



## Year 5 Long Term Overview



	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
English	One Small Step – Adventure  Gorilla – Story	The Nowhere Emporium – Mystery  Emperor Penguins – Non-Chronological Report	I believe in Unicorns – Story	Poetry – Book Week  Plastic Pollution – Speech	Zoo – Fantasy  Mars Transmission – Journal	Kick – Persuasive Letter
Guided Reading	Extract comprehension - Non-fiction Fiction Poetry	Extract comprehension - Non-fiction Fiction Poetry	The Creakers – Tom Fletcher	The Creakers – Tom Fletcher	Grandpa’s Great Escape – David Walliams	Grandpa’s Great Escape – David Walliams
Maths	Numbers to 1,000,000  Whole Numbers – Addition and Subtraction  Whole Numbers – Multiplication and Division	Whole Numbers – Word Problems  Graphs	Fractions  Decimals  Percentages	Geometry  Position and Movement	Measurements  Area and Perimeter	Volume  Roman Numerals
Science	<u>Living Things and their habitats</u>  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describe the life process of reproduction in some plants and animals	<u>Properties of Materials</u>  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 Give reasons, based on evidence from comparative and fair	<u>Change of Materials</u>  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating  Know that some materials will dissolve in liquid to form a solution, and	<u>Animals including humans</u>  Describe the changes as humans develop to old age.  <small>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by</small>	<u>Earth and Space</u>  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	<u>Forces</u>  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,

<p>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time, comparing how different animals reproduce and grow.</p>	<p><b>tests, for the particular uses of everyday materials, including metals, wood and plastic</b></p> <p>Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4.. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</p> <p>Pupils might work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?'</p>	<p><b>describe how to recover a substance from a solution</b></p> <p><b>Demonstrate that dissolving, mixing and changes of state are reversible changes</b></p> <p><b>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.</b></p> <p>Pupils should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda.</p> <p>They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.</p>	<p>researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows</p>	<p><b>Describe the Sun, Earth and Moon as approximately spherical bodies</b></p> <p><b>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</b></p> <p>Pupils should be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</p> <p>Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus. Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</p>	<p><b>that act between moving surfaces</b></p> <p><b>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</b></p> <p>Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</p>
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<p>Geography</p>	<p><u>Exploring the UK and Eastern Europe</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Identify the position and significance of latitude, longitude</p> <p>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</p> <p>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</p>			<p><u>Where does food come from?</u></p> <p>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>Locational Knowledge:</p> <p>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</p>		<p><u>Local geography</u></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>
<p>History</p>		<p><u>Ancient Greece</u></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><u>Mayan Civilization</u></p> <p>A non-European society that provides contrasts with British history: Mayan civilization c. AD 900 Pupils should continue to develop a chronologically secure</p>		<p><u>Local history</u></p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</p>	

		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>		<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	
Art	<p><u>Collage</u></p> <p>Landmarks - Robin Brooks</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas, to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] and about great artists, architects and designers in history.</p>			<p><u>Painting / Digital Media</u></p> <p>Still life - Georgia O'Keeffe George de la Tou</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas, to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] and about great artists,</p>		<p><u>Sculptures</u></p> <p>Food - Claes Oldenburg</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas, to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] and about great artists, architects and designers in history.</p>

				architects and designers in history.		
DT		<p><u>Food Tech : Greek food</u></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical Knowledge</b> Know that a recipe can be adapted by adding or substituting one or more ingredients</p>	<p><u>Mechanical Systems: Cams</u></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products.</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical Knowledge</b> Know how mechanical systems such as cams are used to create movement</p>		<p><u>Textiles: mobile phone holders (joining with seam allowance, combining fabrics)</u></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion &amp; annotated sketches</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical Knowledge</b> Know that a 3D textiles product can be made from a combination of fabric shapes</p>	
RE	<u>Christianity -God</u> Where can people find guidance on how to live their lives?	<u>Islam</u> Where can people find guidance on how to live their lives?	<u>Hindu Dharma</u> Where can people find guidance on how to live their lives?	<u>Christianity – Jesus</u> Where can people find guidance on how to live their lives?	<u>Christianity - The Church</u>	<u>Judaism</u> Where can people find guidance on how to live their lives?

					Where can people find guidance on how to live their lives?	
PSHE	Managing friendships and peer influence  Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others  How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines; vaccinations; immunisations and allergies  Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM.
PE	Invasion Games – Netball /Dance	Gymnastics 1 + 2	Invasion Games – Hockey / Dance	Invasion Games – Creative Games /Rugby	Athletics/Rugby	Net and wall games (tennis)/Striking and fielding (rounders)
Computing	<u>Creating media: Stop motion animation</u>  Using keywords and phrases, identifying inaccurate information, learning page rank works as well. These lessons are available for both Microsoft and Google schools.	<u>Sonic Pi Music</u>  Design, write and debug programs. 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.	<u>Micro:bit</u>  Design, write and debug programs. 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.	<u>Search Engines</u>  Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.	<u>Mars Rover 1</u>  Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web.	<u>Mars Rover 2</u>  Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web.
	<u>Online Safety (Ongoing throughout the year)</u>  Understand that passwords need to be strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the negative effects of online use.					
MFL	<u>Monster Pets</u>	<u>Space Explorers</u>	<u>Money</u>	<u>French-speaking World</u>	<u>French Week in the Life</u>	<u>Meet my French Family</u>

	<p>To investigate text for visual clues and find information</p> <p>To identify and sort nouns by their gender, number and meaning</p> <p>To make a short presentation in French</p> <p>To use adjectives correctly</p> <p>To be able to create my own descriptive paragraph</p>	<p>To pick out key ideas and phrases in a longer piece of spoken French</p> <p>To use nouns and adjectives correctly to create metaphor poetry</p> <p>To make comparisons in French</p> <p>To read and build factually and grammatically accurate sentences</p> <p>To ask and answer questions and describe and compare planets</p>	<p>To build numbers and prices confidently in French</p> <p>To name different food in French and notice patterns in sounds</p> <p>To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience</p> <p>To be able to use vocabulary to describe a quantity of different food nouns</p> <p>To be able to explore and understand an authentic French text</p>	<p>To recognise, read and respond to directional language</p> <p>To understand that French is spoken in many different countries across the world, and to read and give directions.</p> <p>To identify features of countries in the French-speaking world</p> <p>To use authentic materials to investigate climate data from the French speaking world</p> <p>To ask and answer questions about different countries in the French-speaking world.</p>	<p>To recognise that verbs take different forms and to find infinitive verbs in a dictionary</p> <p>To begin to recognise some regular verbs in the present tense</p> <p>To choose and use appropriate verb endings</p> <p>To know that some verbs do not follow regular patterns</p> <p>To build and deliver a short presentation, choosing and using a range of action verbs.</p>	<p>To recognise and use phrases to say if I have a brother or sister</p> <p>To be able to name different members of the family tree</p> <p>To be able to build descriptive sentences into a short paragraph</p> <p>To be able to understand and express simple opinions</p> <p>To plan and prepare a short presentation about my family.</p>
Music		<p><u>Blues</u></p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live</li> </ul>		<p><u>South and West Africa</u></p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live</li> </ul>		<p><u>Musical Theatre</u></p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live</li> </ul>

		and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.		and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.		and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
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