

Year 5 Long Term Overview

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group Experiences			World Museum Liverpool		Outdoor and Adventurous Activities: Windermere Mountain Walk, Paddle boarding and Kayaking.	Lancaster Williamson Park Butterfly House
English	Diary Non-chronological report (mythical creature) The Lion, The Witch And The Wardrobe	Persuasion Text Leaflets about Blackpool, persuasive letters	Narrative (Street Child)	Information booklets (Science fiction - text to follow) Poems with a structure short write if time	Magazine / newspaper report (Hugo)	Narrative - story from another culture (Journey To The River Sea)
Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.						
Maths	Number – place value Number – addition and subtraction Number – multiplication and division Number - fractions		Number – multiplication and division Number – fractions Number – decimals and percentages Measurement – perimeter and area Statistics		Geometry – shape Geometry – position and direction Number – decimals Number – negative numbers Measurement – converting units Measurement - volume	
Science	Materials and their properties	Materials and Changes	Earth and Space	Forces	Life Cycles	Animals Including Humans
RE	How and Why do Christians read The Bible? <i>Non-Christian Faith Unit: Why are sacred texts so important to people of faith?</i>		Exploring the Lives of significant women in the Bible - Did she make the right choice? <i>Non-Christian Faith link – Jewish festival of Purim</i>		Jesus – Why do Christians believe Jesus was a great teacher? Loss, Death and Christian Hope - Is death an ending or beginning?	

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	Christmas – The Gospels of Matthew and Luke (hrs)		Easter – Why do Christians believe that Easter is a celebration of Victory?		<i>Non-Christian Faith link – How do people of world faiths mark the end of life?</i>	
PSHE	<p>Belonging to a community - What rules are; caring for others' needs; looking after the environment.</p> <p>Relationships - How behaviour affects others; being polite and respectful. Roles of different people; families; feeling cared for.</p>		<p>Money and work - Strengths and interests; jobs in the community.</p> <p>Physical health and Mental Wellbeing - Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p>Safe relationships - Recognising privacy; staying safe; seeking permission</p>		<p>Keeping Safe - How rules and age restrictions help us; keeping safe online</p> <p>Media literacy and digital resilience - Using the internet and digital devices; communicating online</p> <p>Growing and changing - Recognising what makes them unique and special; feelings; managing when things go wrong</p>	
Geography	Blackpool				South America	
History		Victorian Blackpool	Ancient Greece			
Art	Typography and Maps		Fashion Design			Set Design

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DT		<p>Structures - Bridges</p> <p>Children will begin to understand strength testing, pivot points and understanding the layout of materials to allow them to be their strongest.</p>		<p>Food - Healthy Eating</p> <p>Developing a Recipe: Spaghetti Bolognese</p>	<p>Electrical systems - Cards</p> <p>Looking into the reasons why we send cards and how the idea of sending a card can be improved through electrical systems.</p>	
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> -create complex and well executed sequences that include a full range of movements -hold shapes that are strong and expressive -vary speed, direction, level and body rotation <p>Swimming</p> <ul style="list-style-type: none"> -swim over 100m unaided -use breaststroke, front crawl and backstroke ensuring 	<p>Invasion Games</p> <p>Swimming</p>	<p>Dance</p> <ul style="list-style-type: none"> -compose creative and imaginative dance sequences -perform expressively -hold precise body posture -express an idea in imaginative ways <p>Swimming</p>	<p>Dance</p> <p>OAA (Orienteering)</p> <ul style="list-style-type: none"> -select appropriate equipment -understand risks/reward -support others -use maps, compasses and digital devices to orientate themselves 	<p>Striking and fielding</p> <ul style="list-style-type: none"> -choose and combine techniques in game situations -field, defend and attack tactically -strike a bowled or volleyed ball with accuracy -choose the most appropriate tactics for a game <p>Athletics</p> <ul style="list-style-type: none"> -sprinting with hurdles over 60m -choose the best pace for running 	<p>Athletics</p> <p>Striking and fielding</p>

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	that breathing is correct -turn effectively at the end of the length				over a variety of distances -throw accurately -analyse technique and body shape -show control on take off and landing when jumping	
Computing		Unit 5.2 Online Safety Unit 5.6 3D Modelling		Unit 5.1 Coding	Unit 5.3 Spreadsheets	
E-safety- Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.						
Music	Livin' On A Prayer Singing and composing their own version of a song		The Fresh Prince of Bel Air Rapping and adding percussion			Dancing in the Street Improvisation and dancing added to music with composition using notation
MFL	Recap on France Basic conversation adding extra information/building vocab Phonetics 3 En Classe - In class Naming resources used in class I have/don't have		Basic conversation adding extra information/building vocab As tu un animal? - Do you have a pet? Names of animals I have a He/she is called		Basic conversation adding extra information/building vocab Les Vetements - Clothes Naming items of clothing I wear when/if/for	Postcards
			Easter Cards			

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	Learn a carol		
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