

Year 5 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Days/ Weeks		Anti-Bullying Children in Need	Internet Safety Mental Health Week	World Book Day Protective Behaviours Southam’s Got Talent Author Event	Mental Health Awareness Artist Visit Sports Day	Arts Festival
Celebrations	Trip			Celebration afternoon		Celebration afternoon
Topic Theme	Stone Age/ The Bronze/ Iron Age		Mountains		Mayans	
Core Texts	The lost Happy endings The stone age boy				Oh Maya Gods	
Literacy	Non-chronological report Instructions Recount – diary Blackout Poetry – Christmas Narrative		Narrative – alternative ending Recount- newspaper report Poetry		Persuasive newspaper Recount Discussion	
Maths	Place Value; addition and subtraction; multiplication and division; Shape and Measure; Statistics; Fractions, decimals and percentages.					
History	<u>Changes in Britain from the Stone Age to the Iron Age</u> How did the lives of ancient Britain's change during the Stone Age? Why did the Stone Age come to an end around 6000 years ago? How do artefacts help us to understand the lives of people in Iron Age Britain?				<u>Mayans</u> Why did the ancient Maya change the way they lived?	
Geography			Enquiry- Why are mountains so important? How can volcanos affect the lives of people?		Enquiry: Why is fair trade fair?	

Science	Gravity and Forces Explore gravity, fiction and water resistance. Levers and pulleys.	Earth and Space Explore the solar system.	Animals Including Humans – describe changes in humans	Living Things and Their Habitat – describe differences in life cycles; describe the life process of reproduction in some animals and plants	Changing State Dissolving, filtering, sieving. Reversible and irreversible changes.	
Design Technology	Food Technology Creating and making a spicy maya hot chocolate.		STEM Challenge – Road to RIOT– building a rocket.	Structures and MechanismsTo understand and use gears, pulleys, cams and levers to make a gadget you would give to a person from the stone age to help them.	Tools/ Textiles	Food Technology Following recipes and understanding how food technology has evolved over time – Pizza making
Art	<u>Drawing: Frida Khalo</u> Sketching and shading portraits and exploring female artist		Stone age graffiti – Banksy Use texture to create cave art		Antoni Gaudi- design and create a 3D mosaic using materials of choice. (Based around the Gaudi’s building designs)	
Computing	Online safety –Self Image and Identify Online Relationships Quizzing	Online safety – Online Reputation and Bullying Word Processing	Online safety – Health/ Wellbeing/ Lifestyle Coding	Online safety – Privacy and Security/ Safer Internet Day Databases	Online safety – Copyright and Ownership Game Creator	Online Safety –Managing Online Information
Music	Rhythm builders – exploring rhythmic layers.		Music and words		Singing Sing an ensemble part within	SONG INGREDIENTS - EXPLORING MELODY, HARMONY AND LYRICS

					KS2 performance	
P.E.	Dance: Eco dance	Gymnastics: Movement	Circuit training	Gymnastics: Space	Games: Striking and fielding – rounders	Athletics
PSHE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me/ Protective Behaviours	Relationships	Changing Me
RE	Who is Jesus?		Why might ancient stories still be so important for religion and world views today?		Do religions change or do they stay the same?	
MFL	Je me presente <i>Let me introduce myself</i> La famille <i>Family</i> <i>(masculine/feminine – singular; plural)</i> PNL: stage 2 Alien Faces and Family Lesson 2-3 1 st lesson – recap on prior knowledge of French/France and other countries where French is spoken	Comment te sens-tu ? <i>How are you feeling?</i> PNL: stage 1 a new start lesson 2 stage 3 Me and My Friends Lesson 1-4	Vous desirez? - What would you like? Avez vous.....? – do you have...? Oui, j'ai.... I have Non, je n'ai pas... I haven't.... PNL: Stage 4 café culture Lesson 1-4	Subjects <i>Sujet</i> <i>English – Anglais</i> <i>Maths – Mathématiques (often shortened to Maths)</i> <i>Science – Sciences</i> <i>PSHE – Sciences sociales</i> <i>Geography – Géographie</i> <i>History – Histoire</i> <i>Sports – Sport or Éducation physique</i> <i>Art – Arts</i> <i>Design –Design et technologie</i>	J'ai .. I have Je vois... I see Mon animal préféré est My favourite animal is.... est ton animal préféré? – What is your favourite animal? PNL Stage 1 Animals lesson 4	parties du visage que j'ai/que je n'ai pas – singulier pluriel <i>Face parts:</i> <i>I have/don't have – singular/plural</i> PNL: stage 2 Alien Faces and Family Lesson 4-6

			<i>Saying what I like/don't like and why</i> <i>J'aime... – I like...</i> <i>J'adore... – I love...</i> <i>Ça me plaît... – I enjoy that...</i> <i>Je n'aime pas... – I don't like...</i> <i>Je déteste... – I hate...</i> <i>Ça ne me plaît pas... – I don't enjoy that...</i> <i>parce que c'est... – because it is...</i>		
Learning in the Community		Pantomime visit			Mountain link