Year 5 Long Term Plan – 2026 – 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	**Were the Anglo-Saxons really smashing?**	Where is El Dorado?	**How did the Great Western Railway change Newton Abbot?**	Why should rainforests be important for us all?	**What was the impact of WW2 on Britain?**	Why is climate change such an important topic?
Writing	Secrets of the stone age– **Information Text** Beowulf – **Myths/Legends**	Chitty Chitty Bang Bang and the Race Against Time - **Narrative** StoryWorld: Christmas Tales – **Short Story**	Flotsam – **Children's story** Wallace and Gromit **Explanation text**	I am Cat – **Poetry** Jungle Survival Handbook – **Instructions**	WW2 (A variety of texts) – **Non Chronological report**	**Narrative** The Ice Bear **Persuasive Letter** RSPB (Charity Letter)
Reading	Wild Boy	Chitty Chitty Bang Bang and the Race Against Time	The Boy Who Harnessed the Wind	Journey to the River Sea	Cogheart	The Last Bear
Maths	Unit 1: Number: Place Value Unit 2: Number: Addition and Subtraction Unit 3: Number: Multiplication and Division Unit 4: Number: Fractions A		Unit 5: Number: Multiplication and Division Unit 6: Number: Fractions B Unit 7: Number: Decimals and Percentages Unit 8: Measurement: Perimeter and Area Unit 9: Statistics		Unit 10: Geometry: Properties of Shape Unit 11: Geometry: Position and Direction Unit 12: Number: Decimals Unit 13: Number: Negative Numbers Unit 14: Measurement: Converting Units Unit 15: Measurement: Volume	
Science	<u>Earth and space</u> 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.		<u>Forces</u> 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.	<u>Living things and their habitats</u> 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.	<u>Properties and changes of materials</u> Compare and group together everyday materials on the basis of their properties. 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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials. demonstrate that dissolving, mixing and changes of state	THROUGH SRE/PSHE: <u>Animals, including humans</u> Describe the changes as humans develop to old age

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					are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.	
	During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: 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 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.					
History	**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** - a significant turning point in British history, for example, **The Anglo Saxons**		**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** - a significant turning point in British history, for example, **The First Railways** **A local history study**		**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** - a significant turning point in British history **WW2 in Britain**	
Geography		**South America** **Locational knowledge** locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude,		**Rainforests** **Locational knowledge** locate the world's countries, using maps to focus on South America, identify the position and significance Equator, **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a		**Climate Change** **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

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		longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, 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 and a region 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 skills and fieldwork**		region of the United Kingdom and a region within 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		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

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		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				
Art	Art – How do I get depth into drawings by using perspective?	Art – What do we mean by surreal art?		Art – How can I create a 3D sculpture from wire?		
DT			DT - How can we create a water mill system for a developing country incorporating gears?		DT – How can we source ingredients for and make a fruit crumble?	DT - How can we create a structure out of recycled materials which could become a landmark reflecting an aspect of European life?
Trips	Clive Pig	Space Dome	Train ride?	Rainforest in Bovey/Eden Project?	WW2?	Recycling/litter picking/beach clean trip?
PE	Indoor: Swimming Outdoor: Football	Indoor: Gymnastics (Space) Outdoor: Dodgeball	Indoor: Gymnastics (movement) Outdoor: Netball	Indoor: Dance - Rainforest Outdoor: Hockey	Indoor: Dance - WWII Outdoor: Athletics	Indoor: Handball Outdoor: Cricket
PSHE	BEING ME IN MY WORLD – Who am I and how do I fit?	CELEBRATING DIFFERENCE – Respect for similarity and difference. Anti-bullying and being unique	DREAMS AND GOALS - Aspirations, how to achieve goals and understanding the emotions that go with this	HEALTHY ME – Being and keeping safe and healthy	RELATIONSHIPS - Building positive, healthy relationships	CHANGING ME – Coping positively with change
RE	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.13 What can be done to reduce racism? Can religion help?	U2.11 What does it mean to be a Humanist in Britain today?
Computing	Coding Online Safety	Spreadsheets	Databases Game Creator	3D modelling	Concept maps Word Processing (Word)	Word Processing (Google)

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MFL (French)	Phonetics	Do you have a pet? What is the date?	The Weather	Habitats	Olympics	Clothes
Music	Livin' on a prayer – Rock Music	Classroom Jazz 1 – study of jazz music	Taiko Make you feel my love – study of pop ballads.	Taiko Fresh Prince of Bel Air – study of hip hop.	Dancing in the street – study of Motown.	Reflect, rewind and replay – Western classical music