

Lionel Walden Primary School: Long Term Plan – Year 5 – 2025/26

Area of Learning		Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life skills and learning behaviours	Values and Learning Behaviours	Ready, Respectful and Safe		Kindness	Dream Big	Staying Positive	Managing Change	Healthy Lifestyles
	Wider Experience	Harvest Food Bank Appeal National Poetry Day		Church Carol Concert Remembrance Day Anti-Bullying Week	Internet Safety Week RE Day	World Book Day Science Week Shakespeare Week	International Week - Greece	Healthy Week Summer Camp
	PSHE / RSE	Myself & My Relationships Beginning & Belonging Friendships		Myself & My Relationships My Emotions	Citizenship Working Together Anti-bullying	Healthy & Safer Lifestyles - Healthy Lifestyles Healthy Body Image	Myself & My Relationships Managing Change Citizenship Diversity & Communities	Healthy & Safer Lifestyles - Relationships & Sex Education Healthy & Safer Lifestyles Personal Safety
Languages	English Key Texts	Mystery Narrative - <u>The Nowhere Emporium</u>  Everest – non chronological report		The Worst Animal in the World - Poem  The Snowman – Film narrative	Non-fiction - persuasive writing <u>Plastic Pollution</u>	Non-fiction Biography – David Attenborough	The Highwayman – narrative poem  Balanced Argument – Should beavers be reintroduced to the UK?	Non-fiction Explanation Detailed Timeline on Ancient Greece -
	Writing Outcomes	Writing to entertain: Narrative- mystery Writing to Inform – non-chronological report		Writing to entertain: Poem Writing to entertain: Narrative film	Writing to persuade- Balanced argument Speech Information leaflet Persuasive poster	Writing to inform: A biography	Writing to entertain – narrative poem Writing to discuss	Non-chronological report: cross-curricula
	MFL - French	As-tu un animal?  Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.  Tell somebody in French if they have or do not have a pet.  Ask somebody else in French if they have a pet.  Tell somebody in French the name of their pet.  Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but")		Quel-est la date?  Remember, recall and spell the seven days of the week.  Remember, recall and spell the twelve months of the year.  Remember, recall and spell numbers 1-31.  Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.  Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.	Les Temps  Repeat and recognise the vocabulary for weather in French.  Ask what the weather is like today.  Say what the weather is like today.  Create a French weather map.  Describe the weather in different regions of France using a weather map with symbols.	Les Vetements	Les Jeux Olympiques  Tell somebody in French the key facts of the history of the Olympics.  Tell somebody in French the key facts of the modern Olympic games.  Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.  Say the nouns in French for key sports in the current Olympic games.  Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.  Understand the concept of de la, de l' and du when you say you play a sport in French.	
STEM	Maths	Place value within 1,000,000 Addition and subtraction Geometry - shape		Multiplication and division Fractions	Multiplication and division Fractions Geometry – position and direction	Multiplication an division Decimals and Percentages Geometry – position and direction	Perimeter and Area Statistics Negative numbers Measure – converting units	Decimals and percentages Measure – volume and capacity
	Science	Properties and Changing Materials (Chemistry) – How can we separate mixtures of materials? How can we change materials reversibly and irreversibly? Mixtures and separation: 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. Changes: Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Comparative and fair tests, for the uses of everyday materials, including wood, metals 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 this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda			Forces (Physics) – How and why do objects move? Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives. Identify the effects of air resistance, water resistance and friction, which act between moving surfaces. Recognise that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect.	Earth and Space (Physics) – What is moving and how do we know? 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 Describe the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Living Things and their Habitats (Biology) – Do all plants and animals reproduce in the same way? Know the life cycle of different living things, e.g. Mammal, amphibian, insect, bird. Know the process of reproduction in plants. Know the process of reproduction in animals.	Animals including Humans (Biology) - Why and how does the human body change over time? Describe the changes as humans develop to old age.
	DT	Maya - Hot chocolate Clay tablet	<u>Felt Phone Cases</u> -Generate a range of design ideas and clearly communicate the final design -Practice using different types of stiches and choose the best one to use on my final felt phone case -Select decorative techniques and fastenings according to their functional properties and aesthetic qualities -Evaluate the final product.			<u>- Global Food</u> -Explain that diets around the world are based on similar food groups -Cook rice -Explore why rice is a good staple food Demonstrate advanced skills and cooking techniques -Follow a recipe.	Greek Raita and flatbreads	<u>Automata Animals</u> -Research ideas to inform the design -Explain how simple cam mechanic works -Build a framework accurately using a wider range of tools and equipment.
	Computing	Awareness of search engines Keeping safe online			Coding – Scratch (use Barclays digital angels)	Multi-media- filming, editing linked to English work	Scratch computer coding	
	Online Safety	Online safety will cover aspects of: <ul style="list-style-type: none"><li>Health, Wellbeing and Lifestyles</li><li>Online Relationships</li><li>Self-Image and Identity</li></ul>			Online safety will cover aspects of: <ul style="list-style-type: none"><li>Online Bullying</li><li>Online Reputation</li></ul>		Online safety will cover aspects of: <ul style="list-style-type: none"><li>Managing Online Information</li><li>Copyright and Ownership</li><li>Privacy and Security</li></ul>	
Humanities	Geography	Mountains  Fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			Volcanoes and Earthquakes <ul style="list-style-type: none"><li>The structure of the Earth.</li><li>Features of a volcano.</li><li>Famous volcanoes and earthquakes.</li><li>Effects of volcanoes and earthquakes.</li><li>Preparing for an earthquake.</li><li>What it's like living near a volcano.</li></ul>		European Region Greece  Fieldwork Orienteering -use the 8 points of a compass, 4- and 6-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 Ancient Maya  NC Obj: a non-European society that provides contrasts with British history – Mayan civilization c. AD 900					Ancient Greece  NC Obj: Ancient Greece – a study of Greek life and achievements and their influence on the western world	
	RE	Why is the Bible important to Christians?  The Ten Commandments – rules and laws	People of Faith Unit of work Agreed Syllabus P. 31 &32.		Islam - What do Muslims believe?  Children explore the 5 pillars of Islam. Recap previous learning about the hold book, what life is like as a Muslim, What happens In a mosque, look at celebrations and how this differ to the Christian weddings from year 2	Why is light important to different faiths? In religious symbolism, light is strongly connected to our ability to see: sacred texts use the theme of blindness to describe those who are spiritually lost, or risk taking the wrong path in life. Recovering sight is associated with 'seeing the light' and spiritual awakening	What is Humanism?  Agreed syllabus p. 47&48	Beliefs and Actions in the world What key beliefs influence Peoples faith and how do people live out their lives?

		By the end of year 5 children should be able to learn about religion and belief by: <ul style="list-style-type: none"> <li>• making connections between different belief and practices of all religions.</li> <li>• Beginning to compare stories, beliefs and practices from different religions including differences and similarities.</li> <li>• Understanding and beginning to evaluate the diversity of belief in different religions, nationally and globally.</li> <li>• Articulating and beginning to apply the different responses to ethical questions from a range of different religions</li> </ul> and to learn from religion and belief by: <ul style="list-style-type: none"> <li>• Beginning to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.</li> <li>• Beginning to respond thoughtfully to a range of sacred writings/ stories. Provide good reason for what they mean to different faith communities.</li> <li>• Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system.</li> <li>• Discussing and beginning to apply their own and others' ideas about ethical questions and to express their own ideas clearly in respons</li> </ul>					
Creative Arts	Art & Design	Maya Print Making "Maya" -Ink or clay		Nicolas Roerich "Mountains" -Water colour		Henri Rousseau "Post-Impressionism" -Oil pastels or collage	
	Music	Sing Up: What shall we do with the drunken sailor?	Charanga A: Livin' On A Prayer	Sing Up: Three little birds	Charanga A: The Fresh Prince of Bel-Air	Sing Up: Kis nay Banaayaa	Charanga A: Dancing in the street
Sports	PE & Games	Tag Rugby – invasion games  Swimming	Health related exercise: cardio fitness, flexibility, strength  Hockey – invasion games	Gymnastics: Counter balance and Counter tension	Dance – Street Art  Curling	Cricket: striking and fielding games Athletics: running (Sports Day)	Greeks: Dance OAA – orienteering Tennis: net/wall games