Long Term Plan Year 5 2025-2026

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English 	**Text:** Wordless picture books - David Wiesner/ Shaun Tan **Outcome:** Character and setting - painting a picture with words (3 weeks) **Text:** *What's The Difference – Emma Strack* **Outcome:** Writing to inform & discuss - Comparative writing(2 weeks) **Text:** Rhythm and Poetry – Karl Nova **Outcome:** Writing and performing poetry using rhythm (1 Week)	**Text:** The Invention of Hugo Cabret - Brian Selznick **Outcomes:** Creating a new chapter (3 weeks) **Text:** Explanations: the way things work - David Macaulay **Outcome:** Explanations - writing explanation texts (2 weeks)	**Text:** Shackleton's Journey – William Grill **Outcome:** Creating Recounts (3 weeks) Moral- compassion Integrity Intellectual curiosity **Text:** Varjak Paw - SF Said. **Outcomes:** Fiction/Narrative: Creating Pace and Tension in Narrative (3 weeks)	**Text:** Cloud Busting – Malorie Blackman **Outcomes:** Writing to entertain - Poetry link (3 weeks) Performance-confidence **Text:** Survivors – David Long **Outcomes:** Writing Biographies (2 weeks) Moral – perseverance Resilient, determination, motivation	**Text:** The Water Tower – Gary Crew **Outcomes:** Writing Narrative (2 weeks) **Text:** Real Life Mysteries – Susan Martineau **Outcome:** Writing to inform (2 weeks) **Text:** Real Life Mysteries – Susan Martineau **Outcome:** Writing discussion texts(2 weeks)	**Text:** Varmints by Helen Ward The Tin Forest by Helen Ward The Rabbits by John Marsden & Shaun Tan **Outcome:** Narrative andpoetry – Playing with words (3 weeks) **Text:** Research/Articles on: Global Warming **Outcome:** Persuasion - Global warming (2 weeks)

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Maths	Place Value	Multiplication & Division	Fractions	Decimals & Percentages	Shape	Negative numbers
	Roman Numerals Numbers to 1,000,000 Powers of 10 1, 10, 100, 1000, 10,000, 100,000 more/less Rounding **Adding and subtracting** Mental strategies Round to check answers Inverse operations Worded Problems Missing numbers	Multiples Factors Prime numbers Square numbers Cube numbers Multiply and divide by 10, 100 & 1,000 Multiply a 4 digit number by a 2 digit number Solve problems with multiplication Short division Divide with remainders Efficient division Solve problems with multiplication and division	Equivalent fractions Improper & mixed number fractions Order and compare fractions Add and subtract fractions Multiply a fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole Use fractions as operators	Decimals up to 2 decimal places Equivalent fractions and decimals Thousandths on a place value chart Order and compare any decimals with up to 3 decimal places Round decimals Percentages **Perimeter & area** Perimeter of rectangles/ rectilinear shapes Perimeter of polygons Area of shapes Estimate area **Statistics** Line graphs Tables Time tables	Classify, estimate and measure angles Draw and calculate lines and angles Lengths and angles in shape Regular and irregular polygons 3D shapes **Position & direction** Read, plot and translate coordinates Problem solve with coordinates Lines of symmetry Reflection **Decimals** Add and subtract decimals Decimal sequences Multiply by 10, 100, 1000 Divide by 10, 100, 1000 Multiply and divide decimals	Understand negative numbers Count through zeros in 1 Count through multiples in 1 Compare and order negative numbers Find the difference **Converting units** Kilograms and kilometers Millimeters and milliliters Convert units **Measurement- volume** Compare and estimate volume and capacity

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Science	Chemistry Separating mixtures When some materials combine, they do not change permanently and can be separated again. Materials can be changed by heating and cooling	Biology, Chemistry, Physics Energy Many processes and phenomena are explained in terms of energy exchanges Energy cannot be created or destroyed. When energy is transferred from one object to others, the total amount of energy in the universe remains the same; the amount that one object loses is the same as the other objects gain	Biology Life cycles Organisms produce offspring of the same kind, but in many cases offspring are not identical with each other or with their parents. Plants and animals, including humans, resemble their parents in many features because information is passed from one generation to the next. Not all information is passed on from one generation to the other in the same way; some skills and behaviour have to be learned Although organisms of the same species are very similar, they vary a little	Biology Human development Organisms produce offspring of the same kind, but in many cases offspring are not identical with each other or with their parents. Plants and animals, including humans, resemble their parents in many features because information is passed from one generation to the next. Not all information is passed on from one generation to the other in the same way; some skills and behaviour have to be learned.	Physics Forces The non-contact force of gravity makes things fall to Earth. There is gravitational force between all objects, but it is only felt when one or more of the objects has a very large mass. An object on Earth pulls the Earth as much as the Earth pulls the object, but because the Earth's mass is much bigger, we observe the motion of the object.	Physics Earth and space The downward force of gravity on an object on the Moon is less than that on Earth because the Moon has less mass on Earth. Our Sun is one of many stars that make up the Universe. The distances between us and the bodies in solar system is huge, and even bigger in the Universe.

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Geography 	**Investigating World Trade** **Location & place:** Locating countries in North America **Geographical scale:** Trade takes place at the local, national and global scale; over time, trade has tended to become more and more global **Interconnections:** Many places at the local, national and global scale rely on trading with other places across the world		**Looking at North America and Water** **Location and Place:** Understanding the water cycle and the distribution of the world's water; examining the physical and human geography around rivers in North America.		**Climates across theWorld.** **Location & place:** Locating climate zones and biomes across the world; time zones	

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History 		**Ancient Rome** **Community & family:** Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth		**Romans Empire in Britain** **Power, empire & democracy:** Drivers of power can be categorised into: **institutional** (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a country); **economic** (using money to give you power); **physical** (having physical strength or armies); **intellectual** (the power of knowledge and literacy); **informal** (soft power of influencing others).		**Thematic study: Quest for Knowledge** **Quest for knowledge:** The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word. **Quest for knowledge:** Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world

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Art 	**Illustration** Developing a visual response to a text, looking at comic strips, children's book illustrations and graphic novels.		**Journeys** Looking at *Shackleton's Journey* and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.		**Sculpture** Using origami to create bird sculptures out of printed designs exploring pattern and the natural world.	
Design and Technology 		**Interactive Display** Interactive information display for a context decided by pupils. An interactive display could be used around the school for a chosen topic		**Food** **Sauces** Building foundational cooking skills with a range of staple sauces. Ask parents from different cultural backgrounds to come in and share traditional recipes		**Flat Pack** Designing a flat pack toy or model that can be sold for construction by users. Go in to the nature garden and take inspiration from the outdoor equipment

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Music 	**Melody and Harmony in Music**	**Sing and Play in different styles**	**Composing and Chords**	**Enjoying Musical Styles**	**Freedom to improvise**	**Battle of the Bands**
Religion & World Views 	**SOCIAL SCIENCES** **Hindu Dharma** How are Hindu beliefs expressed in artifacts and worship? One supreme being, Brahman Trimurti, avatars. Diverse worship as form of expression.	**THEOLOGY** **Hindu Dharma** How does scripture help Hindus understand Dharma? Diverse interpretations of the Ramayana	**THEOLOGY & PHILOSOPHY** **Buddhism** How do Buddhists explain suffering in the world? Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8 fold path.	**THEOLOGY** **Christianity** How have events in history shaped Christian diversity? (Link history & Geography) Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present.	**SOCIAL SCIENCES** **Christianity** How has belief in Jesus as the Messiah impacted art & music? prophecy (Isaiah), fulfillment, New Testament, Ultimate Sacrifice. Global art. Handel's Messiah.	**PHILOSOPHY** **Where do I stand?** An exploration of pupils' personal worldviews, through artistic expression. (NATRE Spirited arts link)
PSHE 	**Me and My school** To recognise their worth as individuals, see their mistakes, make amends and set personal goals To feel positive about themselves	**Happy and healthy me** To gain a sense of enjoyment and fascination in learning about themselves, others and the world around them To understand the consequences of their behaviours and actions	**Me in the World** How to look after money and realise that future wants and needs may be met through saving. To Know why and how rules and laws are made and enforced, why different rules are needed in different situations, how to take part in making and changing rules To Know what democracy is and the basic institutions that support it locally and nationally	**Me and My Safety** To recognise different risks in different situations decide how to behave responsibly. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong	**Me and My Relationships** To recognise (as they near puberty) emotions change, how to deal with their feelings towards self, family and others in a positive way. To be aware of different types of relationships, including marriage, those between friends and families, and to develop the skills to be effective in relationships	**Me and Other People** Reflect on spiritual, moral, social, cultural issues, understand other people's experiences using imagination Appreciate range of national, regional, religious, ethnic identities in the UK

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		mobile or tablet? • How can I be happy being me? (body image)				
PE	**Netball** Using attacking skills to maintain possession as well as defending skills to • gain possession. Swimming Learning and developing a range of swimming techniques, water safety skills and learning to swim 25metres.	**Gymnastics** • Combine action, balance and shape • Performance- teamwork Swimming Learning and developing a range of swimming techniques, water safety skills and learning to swim 25metres.	**Dance** •Compose my own dances in a creative way. •Perform to an accompaniment. Swimming Learning and developing a range of swimming techniques, water safety skills and learning to swim 25metres.	**Problem solving and team building: OAA:** Encouraging the children to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Swimming Learning and developing a range of swimming techniques, water safety skills and learning to swim 25metres.	**Dodgeball:** Improving defending and attacking play, developing further knowledge of the principles and tactics of each • **Tennis**	**Athletics**: Running over longer distances, sprinting, relay, triple jump, shot put and javelin. •**Basketball** • Pass in different ways and use a number of different techniques to pass, dribble, shoot .
MFL	Do you have a pet?	The date	My Home	Clothes	The Olympics	Romans

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Computing 	**Computing systems and networks** Sharing information	**Creating Media** Vector drawing	**Programming** Selection in physical computing DT – Mechanisms	**Programming** Selection in quizzes	**Creating media** Video editing	**Data and information** Flat file databases

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