



Long Term Planning Overview Year 5

Curriculum Area	Autumn (T1 & T2)	Spring (T3 & T4)	Summer (T5 & T6)
Theme	Groovy Greeks – Term 1 & Term 2	The Tudors – Term 3 Space – Term 4	The Victorians – Term 5 Challenges – Term 6
Cultural Capital: trips, visits and experiences	Greek creative partner – T1 or T2	John Moore Museum (Tudors) – Tewkesbury – T3	Swimming (intensive course) We are the Curious, Bristol – T6
Cultural Days – SMSC & British Values	Black History Month: Nelson Mandela and the fight against Apartheid in SA (1 day in October)		
English texts	Term 1 <i>The Dam</i> Term 2 <i>Atticus Stories</i>	Term 3 <i>Varmints</i> Term 4 <i>Noah and the Space Ark</i>	Term 5 <i>Street Child</i> Term 6 <i>The Man who walked between two towers</i>
Art & Design	3D Form – Sculpture and Movement: Human form (T2) As artists, we will: <ul style="list-style-type: none"> • Study images of sculpture and movement from Ancient Greece and in other art periods – compare and contrast art forms • Sketch the human form focusing on proportion • Sketch the human form focusing on movement • Design and create a sculpture that shows movement using foil • Evaluate the work of myself and others 	Drawing, Sketching & Painting: Portraits (T3) (observation skills, tone and colour) As artists, we will: <ul style="list-style-type: none"> • Study portraits of Royals and others, discussing differing forms artists use to create portraits • Use observational skills to place facial features correctly and in proportion • Use tone to create light and dark when sketching • Sketch a portrait of ourselves • Use a range of artistic techniques to create a portrait of another individual (e.g. paint, charcoal, pastel, mosaic) • Evaluate the work of myself and others 	Sketch work & colour – artwork based on key text showing perspective – architecture (T6) As artists, we will: <ul style="list-style-type: none"> • Use a variety of techniques to add effects, e.g. shadows, reflection to show perspective • Add vibrant colours to a picture of a building; • Design a building from a perspective; • Depict movement and perspective in drawings. • Use a variety of tools and select the most appropriate to show perspective in the drawing. • Use a range of tools (paint, pastel, sketch pencils) to create visually interesting pieces; • Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape,

			abstract, absorb, colour, impressionism, impressionists.
Design Technology <u>Lesson sequence:</u> <ol style="list-style-type: none"> 1. Background research 2. Design criteria 3. Planning 4. Making 5. Making 6. Evaluation <i>Links to Design and Technology Guidance – use unit plans to inform MTP</i>	Textiles: Stuffed Toys of an animal (T2) – link to science As designers and engineers, we will: <ul style="list-style-type: none"> • Design, create and evaluate a stuffed toy. • To use a blanket stitch to join the fabrics together. • To add items, appendeges and decorative stitches. • Articulate the purpose of the creation, including the creating process • Create clear steps/instructions • Choose and apply suitable joining techniques • Evaluate the work of ourselves and others 	Pneumatic mechanism – making a rocket that launches (T4) As designers and engineers, we will: <ul style="list-style-type: none"> • Design, create and evalutate our creation • Choose suitable materials • Articulate the purpose and steps of the creation • Create clear steps/instructions • Ensure the product is suitable for the target audience • Take a user’s view into account when designing 	Structure: Bridges (T5) As designers and engineers, we will: <ul style="list-style-type: none"> • Research bridges. • Review engineers’ designs of bridges. • Design, create and evaluate our creation • Choose suitable materials • Articulate the purpose of the creation, including the creating process • Create clear steps/instructions • Choose and apply suitable joining techniques • Explore how mechanical systems can be incorporated (e.g. gears or pulleys) • Evaluate the work of ourselves and others
History	Ancient Greeks <i>Depth Study</i> (T1 & T2) Term 1 As historians, we will: <ul style="list-style-type: none"> • Understand the importance of the climate and geography of Ancient Greece in relation to its history • Place Ancient Greece on a simple timeline, higlighting aspects of its history e.g. Athens at its hieght • Understand that most evidence of the time derives from pottery, recognising the importance of archaeological evidence as well as written and spoken. • Explore the diverse society of Ancient Greece including roles of women, beliefs, and the influence of the slave population • Draw inferences from evidence and sources into everyday life in Ancient Greece, making deductions, and creative and informed speculations Term 2	A study of an aspect or theme of British history that extends pupils’ learning beyond 1066: The Tudors (T3) As historians, we will: <ul style="list-style-type: none"> • Research Henry VIII, testing the validity of paintings of the monarch and making comparisons based on what they already know • Sequence key events leading up to the Break from Rome, analysing and grouping facotrs and giving their own opinion with evidence • Differentiate bewtween life of people at different levels of society, making links with wealth, inventories and homes • Understand how historians must carefully consider the use of sources with links to Elizabeth I portraits being used as propoganda • List reasons why England and Spain went to war (religion, tension on the high seas) 	A study of an aspect or theme of British history that extends pupils’ learning beyond 1066: The Victorians (T5) As historians, we will: <ul style="list-style-type: none"> • Sequence images of Queen Victoria throughout her reign as monarch with reference to dates and a timeline • Develop an overview of Victorian times including significant individuals (Nightingale and Dickens), transport and changes during the time • Understand the effects of change in industry during Victorian times, including how they were run and how these impacted on the different classes • Understand how quickly town life changed over time and how this compared to housing and conditions in the countryside • Observing changes and developments on transport, including the individuals that

	<p>As historians, we will:</p> <ul style="list-style-type: none"> • Link the Golden Age of Athens to the Battle of the Marathon, listing reasons why Athens was dominant and why the Battle of Maraton was fought • Compare different versions of the Battle of Marathon and explain how the battle affected both Athens and Persia • Understand the importance of victory over Persia in opening up opportunities to focus on democracy (building of the Parthenon and voting) • Explore the Olympics and other Greek arts and their link to the attitudes and beliefs of the time (religion, politics and war) • Identify ways in which the Ancient Greeks have influenced our way of life today (language, architecture, thinkers) <p>https://www.keystagehistory.co.uk/Resources/P2-2r35.pdf</p>	<p>and sequence key events of the Armada including Spains defeat</p> <ul style="list-style-type: none"> • Identify Elizabethan leisure activities, including theatre, and how the theatre was different for different levels of society <p>https://www.keystagehistory.co.uk/Resources/P2-2rpl37.pdf</p>	<p>helped develop them (Brunel), and the effect this had on the rich and poor</p> <ul style="list-style-type: none"> • Explore the education and schooling gap between the rich and poor and making deductions from photographs • Consider how historians also differ as to how the Victorian period is perceived as a Dark Age or a Golden Age through the interpretation of different aspects and sources within the period <p>https://www.keystagehistory.co.uk/Resources/P2-2r8.pdf</p>
<p>Geography</p>	<p><i>Some Geography content will be taught through the depth study of Ancient Greece</i></p>	<p>North America (T4) With links made to prior learning on physical geography such as mountains and rivers</p> <p>As geographers, we will:</p> <ul style="list-style-type: none"> • Locate North America on a world map and explore the landscape, using latitude and longitude • Identify the position and significance of lines and latitude, including the Equator and the tropics of Cancer and Capricorn to North America • Identify countries within North America and the states within the United States of America, identifying the difference between a state and a country • Identify and describe physical and human features of the Rockies • Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area • Compare the landscapes of different US states, investigating and evaluating the key features of a US state 	<p>Compass, Orienteering and Map skills (T6)</p> <p>As geographers, we will:</p> <ul style="list-style-type: none"> • Read maps with four and six figure grid references • Create our own maps using four and six figure grid references • Explain what symbols and keys on ordnance survey maps represent • Create our own ordnance survey style map for Swindon and use symbols to represent human and physical features and include grid references • Locate the position and significance of latitude, longitude, Equator, hemispheres on maps using a modern day atlas (link to space) • Orienteer and navigate a course using a map and a compass

		<ul style="list-style-type: none"> Compare New York State, New York City and where I live 	
<p>Science</p> <p>Working Scientifically MUST be taught using the Science Skills document.</p> <p>A science skill should be taught at the beginning of every science lesson and applied to the learning later in the lesson. Skills should be re-visited regularly.</p>	<p>Working Scientifically</p> <p>T1 – Asking a question (Scientific Enquiry) T1 – Decide which type of enquiry is needed (Practical Investigation) T1 – Collecting data – what is being measured/observed? (Practical Investigation) T1 – Collecting data (variables) – what might affect what is being measured/observed? T2 – Asking a question that could lead to a fair test (Scientific Enquiry) T2 – Predict what might happen (Practical Investigation) T2 – Planning – (Practical Investigation)</p> <p>Living things and their habitats (T1)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Describe and explain the life cycles of a mammal, amphibian, insect and bird using scientific terminology Describe and explain the reproductive process of mammals Describe and explain the reproductive process of another animal group (e.g. reptiles) Compare how different animal species reproduce and grow Label the parts of the flower in detail Explain the parts of the flower and how they contribute to reproduction of plants Explain the process of reproduction in plants (seed dispersal, pollination, fertilisation) Outcomes could include: <ul style="list-style-type: none"> Researching the work of David Attenborough and create a biography/factfile of his scientific findings <p>Properties and changes of materials (T2)</p> <p>As scientists, we will:</p>	<p>Working Scientifically</p> <p>Re-visit skills from Terms 1 & 2 and introduce:</p> <p>T3 – Gathering Evidence (Practical Investigation) T3 – Sorting & Classifying (Communicating) T4 Notice Patterns and Relationships (Interpreting Evidence) T4 – Recognises ‘spooky’ results (errors and anomalies) T4 – Suggest Improvements (Interpreting Evidence)</p> <p>Properties and changes of materials - Continued (T3)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Explain how materials can be separated using knowledge of solids, liquids and gases Plan and conduct a fair test into separating materials, including a prediction, recording of observations and results, and a conclusion Describe what reversible and irreversible changes are Plan and conduct a fair test into reversible and irreversible changes, including a prediction, recording of observations and results, and a conclusion (e.g. melting chocolate with creating toast) Observe and make recordings of which material makes the best conductor of electricity, testing a range of everyday materials (e.g. metal, wood, paper) Research materials which are best suited to insulating heat Plan and conduct a fair test into insulating materials 	<p>Working Scientifically</p> <p>Re-visit skills from Terms 3 & 4 and introduce:</p> <p>T5 - Record Findings (Communicating) T5 - Report Findings (Communicating) T5&6 – Revisit all previous skills Use skills (as appropriate) to perform simple tests</p> <p>Animals including humans – changes to humans (T5)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Describe and explain the changes to humans as they age, labelling images Create a timeline to indicate the stages of growth and development of humans Explain the changes to the body experienced during puberty (non-statutory) Compare the gestation periods of other mammals and animal species with humans, recording similarities and differences (non-statutory) Label the parts of the brain and explain their purpose and functionality Research how babies, toddlers and children learn, looking at brain development <p>Forces (T6)</p> <ul style="list-style-type: none"> Draw diagrams and write explanations to show how gravity pulls an object to the centre of the Earth, learning about Isaac Newton’s discovery Plan a fair test to investigate whether the mass of an object effects the gravitational pull (time it takes for the object to fall). Predict, measure/record data and conclude Draw force diagrams to show the effects of air/water resistance, gravitational pull and friction Test different materials to investigate which causes the most friction

	<ul style="list-style-type: none"> • Make predictions about the solubility of materials • Investigate materials for their solubility (soluble or insoluble) through planning a fair test and conducting an experiment (know the independent and dependent variables) • Record observations in charts and tables • Create conclusions using causal explanations to explain findings • Classify everyday materials on the basis of their properties (hardness, solubility, transparency, conductivity) • Describe and test for how to recover a dissolved material from a solution (e.g. process of evaporation) 	<p>Earth and Space (T4)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> • Draw diagrams to show the position of the Earth in relation to the sun, moon and other planets • Explain the movement of the Earth in relation to the sun, moon and other planets within our solar system • Name the other planets within the solar system • Describe the movement of the Moon relative to the Earth • Research the Moon as a celestial body and find out and present information on other moons (e.g. the moons of Jupiter) • Draw diagrams and write explanations to show the movement of the Earth throughout the year and how this causes seasons and effects day length • Draw diagrams and write explanations to show how the Earth rotates on its axis and how this causes day and night • Label the Earth for hemispheres, longitude and latitude and define what these mean • Investigate how the sun's position throughout the day effects the length of a shadow, planning a fair test • Draw diagrams/record observations to show an understanding of how the position of the sun in the sky effects shadow length <p>Outcomes could include:</p> <ul style="list-style-type: none"> • Researching William Herschel and writing an information booklet about him and his findings 	<ul style="list-style-type: none"> • Explain when friction is useful (e.g. car tyres) and when it is not useful (e.g. air resistance slowing an object down) • Investigate whether the size of a surface effects the amount of air resistance through creating and testing parachutes • Describe why some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
<p>Computing</p>	<p>Online Safety: Self-image and Identity (T1)</p> <ul style="list-style-type: none"> • Explain how identity online can be copied, modified or altered. 	<p>Online Safety: Online Bullying: (T3)</p> <ul style="list-style-type: none"> • Recognise online bullying can be different to bullying in the physical world and can describe some of those differences. 	<p>Online Safety: Health, Well-being and Lifestyle (T5)</p> <ul style="list-style-type: none"> • Describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.

- Demonstrate how to make responsible choices about having an online identity, depending on context.
- Online Relationships (T1)**
- Give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).
 - Explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.
 - Describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).
 - Explain how someone can get help if they are having problems and identify when to tell a trusted adult.
 - Demonstrate how to support others (including those who are having difficulties) online.
- Online Reputation (T2)**
- Search for information about an individual online and summarise the information found.
 - Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect
- ComputingSystem and Networks- Sharing information (T1)**
- To explain that computers can be connected together to form systems
 - To recognise the role of computer systems in our lives
 - To recognise how information is transferred over the internet

- Describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.
 - Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.
 - Identify a range of ways to report concerns and access support both in school and at home about online bullying.
 - Explain how to block abusive users.
 - Describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).
- Managing Online Information (T4)**
- Explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with.
 - Explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.
 - Evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.
 - Explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence
 - Identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads
 - Describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).
 - Explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.

- Describe some strategies, tips or advice to promote health and wellbeing with regards to technology.
 - Recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.
 - Explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, toolboxes) and explain the importance of seeking permission from a trusted adult before purchasing.
- Privacy and Security (T6)**
- Explain what a strong password is and demonstrate how to create one.
 - Explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.
 - Explain what app permissions are and can give some examples.
- Copyright and Ownership (T6)**
- I can assess and justify when it is acceptable to use the work of others
 - I can give examples of content that is permitted to be reused and know how this content can be found online.
- Programming A – Selection in Physical Computing (T5)**
- To control a simple circuit connected to a computer
 - To write a program that includes count-controlled loops
 - To explain that a loop can stop when a condition is met, eg number of times
 - To conclude that a loop can be used to repeatedly check whether a condition has been met
 - To design a physical project that includes selection

	<ul style="list-style-type: none"> To explain how sharing information online lets people in different places work together To contribute to a shared project online To evaluate different ways of working together online <p>Creating Media – Vector Drawing (T2)</p> <ul style="list-style-type: none"> To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes To use tools to achieve a desired effect To recognise that vector drawings consist of layers To group objects to make them easier to work with To evaluate my vector drawing 	<ul style="list-style-type: none"> Describe how fake news may affect someone’s emotions and behaviour, and explain why this may be harmful Explain what is meant by a ‘hoax’. I can explain why someone would need to think carefully before they share. <p>Creating Media – Video Editing (T3)</p> <ul style="list-style-type: none"> To explain what makes a video effective To use a digital device to record video To capture video using a range of techniques To create a storyboard To identify that video can be improved through reshooting and editing To consider the impact of the choices made when making and sharing a video <p>Data and Information – Flat-file Databases (T4)</p> <ul style="list-style-type: none"> To use a form to record information To compare paper and computer-based databases To outline how grouping and then sorting data allows us to answer questions To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To apply my knowledge of a database to ask and answer real-world questions 	<ul style="list-style-type: none"> To create a controllable system that includes selection <p>Programming B – Selection in Quizzes (T6)</p> <ul style="list-style-type: none"> To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program which uses selection To create a program which uses selection To evaluate my program
<p>Religious Education</p> <p><i>Discovery RE</i></p>	<p>Hinduism - Prayer and Worship (T1) What is the best way for a Hindu to show commitment to God?</p> <p>Christianity – Christmas: Incarnation (T2) Is the Christmas story true?</p>	<p>Hinduism - Hindu Beliefs (T3) How can Brahman be everywhere and in everything?</p> <p>Christianity – Easter: Salvation (T4) How significant is it for Christians to believe God intended Jesus to die?</p>	<p>Sikhism – Beliefs in action (T5) How far would a Sikh go for his/her religion?</p> <p>Christianity – Beliefs and practices: Gospel (T6) What is the best way for Christians to show commitment to God?</p>
<p>PSHE</p> <p><i>Jigsaw</i></p>	<p>Being Me in My World (T1) In PSHE, we will:</p> <ul style="list-style-type: none"> Discuss how to face new challenges positively Identify our personal goals and hopes for the new year 	<p>Dreams and Goals (T3) In PSHE, we will:</p> <ul style="list-style-type: none"> Understand that we will need money to achieve some of our dreams Identify what we would like our lives to be like when we are grown up 	<p>Relationships (T5) In PSHE, we will:</p> <ul style="list-style-type: none"> Identify our personal qualities and characteristics Understand how to build self-esteem

- Discuss what we value most about our school
- Understand our rights and responsibilities as citizens of our school and country
- Empathise with people in the UK whose lives are different to our own
- Discuss how rewards and consequences feel, and identify how this impacts our behaviour and choices
- Identify how an individual's behaviour can impact a group
- Contribute to a group and understand how we function best as a whole
- Understand how democracy and having a voice benefits the school community, and how to participate in this
- Understand how our community benefits from a learning charter and how to help others to follow it

Celebrating Difference (T2)

In PSHE, we will:

- Understand that cultural differences can sometimes cause conflict
- Discuss our own cultures
- Understand what racism is
- Discuss our attitudes towards people from different races
- Understand how rumour-spreading and name-calling can be bullying
- Identify a range of strategies for managing our feelings in bullying situations
- Compare our lives with people in the developing world
- Appreciate the value of happiness regardless of material wealth
- Discuss cultures different from our own

- Know about a range of jobs carried out by people I know and explore how much money people earn in different jobs
- Appreciate the contributions made by people in different jobs
- Identify a job we would like to do, explore what motivates us and discuss what we need to do to achieve our goals
- Understand how the opportunities given to us in education help us to build our future
- Discuss the dreams and goals of young people in a culture different to mine and reflect on how they relate to our own
- Understand that communicating with someone from a different culture means we can learn from each other
- Identify and appreciate the similarities and differences between ourselves and young people in other cultures
- Discuss ways we might support young people around the globe

Healthy Me (T4)

In PSHE, we will:

- Identify the health risks of smoking and how tobacco affects the lungs, liver and heart
- Discuss how to resist pressure to smoke/drink alcohol and learn how to make my own informed decisions
- Identify some of the risks of misusing alcohol and how alcohol affects the liver and heart
- Understand and demonstrate basic first aid procedures, and know how to get help in emergency situations
- Discuss how to keep ourselves calm in an emergency
- Identify how the media and celebrity culture promotes certain body types
- Reflect on our own body image and understand that it is important to be positive and accept who I am

- Discuss how belonging to an online community can be positive and negative
- Identify when an online community feels unsafe or uncomfortable
- Understand there are rights and responsibilities in an online community
- Recognise when an online community is helpful or unhelpful to us
- Recognise when we are spending too much time on devices
- Identify things we can do to reduce screen time
- Discuss how to stay safe when using technology to communicate with my friends
- Recognise and resist pressures to use technology in a way that may be risky or cause harm to ourselves or others

Changing Me (T6)

In PSHE, we will:

- Identify our own self-image and discuss how our body image fits into this
- Discuss how to develop our self-esteem
- Identify how a girl's body changes during puberty and discuss the importance of looking after ourselves physically and emotionally
- Understand that puberty is a natural process that happens to everybody
- Identify how boys' and girls' bodies change during puberty
- Discuss how we might feel about the changes that will happen to us
- Understand that sexual intercourse can lead to conception
- Understand that sometimes people need IVF to help them have a baby
- Identify what we are looking forward to about becoming teenagers and understand this brings growing responsibilities
- Identify what we are looking forward to when we move to our next class
- Discuss changes we will make next year and identify how to go about this

		<ul style="list-style-type: none"> Describe the different roles food can play in people's lives and discuss how people can develop eating problems Identify what makes a healthy lifestyle 	
Music <i>Charanga</i>	Living on a prayer (T1) Classroom Jazz 1 (T2)	Make you feel my love (T3) The Fresh Prince of Bel-Air (T4)	Dancing in the Street (T5) Reflect, rewind and replay (T6)
PE	Real PE (Cognitive) Games & Football (T1) Real PE (Creative) Games & Dance (T2)	Real PE (Physical) Games & Hockey (T3) Real PE (Health & Fitness) & Netball (T4)	Real PE (Social) Games & Gymnastics (T5) <u>Swimming</u> Real PE (Personal) Games & Athletics (T6)
MFL (French)	I am learning French (T1) Phonetics 1-3 As language learners, we will: <ul style="list-style-type: none"> Learn how to introduce ourselves Consolidate numbers and colours In the classroom (T2) As language learners, we will: <ul style="list-style-type: none"> Learn vocabulary for classroom artefacts 	Family (T3) As language learners, we will: <ul style="list-style-type: none"> Learn vocabulary for family members I can (T4) As language learners, we will: <ul style="list-style-type: none"> Learn about actions through verbs Learn the song 'Head and Shoulders' 	What is the date? (T5) As language learners, we will: <ul style="list-style-type: none"> Learn the vocabulary for months, days Learn to write the date Do you have a pet? (T6) As language learners, we will: <ul style="list-style-type: none"> Learn the vocabulary for pets