Year 5 Long Term Plan

	The Wonders of Ancient Egypt	**Could you be a Crime Scene Investigator?**	**Blast Off**	**Anglo Saxon and Viking Invasion**	**If you go down to the woods today…**
Science	**Forces** Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. **Scientific Skills** Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	**Properties and changes of materials** Compare and group together everyday materials on the basis of their properties, including their solubility 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 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	**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 **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. **Scientific Skills**	**Properties and changes of materials** Compare and group together everyday materials on the basis of their properties **Scientific Skills** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Using test results to make predictions to set up further comparative and fair tests.	**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. **Properties and changes of materials** Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, conductivity (electrical and thermal) **Scientific Skills** Recording data and results of increasing complexity using scientific diagrams and labels, classification keys and tables. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

		associated with burning and the action of acid on bicarbonate of soda. **Scientific Skills** 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. 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 degree of trust in results, in oral and written forms such as displays and other presentations.	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, 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 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.		
Geography	**Locational knowledge** Locate the world's countries (relevant to Ancient Civilisations focusing on Egypt) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere Physical geography, including: major rivers of Europe and Africa and climate in Egypt and the impact of global warming Human geography, including: types of settlement and land use **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			**Locational knowledge** Locate the world's countries, using maps to focus on Northern Europe (including the location of Russia) concentrating on countries, and major cities. Physical geography, including: rivers and mountains (Scandinavia) and climate Northern Europe Identify the position and significance of Equator, Northern Hemisphere, the Tropics of Cancer **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	**Locational knowledge** Locate the world's countries, using maps to focus on rainforest areas, concentrating on their environmental regions Identify the position and significance of the Equator in relation to the above **Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in South America. Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers Human geography, including: land use, and the distribution of natural resources including water. **Geographical skills and fieldwork** 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.
History	**The achievements of the earliest civilizations – an overview of where**			**Anglo-saxon invasions, settlements and kingdoms: place**	

	and when the first civilizations appeared and an in-depth study of Ancient Egypt. Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods. Develop the appropriate use of historical terms. Address and devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.			**names and village life.** (link to the Roman withdrawal Y4) **Viking raids and invasion.** Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the period. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.	
Design Technology	**Design** Use research and develop design criteria to inform the		**Design** Generate, develop, model and communicate their		**Cooking and Nutrition** Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of

	design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups **Make** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately **Evaluate** Understand how key events and individuals in design and technology have helped shape the world **Technical Knowledge** Use mechanical systems in their products levers and pulleys		ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** 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. **Evaluate** 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 **Technical knowledge** Apply their understanding 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. Quesadillas, dips

			computing to program, monitor and control their products.		
Art	Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design Carved clay scarab beetle		Learn about great artists, architects and designers in history. Improve their mastery of art and design techniques – Peter Thorpe.		
Music			Listen with attention to detail and recall sounds with increasing aural memory.	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 Use and understand staff and other musical notations.
Music – Charanga and Musical Futures	Living on a Prayer Instrument – ukulele		Classroom Jazz 1 Instrument - ukulele		The Fresh Prince of Belair Instrument - ukulele
PE	**Invasion games – hockey and football** **Link running, jumping, throwing and catching in combination with coordination and control** **Play and compete in competitive games** **Choose and communicate tactics for attacking and defending** Receive and pass the ball at distance and with increased power, with the feet	**Compose, perform and evaluate dances using a range of movement patterns.** Explore and combine movement ideas in different styles, fluently, effectively and creatively - on their own, with a partner and in a small group. Show controlled movements, which express emotion and feeling. Compose motifs, sections and whole	**Develop flexibility, strength, technique, control and balance.** Combine and perform gymnastic actions, shapes, balances and rolls more fluently and effectively, ensuring actions are clear, accurate and consistent, on their own, with partners or small groups. Develop longer and more complex gymnastic sequences including	**Net games- badminton and tennis** **Play and compete in competitive games** Be familiar with shuttlecock and badminton rackets. Explore different shots (forehand, backhand). Understand and use an accurate under-arm serve in badminton. Engage in a rally with a partner. Develop the use of a	**Striking games – Cricket and rounders** **Play and compete in competitive games** **Link running, jumping, throwing and catching in combination** Utilise a range of throwing techniques appropriately, including a safe and effective over-arm throw. Use ABC (agility, balance, coordination) to	**Athletics** **Link running, jumping, throwing and catching in combination with coordination and control** Increase the number of techniques they use and develop the consistency and precision of their actions in a wide range events. Be accurate when throwing at a target, showing precision in throwing techniques, and develop

	and hands as appropriate. Show confidence in using ball skills in various ways, and link these together, selecting according to the game situation (e.g. dribbling in different directions using varied feet positions, bouncing, shooting, turning and controlling the ball effectively). Uses running, jumping, throwing and catching in isolation and in combination in appropriate ways according to the game situation. Perform and combine basic hockey skills such as dribbling and push pass at increased speed and over longer distances. Defend and attack tactically. Understand and implement the basic rules of some invasion games (e.g. football, rugby, netball, basketball, hockey, dodgeball). Work cooperatively and tactically with	dances by adapting and developing a variety of movements. Perform with accuracy and fluency. Select their own music and dance based on interests.	changes in height, speed and direction. Work with a small group to create, repeat and improve a sequence with multiple phrases, including matching and mirroring.	variety of badminton shots with increasingly accurate shots. Play a competitive badminton game.	move into good catching positions and catch a small ball under pressure in game situations. Use ABC (agility, balance, and coordination) to accurately and quickly track and stop a small ball when fielding, and apply this in a game situation. Exercise control over batting technique. Work as team using tactics. Develop an understanding of the running rules for rounders**.**	techniques for throwing at a distance. Take a running jump with a controlled take-off and landing, showing precision in jumping techniques; develop the technique of the standard vertical jump. Improve and sustain running techniques at different speeds, including both the development of a sprint start and the ability to self-set an appropriate pace and end with a sprint finish. Develop the discipline of hurdling, combining running and jumping with increasing fluency, sometimes using the preferred leg to lead. Develop relay techniques, including knowing how to pass and receive a baton using the downsweep. Confidently explain rules of track and field events.

	others in a team.												
RE	**Why are some journeys and places special?** A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.			**What values are shown in codes for living?** A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts; C. Investigate how religions and other world views influence morality, identity and diversity, including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;			**Should we forgive others?** B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts; 2. Ultimate Questions of belonging, meaning, purpose and truth.		**What do Christians believe about the old and new covenants?** A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts.	
Computing (including Online Safety)	**Self-Image and Identity (1)**	**Online Relationships (1)**	**Word (5)**	**Online Reputation (1)**	**Game Creator (5)**	**Online Bullying (1)**	**3D Modelling (4)**	**Managing Online Information (1)**	**Coding (6)**	**Health, well-being and Lifestyle (1)**	**Spread sheets (5)**	**Privacy and Security (1)**	**Databases (4)**	**Copyright and Ownership (1)**
PSHE	**Me and My Relationships** Collaboration Challenge! Give and take How good a friend are you?		**Valuing Difference** Qualities of friendship Kind conversations Happy being me The land of the Red People It could happen to		**Keeping Myself Safe** 'Thunking' about habits Spot bullying Ella's diary dilemma Decision dilemmas Play, like, share Drugs: true or false?			**Rights and Responsibilities** Fact or opinion? Rights, responsibilities and duties Mo makes a difference Spending wisely		**Being my Best** Getting fit It all adds up! Different skills My school community (2) Independence and		**Growing and Changing** How are they feeling? Taking notice of our feelings Together Stop, start, stereotypes Growing up and	

	Relationship cake recipe Being assertive Our emotional needs Communication What is sexual harassment?	anyone Boys will be boys? - challenging work-place gender stereotypes	Smoking: what is normal? Would you risk it?	Lend us a fiver!	responsibility Star qualities? Basic first aid, including Sepsis Awareness	changing bodies
Language	Buildings on the high street Directions and asking where places are Revision of days of the week Revision of colours	Revision of hobbies from Year 4 Simple future tense Months of year Sports Revision of numbers 0-50 Comparisons	Revision of food from Year 3 Food including a breakfast focus Revision of days of the week Revision of months of the year Revision of weather expressions Saying where you live Christmas theme	Christmas theme Buildings on the high street Directions and asking where places are Revision of days of the week Revision of colours	Revision of hobbies from Year 4 Simple future tense Months of year Sports Revision of numbers 0-50 Comparisons	Revision of food from Year 3 Food including a breakfast focus Revision of days of the week Revision of months of the year Revision of weather expressions Saying where you live