



Year 5 Long Term Overview



	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
English	Gorilla – Story (narrative) Non-Chronological Report (fictional animal)	Non-Chronological Report (Science link – zoo animal) Oliver Twist (historical fiction)	Playscripts (Mayans Play in a Day) Ice Palace - Novel as a Theme (Adventure) Writing outcomes will include: poetry, instructions, recount, information texts, narrative ending	Poetry – Book Week (The Magic Box) Classic Narrative Poetry – The Spider and the Fly	The Nowhere Emporium (extended narrative)	Plastic Pollution (persuasive letter)
Reading for pleasure	The Lion, the Witch and the Wardrobe			Polar the Titanic Bear	Please Mrs Butler poetry anthology	
Guided Reading	The Last Bear by Hannah Gold	The Nowhere Emporium by Ross MacKenzie	The Angel of Grasmere by Tom Palmer	The Arrival by Shaun Tan	Dr Maggie's Grand Tour of the Solar System (non-fiction)	There's a boy in the girls' bathroom by Louis Sachar
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	<u>Properties of Materials</u> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity	<u>Change of Materials</u> Use knowledge of solids, liquids and gases to decide how mixtures might be separated,	<u>Animals including humans</u> Describe the changes as humans develop to old age.	<u>Forces</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting	<u>Earth and Space</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

	describe the life process of reproduction in some plants and animals 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. 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.	(electrical and thermal), and response to magnets Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 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. 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?'	including through filtering, sieving and evaporating 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 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. 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. 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	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 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	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. 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	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. 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). 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
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			use of new materials such as polymers, super-sticky and super-thin materials.		use levers, pulleys, gears and/or springs and explore their effects.	day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks..
Geography	<u>Exploring the UK and Eastern Europe</u> 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 Identify the position and significance of latitude, longitude 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 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			<u>Where does food come from?</u> 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 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		<u>Local geography</u> 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
History		<u>Ancient Greece</u> Ancient Greece – a study of Greek life and achievements and their	<u>Anglo Saxons/Vikings struggle for power</u> Viking and Anglo-Saxon struggle for the Kingdom		<u>Local history</u> A study over time tracing how several aspects of national history are	

		influence on the western world 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. They should understand how our knowledge of the past is constructed from a range of sources.	of England to the time of Edward the Confessor Examples: Viking raids and invasions Resistance by Alfred the Great and Athelstan Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066		reflected in the locality (this can go beyond 1066). A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	
Art	<u>Collage</u> Landmarks - Robin Brooks 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.			<u>Pastels</u> Still life - Georgia O’Keeffe George de la Tou 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.		<u>3D Art – Wire (Woodland theme)</u> <u>Robin Wight</u> 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.

DT		<u>Food Tech : Greek food</u> - Understand and apply the principles of a healthy and varied diet - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical Knowledge Know that a recipe can be adapted by adding or substituting one or more ingredients	<u>Textiles: sea creatures</u> 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 Make - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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. 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 Technical Knowledge Know that a 3D textiles product can be made from a combination of fabric shapes		<u>CAMS – Moving Toys (linked to the Nowhere Emporium)</u> 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 Make - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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. 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 Technical Knowledge Know that a 3D textiles product can be made from a combination of fabric shapes	
RE	TBC	TBC	TBC	TBC	TBC	TBC

PSHE	Friendships, stereotypes and bullying.	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections	Embedding healthy habits and learning first aid
PE	Invasion Games Dance	Gymnastics 1 + 2	Dance Hockey	Invasion 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>Computing slot used for cross curricular revision</u>	<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</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>Computing slot used for cross curricular revision</u>
	<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	Presenting Myself	My Home	In the Classroom	Weather	My Family	Clothes
Music	<u>Livin' on a Prayer</u>	<u>Jazz Stage 1</u>	<u>Make you feel my love</u>	<u>The Fresh Prince of Bel Air</u>	<u>Dancin' in the street</u>	<u>Ukelele 265</u>