



Year 5 Long Term Planning

National Curriculum Planning 2026-2027

St. Patrick's Catholic Primary School



English

Reading

- Read a range of fiction, poetry, plays, non-fiction; myths, legends, traditional stories, modern fiction, fiction from our literary heritage and other cultures
- Learn a wider range of poetry by heart; prepare poems / plays to perform; explore meaning of words; justify with evidence; make predictions; summarise main ideas.

Transcription

- Spell correctly most words from Y5/6 word lists.
- Can add a range of prefixes and suffixes appropriately and can spell most homophones.
- Use dictionaries with ease to check spelling or meaning.
- Use a thesaurus for alternative word choices.
- Write legibly, fluently and with increasing speed.

Composition

- Draft and write by:
 - establishing and maintaining a clear purpose and choosing content effectively to inform/engage the reader (e.g. link between opening and ending)
 - changing paragraph accurately and consistently
 - using other devices (e.g. headings bullets, diagrams) to organise and present my writing and to guide the reader.
- Evaluate and edit by:
 - making changes to grammar, vocabulary and punctuation to improve impact
 - using tense correctly throughout a piece of writing.

Vocabulary, grammar and punctuation

- Accurate use of verb tenses throughout writing.
- Model verbs successfully used within writing to indicate degree of possibility (may/could, nearly/definitely/always).
- Begin clauses with who, which, where etc or with an implied relative pronoun. (e.g. Stanley arrived at the house, which stood at the top of the hill).
- Use brackets or commas to indicate parenthesis.

Writing (Narrative – write to entertain)

- Write a character description.
- Write their own version of a story with a focus on varied and rich vocabulary and a range of sentence structures.
- Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character.
- Plan and write a story using “show not tell” techniques to provide information to the reader about that character.

Writing (Poetry)

Maths

Number and Place Value

- Read, write, order, compare numbers to at least 1 000 000
- Number line to 1 000 000
- Count forwards or backwards in steps of powers of 10
- Negative numbers and Roman numerals
- Round numbers up to 1 000 000 to nearest 10, 100, 1000, 10 000 and 100 000

Addition and Subtraction

- + and - numbers with more than 4 digits
- Solve + and - multistep problems
- Mental strategies
- Inverse operations / Round to check answers

Multiplication and Division

- Identify multiples, factors, prime numbers, square and cube numbers.
- Multiply and divide numbers up to 4 digits by a 1 or 2-digit number
- $\times$ and $\div$ numbers and decimals by 10, 100, 1000
- Solve $+$, $-$, $\times$, $\div$ problems

Fractions, decimals, percentages

- Compare/ order fractions/ $+$ and $-$ fractions; multiply fractions
- Equivalent fractions and recognise mixed numbers and improper fractions
- Read / write decimal numbers as fractions and round decimals with 2dps
- Read, write, order, compare numbers with up to 3dps
- Recognize %; write % as fractions / decimals

Measurement

- Convert units of measure including time
- Calculate perimeter and area
- Estimate volume and capacity

Geometry

- 3D shapes
- Estimate, measure and calculate angles (acute, obtuse and reflex angles)
- Reflection and translation
- Read and plot coordinates

Statistics

- Draw, read and interpret information
- Solve problems from line graphs and tables

• Kenning / Haiku style poems Writing (Non-fiction – write to inform) • Non-chronological report - write a report with a clear audience and specific form. • Instructions - Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience. • Explanation - plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style. • Recount – Write a diary in the 1st person using an informal style with casual language. • Persuasion - write an advertisement using exaggerated claims, tactics for grabbing attention and a range of linguistic devices. Speaking & Listening • Engage in longer and sustained discussions about a range of topics. • Ask questions and give opinions in order to take part in discussions			
<u>P.E.</u> • Develop running, jumping, throwing and catching • Play competitive games [rugby, football, netball] • Develop flexibility, strength control and balance • Perform dance and gymnastics routines • Take part in outdoor activity challenges [orienteering] • Swim a distance of at least 25 metres	<u>PSHE / RSE</u> Developing moral, relationship and social skills. Topics also link with Computing and Science. <u>Module 1:</u> • Unit 1 Religious Understanding - Calming the storm • Unit 2 Me, My Body, My Health - Gifts and talents / Spots and sleep • Unit 3 Emotional Well-Being - Body image / Peculiar feelings / Emotional changes • Unit 4 Life Cycles - Menstruation (covered with school nurse) / Hope beyond death / Coping with change <u>Module 2:</u> • Unit 1 Religious Understand - God is calling you • Unit 2 Personal Relationships - Under pressure / Self-talk / Build others up • Unit 3 Life Online - Sharing isn't always caring / Cyberbullying • Unit 4 Keeping Safe - Types of abuse / Impacted lifestyles / Making good choices / Giving assistance <u>Module 3:</u> • Unit 1 Religious Understanding - The Holy Trinity / Catholic social teaching • Unit 2 Living in the Wider World -Reaching out /The world of work / Money and me	<u>ICT</u> • Design to achieve specific goals podcasts and website design. • Use logical reasoning to explain how some simple algorithms work • Use search technologies effectively - E safety, Cyber safe. • Collect, analyse, evaluate and present data and information- flowcharts	<u>MFL (Spanish)</u> • Listen attentively to spoken language and show understanding by joining in and responding • Engage in conversations • Develop accurate pronunciation • Topics include: - Myself and others - Food and Drink - Body
<u>R.E.</u> <u>Other Faiths and Cultures Fortnight:</u> • Hinduism – food, dance, language and customs <u>RED:</u>		<u>SMSC- British Values</u> • Respect-linked with RE and other faiths • Tolerance -linked with RE and other faiths • British Laws -linked with RE and other faiths	

• Christianity • Creation to Covenant • Prophecy and Promise • Galilee to Jerusalem • Desert to Garden • To the Ends of the Earth • Dialogue and Encounter	• Individual Liberty -linked with RE and other faiths • Democracy -linked with RE and other faiths	
Science Working scientifically • Plan scientific enquiries, make predictions and interpret / present findings Living things and their habitats • Life cycle of mammal, amphibian, insect and bird. • Describe reproduction in some animals and plants including sexual and asexual. Animals including humans. • Changes as humans develop to old age. (Including puberty.) Properties and changes of materials. • Compare and group materials based on their properties. • Explain dissolving to form a solution. Recovery and separating mixtures. • Reasons for material uses based upon testing evidence. • Dissolving, mixing, changes in state are reversible. • Irreversible changes. Forces. • Explain why objects fall to earth due to the force of gravity. • Effects of air/water resistance and friction. • Some mechanisms, including levers, pulleys and gears allow a smaller force to have greater effect. Earth and Space. • Describe the movement of earth relevant to sun and planets (solar system.) • Describe movement of the moon relevant to the earth. • Sun, earth and moon are spherical. • Explain day, night and the movement of the sun across the sky.	History • Anglo-Saxon and Viking Britain: How did life change for the Anglo Saxons in the North East of England? • Early Islamic Civilization: Why was the Early Islamic Civilisation a significant turning point in history?	Music • Play and perform, using voices and playing musical instruments • Improvise and compose music • Use musical notations; • Develop understanding of history of music • Units include: Rock, Classroom Jazz, Pop, Hip Hop, Motown,
Art & Design Drawing – Portraits Pupils will: • Develop their drawing skills by focusing on portraiture. • Use a range of materials that link to the exploration of proportion, line and tone • Use retrieval practice to refine their drawing skills and pencil control • Develop a range of Art and Design techniques by looking at visual elements of shape, line and colour. • Look at a range of artists (Suggested artist –Boris Schmitz) focusing on colour application (theory) and use of bold lines. Sculpture and Painting Pupils will: • Develop their painting skills by learning about the cubist movement. • Explore the unique way in which cubist artists composed their work • Create their own collages inspired by famous artists such as Picasso and Braque.	Geography • Natural Resources- Why are they important? Looking at renewable and non – renewable energy. • Settle Down- Comparisons to be made with Shenzhen China).	Design Technology Pretzels Pupils will: • Develop growing knowledge of food groups and dietary staples. • Explore functional ingredients, considering how the addition of different ingredients impacts the presentation, taste and texture of foods. • How recipes can be adapted to suit different user needs. • Use equipment to measure and read a scale to prepare ingredients. Fairground Project Pupils will

- Gain a deeper understanding of colour by exploring a range of colour palettes.

- Explore existing models of fairground rides to research how they work.
- Follow a brief to design and manufacture a model prototype.
- Consider what materials to use and how to join the different parts together.
- Make decisions and work as a team to make their model
- Test that it works.