

Year 5: Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Shackleton's Journey (6 weeks)	Secrets of a Sun King (4 weeks) If (2 weeks)	I am not a label (4 weeks) Midsummer Night's Dream (2 weeks)	Boy in the Tower (5 weeks)	Five children and It (6 weeks)	The Explorer (6 weeks)
Writing	Formal Letters of Application (3 weeks) Dialogue in narrative – first person (2 weeks) NFER Tests – Reading 1, Reading 2, Spelling and GaP (1 week)	Third Person Story set in another culture (3 weeks) Balanced argument (2 weeks) Poetry exploring form (1 Week)	Biography (3 weeks) Playscripts (2 weeks) Poetry Word play (1 week)	Formal letters of application (3 weeks) Third person narrative set in another culture (2 weeks)	Playscripts (3 weeks) Dialogue in Narrative (3 weeks)	Balanced Argument (2 weeks) Biography (3 weeks) Poetry exploring form (1 week)
Mathematics	Place Value Addition and subtraction	Multiplication and division A Fractions A	Multiplication and division B Fractions B	Decimals and percentages Perimeter and area Statistics	Shape Position and direction Decimals	Negative numbers Converting units Volume

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PSHE	Me and my relationships: Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Valuing Difference: Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Keep Safe: Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and Respect: Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Being my Best: Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Growing and changing: Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Yoga	Mind and body and the benefits of meditation	Diwali Countries Festivals and celebrations	Our Earth	Forward bending asanas Easter	Yoga flow	Mindfulness techniques/ summer
PRE	Creation Stories Pupils learn Hindu and Christian creation stories, including the roles of Vishnu, Shiva and Brahma, and explore their meaning for life and purpose. They reflect on fact versus faith, the role of authority in knowing, and respond personally, including to environmental issues	Symbols and Their Significance Pupils understand what symbols are, their importance in religious and secular contexts, and identify symbols meaningful to them. They explore the spiritual potency of symbols, attitudes to iconography, and consider whether Krishna's name and deity are material or spiritual	Communities and Varnashram Pupils explore the value of community, the principles of the Varnashram system, and its relevance today. They weigh community versus individualism, critique inclusivity in their school, and design ideas for an ideal society, reflecting on how to improve inclusivity	Good Company (Sanga) Pupils learn the importance of good company in Vaishnavism, applying it to scripture discussion and chanting. They reflect on wise and unwise associations, consequences of choices, and study stories and examples from Srila Prabhupada and a living Vaishnava	Mahabharata and the Gita Pupils study the plot and characters of the Mahabharata, Krishna's role in supporting devotees, and apply the concept of gunas to characters and leadership styles. They explore Arjuna's dilemma, relate it to modern life, and develop strategies for resolving dilemmas	

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Spanish	Pupils introduce themselves and others, talk about feelings and school subjects, use simple opinions and conjunctions, and practise basic phonics. They learn about schools in Spain.	Focus is on city vocabulary, directions, shopping, numbers, and euros. Pupils write simple sentences about towns, practise roleplays, and learn about Madrid and festive traditions.	Pupils learn fruit and vegetable vocabulary, express likes and dislikes, use quantities in market roleplays, and follow simple recipe instructions. They explore Spanish markets and foods.	Focus is on clothes, adjectives of size and colour, and describing outfits using the verb <i>llevar</i> . Pupils practise grammar and phonics while learning about Carnival and clothing traditions.	Pupils revisit personal identity language and describe planets using adjectives and <i>ser</i> . They create simple imaginative planet descriptions and make links with language patterns. They also learn about Spanish seaside culture.	Pupils learn beach vocabulary and activities, write extended sentences using <i>you can + infinitive</i> , and explore sentence structure.
Sanskrit	Sanskrit grammar- gender endings- reading and writing Topic- animals Bhagavad Gita verse	Sanskrit grammar- noun, object and subject- reading and writing Topic- animals Bhagavad Gita verse	Sanskrit grammar - singular verb conjugation, Topic - nature Bhagavad Gita verse	Sanskrit grammar - singular verb sentences using nature words, Topic - nature Bhagavad Gita verse	Devanagari script revision, Reading Sanskrit sentences Topic – Forest Bhagavad Gita verse	Reading Sanskrit stories Topic – Forest Bhagavad Gita verse
Trips	Y5 PGL	Church- Christmas service	Jain Centre		Houses of Parliament and Westminster Abbey Trip	ISKCON- a focus on Ratha Yatra
Careers	Exploration Research Writing Journalism Publishing Teamwork skills	Urban planning Architecture Retail Tourism Customer service Event management Community work	Nutrition Culinary arts Agriculture Markets Retail management Community liaison	Fashion design Textiles Theatre costume design Marketing Creative design	Astronomy Space science Environmental science Research Creative writing Cultural education Tourism	Marine biology Environmental conservation Travel and tourism Recreation management Outdoor leadership Sports coaching Physiotherapy STEM-related careers
Enrichment Weeks / Days	Diwali	Anti bullying Enterprise	We are mathematicians E- safety day	Guara Purnima Reading Holi	Sports week Earth Day Science week	Ratha Yatra Art Gallery

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Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Describe the changes as humans develop to old age	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	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	
Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution		Demonstrate that dissolving, mixing and changes of state are reversible changes	Identify the effects of air resistance, water resistance and friction, that act between moving surfaces	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	
Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating		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	Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	Describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird	
				Describe the life process of reproduction in some plants and animals	

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Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Properties and changes of materials	Animals including humans	Properties and changes of materials	Forces	Earth and Space Living things and their habitats	Properties and changes of materials



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Art

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Know what is meant by 'subtractive drawing' and 'abstract'	Know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last	Know appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture	Know an armature can be used to create a piece of 3D art	Know different effects can be achieved with watercolour paint	
Know that lines can be used to suggest harmony	Be able to create reduction prints and explain and record the process	Know textile comes from the Latin word, texere, meaning to braid, weave or construct	Know clay can be joined by a score and slip method	Be able to select materials to create specific marks using watercolour paint	
Be able to combine drawing techniques to achieve desired effects		Be able to combine fabrics in a range of ways Weave, braid and construct art using natural objects	Be able to use armatures to produce 3D forms		
Be able to transfer and enlarge an image and work in the style of an artist			Be able to join two or more pieces of clay		

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Art: Linked Activities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing and painting Block A	Printmaking Block B	Textiles and Collage Block C	3D art Block D	Painting Block E	



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Design Technology

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Know: Some foods and key ingredients from other cultures How other cultures' food can be nutritious Know: How foods can be used as medicines How eating food from different countries can help us be healthy Be able to: Make, roll and cook a flatbread Prepare a range of vegetables Present foods to a high standard Be able to: Roll and shape ingredients Slice and ribbon a range of vegetables Stir-fry vegetables		Know: How to waterproof cotton fabric Which fabrics are both functional and hardwearing	Know: Types of gears and terminology relating to gears Common uses of pulleys and gears How pulleys and gears can change the direction of movement		Know: Engineers use a range of methods to strengthen and reinforce structures
		Be able to: Use beeswax to waterproof cotton fabric Repurpose a pair of jeans	Be able to: Design and make products that use pulleys and gears to lift loads Evaluate the success of their outcomes and recommend improvements		Be able to: Identify and describe ways that frames are strengthened and reinforced

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Design Technology: Linked Activities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Food and Nutrition Block A and D		Textiles Block C	Mechanisms Block F		Structures Block E



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Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Use and understand staff and other musical notations
Listen with attention to detail and recall sounds with increasing aural memory	Develop an understanding of the history of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Listen with attention to detail and recall sounds with increasing aural memory	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		Use and understand staff and other musical notations	Listen with attention to detail and recall sounds with increasing aural memory	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	

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Music: Linked Activities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What shall we do with the drunken sailor?		Building a groove	Avanti Sings Project		



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Computing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learn to use word processing tools to create and edit documents, including adding and formatting images with word wrap, changing text appearance, enhancing documents with features, using tables, and working with templates	Learn about the impact of sharing digital content and their responsibilities online	Build on their coding knowledge by simplifying code and creating playable games and simulations	Use spreadsheets to model real-life problems, perform calculations such as area and perimeter, investigate probabilities, analyse data, and make decisions based on their findings	Use micro:bit sensors, including the accelerometer and pins, to create interactive programs	Learn to use word processing tools to create and edit documents, including adding and formatting images with word wrap, changing text appearance, enhancing documents with features, using tables, and working with templates
	Explore how to maintain secure passwords, recognise appropriate and inappropriate digital behaviour, and understand the ethical use of images and information	Learn key computer science concepts such as decomposition, abstraction, and functions, explore variables including strings and text variables, and understand concepts like friction and concatenation in coding	Use spreadsheet tools to explore patterns, such as the frequency of common letters	Apply IF/THEN logic and variables to tell stories, display sensor data, simulate real-world tools, and model scenarios such as a football match	
	Develop skills in referencing sources, evaluating online reliability, and using different methods of communication responsibly				

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Computing: Linked Activities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Augmented Reality: Ancient Greek Civilisation		Be Internet Legends: Positive Digital Footprints Spotting Fake Information Online and Sharing Settings & Password	Everyone Can Code: For Loops and Variables & Conditional Code and Types + Initialisation combined	Data and Information - Flat-File Databases	Everyone Can Create: Podcasts



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Physical Education

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To swim competently, confidently and proficiently over a distance of at least 25 metres	To swim competently, confidently and proficiently over a distance of at least 25 metres	To swim competently, confidently and proficiently over a distance of at least 25 metres	To swim competently, confidently and proficiently over a distance of at least 25 metres	To use running, jumping, throwing and catching in isolation and in combination		To develop flexibility, strength, technique, control and balance
To use a range of strokes effectively	To use a range of strokes effectively	To use a range of strokes effectively	To use a range of strokes effectively	To play competitive games, modified where appropriate		To compare their performances with previous ones and demonstrate improvement to achieve their personal best
To perform safe self-rescue in different water-based situations	To perform safe self-rescue in different water-based situations	To perform safe self-rescue in different water-based situations	To perform safe self-rescue in different water-based situations			
To take part in outdoor and adventurous activity challenges both individually and within a team						

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Physical Education: Linked Activities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
OAA/ Swimming	Swimming	Swimming	Swimming	Games- Basketball with coach	Gymnastics with coach



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Geography

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Locational Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Locational knowledge Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Human and Physical Geography Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Human and Physical Geography Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Use the eight points of a compass, four and six-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			

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Geography

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Use the eight points of a compass, four and six-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			
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					

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Geography: Linked Activities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
World countries – Location and Biomes	World countries – Location and Biomes	4 and 6 figure grid references			OS maps and fieldwork



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History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ancient Greece Knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement Knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived using tools, farming and weapons Knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the expansion of the Greek Empire					Maya comparison with Anglo-Saxon Britain Knowing and explaining the importance of beliefs, rituals and burials within a community, such as the Maya's polytheism or Anglo-Saxon's Christianity
					Knowing and explaining how the knowledge of rules and laws helped shape and control communities, kingdoms and civilisations – Ancient Greece, Maya, Benin

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History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowing and explaining that the power to build great buildings, such as the Parthenon in Athens Knowing and explaining how leaders ruled civilisations through early democracy in Athens Knowing how laws and rules shaped and influenced how leaders, kings and queens controlled city-states, kingdoms or civilisations, such as the Sparta					Knowing and understanding how the decisions and actions of leaders can create both powerful or poor civilisations or kingdoms, such as Maya Knowing and explaining how power is connected to knowledge, belief, technology and trade – it was used to make city- states or civilisations stable and better places to live, such as writing and number systems invented by the Maya Knowing and explaining how leaders, kings and queens ruled using beliefs, knowledge and power to control people, such as in Maya city-states

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History: Linked Activities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ancient Greece					Maya or Benin – Non European society that provides contrasts with British history



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