

**Long Term Year Plan  
Year 5**

	<b>AT1</b>	<b>AT2</b>	<b>SP1</b>	<b>SP2</b>	<b>SU1</b>	<b>SU2</b>
<b>Science</b>	<p><b>Plants, Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul>	<p><b>What things are made of</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>Demonstrate that dissolving, mixing and</li> </ul>	<p><b>The world around us</b></p> <p><u><b>Earth and Space</b></u></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<p><b>Recap previous learning- including working scientifically</b></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> </ul>	<p><b>Forces, Magnets and Electricity</b></p> <p><u><b>Forces</b></u></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>

			<p>changes of state are reversible changes</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		<ul style="list-style-type: none"> <li>• 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</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	
<b>Computing Year A:</b>	<p><b>Year A:</b></p> <p><b>Scratch: Developing games</b></p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Year A:</b></p> <p><b>Spreadsheets</b></p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Year A:</b></p> <p><b>Online Safety</b></p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> <p><b><u>E-safety focus:</u></b></p> <p><u>Reliable:</u></p> <p>Keeping things private:</p>	<p><b>Year A:</b></p> <p><b>Kodu Programme Planning</b></p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software, including evaluating and presenting data and information.</li> <li>• Use logical reasoning to explain how some simple algorithms work.</li> <li>• Design, write and debug programs that accomplish specific goals, including controlling or</li> </ul>	<p><b>Year A:</b></p> <p><b>Film-making</b></p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul>	<p><b>Year A:</b></p> <p><b>Using and Applying Skills</b></p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and resending data and information.</li> </ul> <p><b><u>E-safety focus:</u></b></p>

	<p>forms of input and output.</p> <ul style="list-style-type: none"> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul> <p><b><u>E-safety focus:</u></b></p> <p><u>Safe:</u></p> <p>Discuss what the children share on the internet – link to snapchat and live streaming.</p>	<p><b><u>E-safety focus:</u></b></p> <p><u>Safe:</u></p> <p>Choosing who you chat to.</p>		<p>simulating physical systems.</p> <ul style="list-style-type: none"> <li>Solve problems by decomposing them into smaller parts.</li> </ul> <p><b><u>E-safety focus:</u></b></p> <p><u>Accepting:</u></p> <p>Playing online games</p>	<ul style="list-style-type: none"> <li>Understand computer networks including the internet and the opportunities they offer for communication and collaboration</li> <li>Use a variety of software on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul> <p><b><u>E-safety focus:</u></b></p> <p><u>Meeting:</u></p> <p>Talk about internet etiquette when they meet people online.</p>	<p><u>Tell:</u></p> <p>What children should do when they are worried?</p>
<b>RE</b>	<p><b>Hinduism – Kumbh Mela</b></p> <p>Key questions:  Why are these words special?  Why are some places special?  How can faith contribute to community cohesion?  Why are some times special?</p>	<p><b>Islam – Lailat al Miraj</b></p> <p>Key questions:  Why are these words special?  Why are some places special?  How can faith contribute to community cohesion?  Why are some times special?</p>	<p><b>Islam – Ramadan and Eid al-Fitr</b></p> <p>Key questions:  Why are these words special?  Why are some places special?  How can faith contribute to community cohesion?  Why are some times special?</p>	<p><b>Buddhism – Parinirvana</b></p> <p>Key questions:  Why are these words special?  Why are some places special?  How can faith contribute to community cohesion?  Why are some times special?</p>	<p><b>Buddhism – Dharma day</b></p> <p>Key questions:  Why are these words special?  Why are some places special?  How can faith contribute to community cohesion?  Why are some times special?</p>	<p><b>Christianity – Pentecost</b></p> <p>Key questions:  Why are these words special?  Why are some places special?  How can faith contribute to community cohesion?  Why are some times special?</p>

	What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?
<b>Music</b>	<p><b>Livin' On a Prayer</b> Pupils should be taught to: 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.</p>	<b>N/A</b>	<p><b>Make You Feel My Love</b> Pupils should be taught to: 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.</p>	<b>N/A</b>	<p><b>Dancing in the Street</b> Pupils should be taught to: 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.</p>	<b>N/A</b>

<p><b>PE</b></p>	<p><b>Dance</b> Pupils should develop flexibility, strength, technique, control and balance. Pupils should perform dances using a range of movement patterns. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Gymnastics</b> Pupils should develop flexibility, strength, technique, control and balance. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Games – invasion e.g. football, netball, basketball etc.</b> Pupils should use running, jumping, throwing and catching in isolation and in combination Pupils should 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. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Games – net and wall – tennis, badminton, volleyball.</b> Pupils should use running, jumping, throwing and catching in isolation and in combination Pupils should 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. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Games – striking and fielding e.g. rounders, cricket.</b> Pupils should use running, jumping, throwing and catching in isolation and in combination. Pupils should 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. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Athletics Outdoor and adventurous activities e.g. team building, orienteering, map skills.</b> Pupils should use running, jumping, throwing and catching in isolation and in combination. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best. Pupils should develop flexibility, strength, technique, control and balance. Pupils take part in outdoor and adventurous activity challenges both individually and within a team.</p>
<p><b>PSHCE</b></p>	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• My year ahead</li> <li>• Being me in Britain</li> <li>• Y5 responsibilities</li> <li>• Rewards and consequences</li> <li>• Learning charter</li> <li>• Owning the charter</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Different cultures</li> <li>• Racism</li> <li>• Rumours and name calling</li> <li>• Types of bullying</li> <li>• Does money matter?</li> <li>• Celebrating difference across the world</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• When I grow up</li> <li>• Jobs and careers</li> <li>• Dream job- how will I get there?</li> <li>• Dreams and goals in other cultures</li> <li>• Supporting each other</li> <li>• Rallying support</li> </ul>	<p><b>Healthy me</b></p> <ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol</li> <li>• Emergency aid</li> <li>• Body image</li> <li>• Relationship with food</li> <li>• Healthy me</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Recognising me</li> <li>• Getting on and falling out</li> <li>• Girlfriends and boyfriends</li> <li>• Relationships and technology</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Body and self image</li> <li>• Puberty</li> <li>• Conception</li> <li>• Looking ahead</li> <li>• Looking ahead to Y6</li> </ul>