BARNBURGH PRIMARY ACADEMY

Year 5 Long Term Plan

TERM:		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Class Novel		Holes	Holes	The Last Bear	Growing up: Humans from birth to old age	Groovy Greeks	Who Let the Gods Out?
School trips / Visitor into school					School Nurse	Leeds Museum	Residential
Maths	Wk1	Place Value	Multiplication and Division	Multiplication and Division	Decimals and Percentages	Geometry - Shape	Decimals
	Wk2	Place Value	Multiplication and Division	Multiplication and Division	Decimals and Percentages	Geometry - Shape	Decimals
	Wk3	Place Value	Multiplication and Division	Multiplication and Division	Perimeter and Area	Geometry - Shape	Negative Numbers
	Wk4	Place Value	Fractions	Fractions	Perimeter and Area	Position and direction	Converting Units
	Wk5	Addition and Subtraction	Fractions	Fractions	Statistics	Position and direction	Volume
	Wk6	Addition and Subtraction	Fractions	Fractions		Position and direction	Transition
	Wk7	Addition and Subtraction	Fractions				Consolidation of Summer Term
	Wk8	Addition and Subtraction					
Writing and Drama	Wk1	Mayan civilisation Features of the text: Diary	Mayan discovery Features of the text: Narrative	Formal Letter – Windmill Farmer Letter to the government to support or oppose wind farming.	Linked to 'The Last Bear' Features of the text: Diary	Theseus and the Minotaur Features of the text: Myths and legends	Features of the text: Character description
	Wk2	Non-Chronological Report – The ancient Maya video	Narrative – Holes film extract Write the next chapter from holes		Explanation text – video/ School nurse	Setting Description - Ancient Athens	Character description – Spartan Warrior
	Wk3						
	Wk4			Balanced Argument – on importance of wind farming			
	Wk5	Diary – Holes film extract Point of view of Stanley	Persuasive leaflet – THORPE PARK Resort 2021			Myths and Legends - King Midas	Instructions - Don't go (How to avoid a cat)
	Wk6						
	Wk7						
	Wk8						
Reading	Wk1	SALFORD/WPM	SALFORD/WPM	SALFORD/WPM	SALFORD/WPM	SALFORD/WPM	SALFORD/WPM
	Wk2	Egyptian Diary - Diary	Remembrance Day text – Explanation text	Farming and plant life cycles – Explanation text	Balanced argument - debate	Gangsta Granny - Narrative	The mad professors' daughter - Narrative
	Wk3	A Real Saint - non-cron report	The dog who saved the world - Narrative	Happy Valley – Explanation text	The Water Cycle – Explanation text	Theseus and the Minotaur - Narrative	Minibeast hotel instructions - Instructions
	Wk4	Dive into detecting - non-cron report	Lion the witch and the wardrobe I Narrative	Pollution and waste – Explanation text	Reproduction and ageing – Explanation text	Icarus - Narrative	Easter garden - instructions
	Wk5	Vile Vegetables (Harvest) - Poetry	Tutankhamun – Explanation text	Rainforest Wildlife habitats - – Explanation text	Mars the red planet – Explanation text	Ancient Gods – Explanation text	SATS Practice paper
	Wk6	Earth and Space – non-cron report	Back to Earth with a bump! - report	Neil Armstrong to the moon – Explanation text		Odin's Eye - Narrative	Transition Week
	Wk7	Black History Month – Explanation text	Properties and changing materials – Explanation text				SATS Practice paper
	Wk8	Stig of the Dump - Narrative					
Science		Working scientifically *planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary* *taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate* *recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs* *using test results to make predictions to set up further comparative and fair tests* *reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations* *identifying scientific evidence that has been used to support or refute ideas or arguments*	Working scientifically *planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary* *taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate* *recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs* *using test results to make predictions to set up further comparative and fair tests* *reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations* *identifying scientific evidence that has been used to support or refute ideas or arguments*	Working scientifically *planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary* *taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate* *recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs* *using test results to make predictions to set up further comparative and fair tests* *reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations* *identifying scientific evidence that has been used to support or refute ideas or arguments*	Working scientifically *planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary* *taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate* *recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs* *using test results to make predictions to set up further comparative and fair tests* *reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations* *identifying scientific evidence that has been used to support or refute ideas or arguments*		Working scientifically *planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary* *taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate* *recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs* *using test results to make predictions to set up further comparative and fair tests* *reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations* *identifying scientific evidence that has been used to support or refute ideas or arguments*

	Earth and Space *describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.*	Properties and changes of material *compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution* *use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic* *demonstrate that dissolving, mixing and changes of state are reversible changes* *explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.*	Living things and their habitats *describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals*	Animals including humans *describe the changes as humans develop to old age.*		Forces *explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.*
History	Mayans *a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300*				Greeks *Ancient Greece – a study of Greek life, achievements and their influence on the western world*	
Geography	Locational knowledge *Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities* *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time* *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)*		Place knowledge *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America*	Human and physical geography *Describe and understand key aspects of:* - *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* - *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*	Geographical knowledge and fieldwork taught through OAA *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world* *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.* -	
Art and Design	Outdoor Learning Sketchbooks Work of other artists Sculpture to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.		. Sketchbooks Work of other artists Painting and drawing to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.		. Sketchbooks Work of other artists Painting and drawing to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	

Design and Technology					Nutrition and healthy eating *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided de use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* *understand and apply the principles of a healthy and varied diet* *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* *understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.* Textiles *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided de use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* *investigate and analyse a range of existing products* *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *understand how key events and individuals in design and technology have helped shape the world*	Construction *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided de use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* *investigate and analyse a range of existing products* *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *understand how key events and individuals in design and technology have helped shape the world* *apply their understanding of how to strengthen, stiffen and reinforce more complex structures* *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]* *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* *apply their understanding of computing to program, monitor and control their products*
Computing		Staying safe online *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.* Using computers and evaluating digital content *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.*	Staying safe online *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.* Algorithms, programming and debugging design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs			Staying safe online *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.* Using data *Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.*
RE	CU2.1 What do Hindu people believe? (P1).	CU2.2 How do Sikhs express their beliefs? (P2)	CU2.3 What do people live by? (P3)	F2.12 Should we forgive others? (P3)		
Music		Composition Notation History of music	Blues History of music	South and West Africa History of music	Looping and remixing History of music	Musical theatre *play and perform in solo and ensemble contexts, using their voices and playing musical*

		play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression *improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory* *Use and understand staff and other musical notations* *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* *develop an understanding of the history of music.*	*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* *improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory* *Use and understand staff and other musical notations* *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* *develop an understanding of the history of music*	*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* *improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory* *Use and understand staff and other musical notations* *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* *develop an understanding of the history of music*	*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* *improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory* *Use and understand staff and other musical notations* *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* *develop an understanding of the history of music*	*instruments with increasing accuracy, fluency, control and expression* *improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory* *Use and understand staff and other musical notations* .
PSHE/RSE *Relationships taught through drama*	Living in the wider world			Relationships taught through drama Health and wellbeing		Transition
PE	Invasion games – Rugby *lead healthy, active lives* *use running, jumping, throwing and catching in isolation and in combination* *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* *compare their performances with previous ones and demonstrate improvement to achieve their personal best* Swimming *lead healthy, active lives* *swim competently, confidently and proficiently over a distance of at least 25 metres* *use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]* *perform safe self-rescue in different water-based situations*	Dance *lead healthy, active lives* *perform dances using a range of movement patterns* *compare their performances with previous ones and demonstrate improvement to achieve their personal best* Swimming *lead healthy, active lives* *swim competently, confidently and proficiently over a distance of at least 25 metres* *use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]* *perform safe self-rescue in different water-based situations*	Invasion games – Dodgeball *lead healthy, active lives* *use running, jumping, throwing and catching in isolation and in combination* *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* *compare their performances with previous ones and demonstrate improvement to achieve their personal best* Invasion games – Netball *lead healthy, active lives* *use running, jumping, throwing and catching in isolation and in combination* *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* *compare their performances with previous ones and demonstrate improvement to achieve their personal best*	Gymnastics *lead healthy, active lives* *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* *compare their performances with previous ones and demonstrate improvement to achieve their personal best* Net and wall games – Tennis *lead healthy, active lives* *use running, jumping, throwing and catching in isolation and in combination* *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* *compare their performances with previous ones and demonstrate improvement to achieve their personal best*	Athletics *lead healthy, active lives* *use running, jumping, throwing and catching in isolation and in combination* *compare their performances with previous ones and demonstrate improvement to achieve their personal best* OAA *lead healthy, active lives* *take part in outdoor and adventurous activity challenges both individually and within a team* *compare their performances with previous ones and demonstrate improvement to achieve their personal best*	Striking and fielding games – Cricket *lead healthy, active lives* *use running, jumping, throwing and catching in isolation and in combination* *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* *compare their performances with previous ones and demonstrate improvement to achieve their personal best* OAA *lead healthy, active lives* *take part in outdoor and adventurous activity challenges both individually and within a team* *compare their performances with previous ones and demonstrate improvement to achieve their personal best*
Outdoor Learning	Forest school introduction		OAA link to geographical knowledge and fieldwork			
MFL	Locational knowledge Numbers		Greetings Days of the week and months of the year		Colours Pets	
Drama	Will be used as a tool to launch each English genre and to teach Relationships in RSE					