













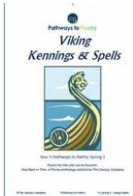

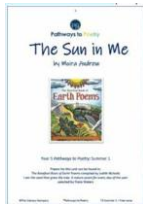



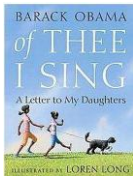
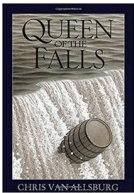
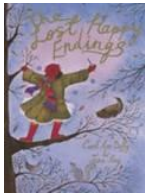


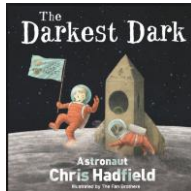
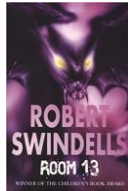

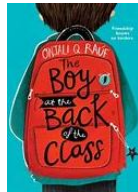
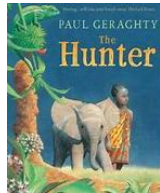
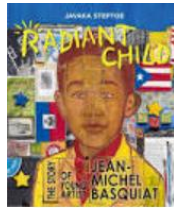


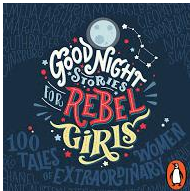

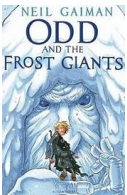



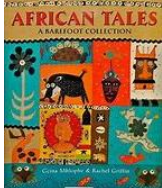


Year 5 Long Term Plan 2024 – 2025

Year group: Five	Autumn 1 6 weeks 2 days	Autumn 2 7 weeks 3 days	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
High Performance Learning VAAs (Values, attitudes and attributes)	 Learn Dynamic (enquiring) Enterprising and creativity Open-minded Fearless (risk-taking)	 Achieve Perseverance Resilience Aspirations (+practice)	 Respect Collaborative Helpful (concern for society) Listening (+confident)	 Learn Dynamic (enquiring) Enterprising and creativity Open-minded Fearless (risk-taking)	 Achieve Perseverance Resilience Aspirations (+practice)	 Respect Collaborative Helpful (concern for society) Listening (+confident)
High Performance Learning ACPs (Advanced cognitive performance characteristics)	Metathinking  <ul style="list-style-type: none"> Evaluate the full range of thinking skills to solve a problem Select the most appropriate thinking skill to improve efficiency Evaluate to improve personal best Independently use strategy-planning Evaluate the views of others by constructing 	Linking  <ul style="list-style-type: none"> Analyse similarities and differences between connections Understand the complexity of generalisations Apply generalisations to complex situations Make connections within and between subjects 	Analysing  <ul style="list-style-type: none"> Ask insightful questions Develop hypotheses Analyse evidence and assess for validity Evaluate evidence and use to develop new ideas Select appropriate skills and use effectively to strengthen outcome Effectively use a broad range of 	Creating  <ul style="list-style-type: none"> Adapt the rules of a domain for a purpose Create fun or interesting outcomes Think beyond the accepted approach Create best-fit solutions Explore possibilities before posing a solution Create original ideas Create and model new unique ideas by building on existing 	Realising  <ul style="list-style-type: none"> Effortlessly use key facts, concepts and ideas relevant to learning stage Acquire new rules Use a range of skills without thinking Seek accuracy in work Achieve excellent levels of accuracy 	Review of Metathinking, Linking, Analysing, Creating and Realising. 

	<p>persuasive arguments</p> <ul style="list-style-type: none"> Make a compelling and coherent personal argument 	<ul style="list-style-type: none"> Transfer ideas and principles Explore complexities and limitations within big ideas Work with and evaluate a range of ideas to explain abstract, theoretical situations or models Explore alternative solutions using interconnected prior knowledge Recognise alternative, valid viewpoints Question assumptions 	<p>approaches and select the most appropriate</p>	<p>ideas or diverting from them</p> <ul style="list-style-type: none"> Evaluate new ideas Create, model and evaluate innovative ideas 	<ul style="list-style-type: none"> Plan and pace speed needed to achieve Work rapidly without errors 	
Maths	<p>Place Value and decimals (5 weeks)</p> <p>Length (1 week)</p>	<p>Addition (3 weeks)</p> <p>Subtraction (3 weeks)</p> <p>Statistics Y5/6 to embed place value, addition and subtraction (1 week and 4 days)</p>	<p>Multiplication (3 weeks)</p> <p>Division (3 weeks)</p>	Fractions (6 weeks)	<p>Fractions, decimals and percentages (3 weeks)</p> <p>Area and Perimeter (1 week and 4 days)</p>	<p>Shape Yr 5/6 (2 weeks)</p> <p>Position and Direction (2 weeks)</p> <p>Mass (1 week)</p> <p>Capacity (1 week)</p> <p>Volume (1 week)</p>
Poetry		<p>Theme: The Moon Is the Moon tired? by Christina Rossetti</p>  <p>She Walks in Beauty by Lord Byron</p> 	<p>Viking Kennings and Spells Sigdrifa's Prayer (1 week)</p> 	<p>Finding Magic by Eric Finney (1 week)</p> 	<p>The Sun in Me by Moira Andrew (1 week)</p> 	<p>Animals of Africa (1 week)</p> 

		<p>Silver by Walter Dela Mare</p>  <p>The Moon at Knowle Hill by Jackie Kay (1 week)</p>  <p>Outcome: Free verse with refrains and verses</p>	Outcome: Songs and word play – good luck spells	Outcome: Free verse poem	Outcome: Free verse song	Outcome: A poem using puns and word play
	<p>Keep Believing Of Thee I Sing – Barack Obama (3 weeks)</p>  <p>Queen of the Falls by Chris Van Allsburg (3 weeks)</p> 	<p>The Lost Happy Endings by Carol Ann Duffy (4 weeks)</p>  <p>The Tier Thief by Carol Anne Duffy (2 weeks)</p> 	<p>Arthur and the Golden Rope by Joe Todd Stanton (4 weeks)</p> 	<p>The Darkest Dark Chris Hadfield (3 weeks)</p>  <p>Room 13 by Robert Swindells (2 weeks)</p> 	<p>The Paperbag Prince by Colin Thompson (3 weeks)</p>  <p>The boy at the back of the class (2 weeks)</p> 	<p>The Hunter by Paul Geraghty (4 weeks)</p>  <p>Radiant Child by Coretta Scott King (2 weeks)</p> 
English						
Pathways to Read	<p>Goodnight stories for rebel girls</p>	<p>P2R text: Hansel and Gretel</p>	<p>P2R text: Odd and the Frost Giants Neil Gaiman</p>	<p>P2R text: Exploring Space by The Literacy Company</p>	<p>P2R text: The Last Wild Pier Torday</p>	<p>P2R text: African Tales: A Collection by Gcina Mhlophe and Rachel Griffin</p>

	Elena Favilli P2R text: 	Neil Gaiman 		 Planet Unknown by Shawn Wang (film) 		
Outcome	Writing outcome: Recount To write a series of diaries about significant events in Annie Edson Taylor's life	Writing outcome: Fiction To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise	Writing outcome: Fiction To write a myth: to create characters (heroes, villains and monsters) and settings	Writing outcome: Recount biography To write a formal biography about Chris Hadfield	Writing outcome: Persuasion / information hybrid To write a persuasive leaflet to give information about waste management (selecting an appropriate audience e.g. for councils to distribute to home and schools)	Writing outcome: Fiction To write an adventure story
Non Fiction	Recount – newspaper report	Explanation	Instructions	Non Chron report – linked to space	Persuasion information hybrid	
Non Fiction Apply		Recount – real life event	Explanation	Instructions – How to kill a vampire	Non Chron report – missing page from information book/ museum display	Persuasion – Brochure (Poaching – elephants, sea turtles, pandas)
Class author Study	David Weisner	Carole Anne Duffy	Michael Morpurgo	Robert Swindells	Colin Thompson	Lois Sachar

Science	Biology - Living things and their Habitats Biology - Animal Including Humans (Review Year 4 objectives)		Physics - Forces - Revisit objectoves from magenets Year 3 Physics: Earth, Sun and Moon		Chemistry - States of matter with temperature (Revisit Year 4) Chemistry - Properties and changes of materials	
History	Can we thank the Ancient Greeks for anything in our lives today? <ul style="list-style-type: none">A study into the significance of Ancient Greece on the world including democracy and the Olympics.		How did the achievements of the Ancient Maya impact their society and beyond? <ul style="list-style-type: none">Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.Identify the achievements of the Ancient Maya.Compare and contrast life in the Mayan civilisation to life in Stone Age Britain.Name the features of the Ancient Maya cities.			
Geography	What is life like in the Alps? <ul style="list-style-type: none">Know what a mountain is and how they are formedIdentify the four mountain types and their main featuresName the eight countries that the Alps mountain range is locatedLocate and name the seven highest mountains in the worldexplain difficulties for flora and humans surviving on mountains		Why do oceans matter? <ul style="list-style-type: none">Describe how the ocean is used for human activityExplain how the ocean helps to regulate the Earth's climate and temperatureIdentify the Great Barrier Reef as part of Australia and describe its benefitsDescribe how humans impact the oceansExplain some actions that can be taken to help support healthy oceans		How is the United Kingdom unique? <ul style="list-style-type: none">Name and locate key cities across the UKIdentify key human and physical features of key citiesCompare and contrast the impact on work and life across a range of citiesExplain how human activities have affected the landscapeUnderstand key industries in the UK	
Art and Design (CUSP)	<u>Drawing:</u> What is subtractive drawing and what effect can this have on abstract drawings? <ul style="list-style-type: none">Know what a landscape is and how to create an	<u>Collage:</u>	<u>Creative response using drawing and collage (PAN):</u>	<u>Painting</u>	<u>3D sculpture:</u>	<u>Painting and 3D sculpture:</u>

	<div>abstract landscape.</div> <ul style="list-style-type: none">Know what subtractive drawing is.					
Design Technology	Mechanical Systems - Pulleys and gears <ul style="list-style-type: none">Electrical systems (catch-up from Year 4)	Structures - Frame Structures (to include skills missed from Shell Structures in Year 4) How are shapes important to bridge structures? <ul style="list-style-type: none">Understand different ways to reinforce structures.Explain how triangles can be used to reinforce bridges.Know and discuss the properties of materials (wood).Understand and discuss why material selection is important based on their properties.			Focus - Pulleys or Gears- Recognising that some mechanisms, including Pulleys and Gears allow a smaller force to have a greater effect. Link to Science.	
Music	Brass Whole Year Provision					
Listening Whole School	Classical Gustav Holst 'The Planets'	Music for Film Collection of Works by John Williams	Music Through the Ages Live and Recorded Music from 1950s – 1980s.	Classical Collection of Works by Mozart, Beethoven and Bach	Music Through the Ages Live and Recorded Music from 1990s – Present Day.	Music from Other Cultures Listening to traditional music of tribes and cultures across the globe.
Computing	Information Technology: How do I use the World Wide Web?		Computer Science: How can programming help create music for different purposes?		Digital Literacy: What is desktop publishing?	
Physical Education and Sports	Why does a run help me to throw and jump further? <ul style="list-style-type: none">I can run, jump, catch and throw in isolation and combination.I can combine and perform skills with control.I can communicate, collaborate and compete with others.	How do I choose when to pass or dribble to keep team possession of the ball? <ul style="list-style-type: none">I can participate in competitive games, modified where appropriate.I can work effectively as part of a team.I can perform skills (e.g.passing) with accuracy, confidence and control whilst developing technique.I can apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball.I can keep possession of the ball when faced with opponents.	How do I link complex movements safely? <ul style="list-style-type: none">I can link a range of movements with fluency and finesse.I can explore a range of apparatus and incorporate some into a routine.I can perform more complex balances,	How do I vary my shot selection? <ul style="list-style-type: none">I can hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth. Improve consistency of shots, noticing longer rallies.I can use different racket	Swimming <ul style="list-style-type: none">I can swim competently, confidently and proficiently over a distance of at least 25 metres.I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]I can perform safe self-rescue	How do I create short sections of dance in response to music? <ul style="list-style-type: none">I can continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus.

	<ul style="list-style-type: none"> I can demonstrate a range of throwing actions (e.g. push, pull, sling) using different equipment. <p>Fundamental Movement</p> <p>Skill 4: I can raise alternate knees to opposite elbow 5 times.</p> <p>Skill 10: I can combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg.</p> <p>Skill 10: I can move in a 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction</p>	<ul style="list-style-type: none"> I can apply basic principles for defending - Defend by marking, covering and tracking opponents as appropriate. <p>Fundamental Movement</p> <p>Skill 9: I can stand with legs apart and move a ball in a figure of 8 around both legs 12 times.</p> <p>Skill 9: I can move a ball around my waist into a figure of 8 around both legs 10 times.</p> <p>Skill 12: I can react and step across body, bringing hand across body and catch a tennis ball after 1 bounce. [From 1m]</p>	<p>including balances that support the body weight.</p> <ul style="list-style-type: none"> I can perform more complex jumps and jump combinations. I can combine and perform gymnastic actions, shapes and balances more fluently and effectively. I can explore movements and creativity, finding different ways to use shape and symmetry. I can combine rolls with travel to create longer movement sequences. I can explore learn and develop more complex counter and weight on partner balances. I can perform balances with good control and quality, showing good strength and balance. <p>Fundamental Movement</p> <p>Skill 2: I can reach and pick up a cone an</p>	<p>skills and types of movement during a competitive or cooperative rally.</p> <ul style="list-style-type: none"> I can participate in rallies with and without a racket I understand tactics in badminton, such as aiming into space to beat an opponent. I can use these tactics to try win games. <p>Fundamental Movement</p> <p>Skill 1: I can stand still on uneven surface for 30 seconds.</p> <p>Skill 1: I can complete 5 squats with eyes closed.</p> <p>Skill 6: I can jump 2 feet to 2 feet forwards, backwards and side-to-side.</p> <p>Skill 6: I can hop forward and backwards, freezing on landing</p>	<p>in different water-based situations</p> <p>Fundamental Movement</p> <p>Skill 8: I can roll two balls alternately using both hands, sending one as the other is returning.</p> <p>Skill 8: I can alternately throw and catch two tennis balls against a wall</p> <p>Skill 11: I can roll and chase a large ball, stopping it with my knee sideways onto the ball facing the opposite direction.</p> <p>Skill 11: I can roll and chase a small ball, stopping it with my knee sideways onto the ball facing the opposite direction.</p>	<ul style="list-style-type: none"> I can use basic compositional principles when creating dances – combining movements fluently and effectively. I can perform a range of movements accurately with a sense of rhythm. I can create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. <p>Fundamental Movement</p> <p>Skill 5: I can walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing.</p> <p>Skill 5: I can lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing).</p> <p>Skill 5: I can lunge walk forwards, bringing opposite elbow up to a 90° angle.</p> <p>Skill 7: I can stand on 1 leg holding with 1 hand, lean back, hold</p>
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			arm's distance away, swap hands and place it on the other side. Skill 3: I can transfer a tennis ball on and off my back in a front support.			balance and then move back together.
MFL	My school, your school	Where I live/where you live My local area, your local area Christmas	New Year celebrations Healthy eating Going to market	Carnival Colours Clothes and descriptions	Weather and countries Summer time	Going to the beach
Religious Education Where can we find guidance about how we live our lives? (Sacred books and Revered Literature)	Christianity (God) Why is it sometimes difficult to do the right thing?	Islam Why is the Qur'an so important to Muslims? Why is the Qur'an so important to Muslims?	Hindu dharma What might Hindus learn from stories about Krishna?	Christianity (Jesus) What do we mean by a miracle?	Christianity (Church) How do people decide what to believe?	Judaism Why is it sometimes difficult to do the right thing?
PHSCE	Being Me in My World	Celebrating Difference	Relationships	Changing Me	Healthy Me	Dreams and Goals
	Behaviour; Respectful behaviours. Right to privacy. Rights and responsibilities. Reporting concerns. Inappropriate behaviours.	Careers; skills and attributes needed. Range of jobs suited to different people. Challenging job stereotypes.	Family; roles, expectations and responsibilities. Choices and how they affect others. Expressing appreciation for others. Family conflict. Families and their differences.	Growing and changing; puberty. How to help in an emergency.	Drugs, alcohol and tobacco. Laws linked to drugs. Healthy habits. Asking for help; trusted adults and drugs.	Money; decisions on spending and saving. Risks associated with money. The future – what influences our decisions?
Character Education	Tim Peake Blast Off		Ralph Fiennes Transglobal Adventure			Kira Salak Gorillas in the Mist (challenge up)