Argument - Graffiti | Narrative: The Arrival Play script - linked to MacBeth |
| Maths | Year 5 -Number: Place Value -Number: Addition and subtraction -Number: Multiplication and Division A | Year 5 -Number: Multiplication and Division A (Cont.) -Number: Fractions A -Consolidation | Year 5 -Number: Multiplication and Division B -Number: Fractions B -Number: Decimals and Percentages | Year 5 - Number: Decimals and Percentages (Cont.) -Measurement: Perimeter and Area -Statistics -Consolidation | Year 5 - Geometry: Shape -Geometry: Position and direction -Number: Decimals | Year 5 -Number: Decimals (Cont.) -Number: Negative Numbers -Measurement: Converting Units -Measurement: Volumes -Consolidation |
| Science | Earth and Space - 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 - use the idea of the earth’s rotation to explain day and night and the apparent movement of the sun across the sky | Forces - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | Properties and changes of material - 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 - know that some 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 mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - 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 | Living things and their habitats - describe the difference in the life cycle of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals | Animals including humans - describe the changes as humans develop to old age | |

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| <p>Computing</p> | <p>Computing System & Networks – Systems and Searching understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> | <p>Creating Media - Video Production select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> | <p>Data & Information – Flat File Databases select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> | <p>Programming A – Selection in Physical Computing design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> | <p>Creating Media – Introduction to Vector Graphics select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> | <p>Programming B – Selection in Quizzes design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> |
| <p>Geography</p> | <p>Enough for Everyone describe and understand key aspects of physical geography, including: rivers, mountains 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</p> | | <p>Rivers – settlements etc. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> | | <p>Ordnance Survey map reading use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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> | |
| <p>History</p> | | <p>Extended Chronological: Study Crime and Punishment A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p> | | <p>Extended chronological study: The Tudors Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> | | <p>Local Study: Tudor Reading A local history study - a study over time tracing how several aspects of national history are reflected in the locality.</p> |

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| <p>Art/DT</p> | <p>Art - Aboriginal Art to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>about great artists, architects and designers in history.</p> <p>Paint/ permanent markers</p> | <p>DT – Making Parachutes</p> <p>Design 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks accurately 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</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p>Technological Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products</p> | <p>DT – Formula 1</p> <p>Design 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks accurately 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</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p>Technological Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products</p> | <p>Art – Tudor Portraits</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>about great artists, architects and designers in history.</p> <p>Pastels, clay and paint.</p> | <p>Art - Digital Art (Computing) & Graffiti & Sculpture – Keith Haring</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>about great artists, architects and designers in history.</p> <p>Computers</p> | <p>DT – Tudor Architecture</p> <p>Cooking & Nutrition understand and apply the principles of a healthy and varied diet cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet 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] understand the source, seasonality and characteristics of a broad range of ingredients.</p> <p>Pastels, clay and paint.</p> |

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| | | <p>understand and use electrical systems in their products apply their understanding of computing to programme, monitor and control their products.</p> <p>Paper Mache & paint</p> | <p>understand and use electrical systems in their products apply their understanding of computing to programme, monitor and control their products.</p> <p>Cardboard, plastic, glue, pens.</p> | | | |
| RE Discover | <p>Theme: Belief into action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism</p> | <p>Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity</p> | <p>*Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism</p> | <p>Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity</p> | <p>Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism Humanism lesson</p> | <p>Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity</p> |
| PE | <p>Indoor: Dodgeball Outdoor: Fitness</p> | <p>Indoor: Gymnastics Outdoor: Rugby</p> | <p>Indoor: Dance Outdoor: Netball</p> | <p>Indoor: Swimming Outdoor: Golf</p> | <p>Indoor: Outdoor: Cricket OAA</p> | <p>Indoor: Outdoor: Athletics Tennis</p> |
| Music Get Set for Music | <p>Planets As in all units, pupils develop physical, social, emotional and thinking whole child objectives. In this unit, pupils will compose music inspired by the planets Mars, Venus and Mercury considering mood and motif. Pupils are given the opportunity to listen and appraise the music of Gustav Holst, John Williams and Mike Oldfield, as well as the music of their peers. They learn how the use of motif and the inter-related dimensions of music</p> | <p>Ancient China This unit focuses on pitch and reading and writing notation. Pupils learn about the pentatonic scale and harmonious sounds through composing, performing and singing tasks. Pupils begin combining rhythm and pitch notation to record their music. All of this is inspired through the exploration of ancient Chinese music, philosophy, myths, and rituals.</p> | <p>Rivers This unit focuses on pitch and creative composition. Pupils will explore composing and performing melodies using the pentatonic scale. They will have opportunities to explore writing and combining their own melodies in small groups. They will explore Smetana's symphonic poem and learn about barcarolles through listening to Offenbach, composing and singing. The unit culminates with the pupils using all elements to create</p> | <p>Rock and Roll In this unit pupils explore the genre of rock and roll music through singing, instrumental playing on tuned percussion, composition and improvisation, and listening and appraising. Pupils learn about the different instruments that typically play in a rock and roll band and their role within the band; exploring lead and backing vocals, chords, lead guitar and bass guitar. Pupils consolidate their learning on rhythm and pitch notation.</p> | <p>Melodies of Divinity In this unit, pupils will be introduced to the mystical world and features of Hindustani Classical music of India. Pupils will have the opportunity to listen to a fusion of both Indian and Western music on their musical journey, identifying features and instruments. Pupils will work individually and as part of a group to sing, perform, compose and improvise on both tuned and untuned instruments with consideration of the features of Indian music</p> | <p>Animal Kingdom In this unit, pupils explore features of harmony starting with the study of intervals then expanding to chords. By analysing and comparing music from both romantic and 20th century composers, pupils will explore how intervals and chords can be used to convey an intended effect before applying their knowledge and skills in composing their own music.</p> |

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| | combine to create an intended effect. | | their own barcarolle. | | including how to structure their music. Pupils will record their music using the Indian notes of names and Western notation. | |
| PSHE Jigsaw | Being me in my world Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating | Celebrating differences Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures | Dreams and Goals The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation | Healthy me Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules | Changing me Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition |
| MFL | Cultural Unit – French Festivals Festivals: • Christmas • Easter • Bastille Day • La Fête des Voisins Numbers beyond 100 • Numbers up to and beyond 100. • Ordinal numbers • Maths games and activities My Family and Friends • Introducing wider family members • Talking about your friends. • Using sentences to describe friends and family. • Recap illnesses, I have a cold etc • Asking where you live (recap) | My Home • Describing the homes of friends and families. • Describing my street • My dream home Colours • Revise colours of the rainbow Children will learn: • Describing shades of colours, such as ‘pale green, dark red’ • Describing objects using colour | Animals • Revision of animals • Describing animals (size and colour) • Animal habitats • At the pet shop parts • Designing an animal and its habitat Food • Revise previous work on foods Children will learn: • Likes and dislikes for food • Healthy eating • Talking about food preferences, asking someone their preference. | Calendar • Revise previous work completed in Y3/4 • Telling the time to the hour, half past etc, 12 and 24 hour clock • Asking someone the time and replying correctly – 12 and 24 hour clock Clothing • Revise Y3 and Y4 work • Describing outfits, colours and sizes etc. • Clothing preferences of yourself and a friend. Shopping • Revision of Year 3 and 4 • Money and change • Shopping for items – conversations. | Holidays and Celebrations • Revise Y3 and Y4 work • Using dates to talk about a holiday • Use time words to describe holidays. • Planning food and lists for a party • Describe a party Towns and Cities • Revision of Y3 and Y4 work Children will learn: • Sentences to describe towns and cities The weather and Seasons • Revision of Y3 and Y4 • Completing and filming a weather forecast • Describing weather around the world • Seasons | Describing sports and hobbies they like/dislike Sports and Hobbies • Revise sports and hobbies • Describing a week of sports and hobbies at school School • Revision of Y3 and Y4 Children will learn: • Journeys to school • Places in school • My future aspirations |
| Trips Experiences | Waitrose Trip to study Food Miles | Winchester Science Museum | | Legoland – Science of Rollercoasters | | Ufton Court |