

Year 5 Long Term Planning 2026/2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<u>Queen of the Falls</u> Themes: Niagara Falls, Annie Edson Taylor, properties of materials, America in 1901, cost of fame. ECW (Orel) 2.2 (Emojis linked to Shine Reading)	<u>The Lost Happy Endings</u> Themes: Wicked witch steals happy endings to bedtime stories – dark, mystery.	<u>Arthur and the Golden Rope</u> Themes: Vikings, bravery, resilience, adventure, Norse Gods, young boy goes to defeat the mighty beast Fenrir to save his village.	<u>The Darkest Dark</u> Themes: Facing your fears and following your dreams. Being inspired by others. First moon landing. Boy who dreams of being an astronaut but is afraid of the dark. Link to Science – Earth & Space	<u>The Paper Bag Prince</u> Themes: An old man who lives in a dump. Sorts out the rubbish and cares for the wildlife until the dump no longer gets used and nature redeems itself. Pollution, recycling, caring for nature, man’s affect on environments.	<u>The Hunter</u> Themes: Africa, hunting, family. Character grows up as a family of hunters until he discovers an orphaned baby elephant who he then cares for and vouches never to be a hunter. Link to Science – Living Things and Their Habitats.
	<u>Outcome:</u> Recount: series of diary entries. <u>Greater Depth:</u> Series of diary entries with viewpoint of other characters.	<u>Outcome:</u> Traditional tale. <u>Greater Depth:</u> Traditional tale from another character’s point of view.	<u>Outcome:</u> Fiction: myth. Create heroes, villains and monsters. <u>Greater Depth:</u> Vary the viewpoint from which the story is told.	<u>Outcome:</u> Recount: biography <u>Greater Depth:</u> A first person recount with an experience from the person’s life within the biography.	<u>Outcome:</u> Persuasion/information: hybrid leaflet. <u>Greater Depth:</u> Write an oral presentation for a TV or radio broadcast as an expert.	<u>Outcome:</u> Fiction: adventure story. <u>Greater Depth:</u> Write a leaflet/letter to a film director explaining why ‘The Hunter’ should be made in to a film.
	<u>Mastery Keys</u> Identify the audience for purpose of writing. Organise paragraphs around a theme with a focus on more complex narrative structures. Use commas after fronted adverbials. Use commas to clarify meaning or avoid ambiguity in writing.	<u>Mastery Keys</u> Use expanded noun phrases to convey complicated information concisely. Describe settings, characters and atmosphere. Integrate dialogue to convey character and advance the action. Use of inverted commas and other punctuation to punctuate direct speech.	<u>Mastery Keys</u> Use expanded noun phrases to convey complicated information concisely. Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. Link ideas across paragraphs using adverbials. Use commas to clarify meaning and avoid ambiguity in writing.	<u>Mastery Keys</u> Variety of verb forms used correctly and consistently. Use commas to clarify meaning and avoid ambiguity in writing. Link ideas across paragraphs using adverbials and tense choices. Use brackets, dashes or commas to indicate parenthesis. Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	<u>Mastery Keys</u> Use modal verbs to indicate degrees of possibility. Use devices to build cohesion within a paragraph. Choose the appropriate register. Use brackets, dashes or commas to indicate parenthesis. Enhance meaning through selecting appropriate grammar and vocabulary.	<u>Mastery Keys</u> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. Use adverbs to indicate degrees of possibility. Use a wider range of devices to build cohesion across paragraphs. Link ideas using tense choices.
	<u>Missed NC Objectives not covered in Pathways to Write</u> Increase familiarity with a wide range of books reading fairy stories, myths and legends and retelling some of these orally. Recommending books they have read to their peers, giving reasons for their choices. Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear.					
	<u>Poetry</u> (To be completed during Assessment Week) <u>Poem:</u> Jinnie Ghost <u>Outcome:</u> To write their own poem in the style of Berlie Doherty using a range of techniques (metaphors, noun phrases and a refrain). <u>Greater Depth:</u> To write their own poem selecting own form and structure. <u>Poetry Keys:</u> Use a range of descriptive language techniques to create effective imagery e.g. simile, metaphor, playing with word order. Experiment with a range of poetry forms.		<u>Poetry</u> <u>Poem:</u> Finding Magi <u>Outcome:</u> To write a free verse describing the wonder of the world using metaphor. <u>Greater Depth:</u> To choose the form of the poem and apply other poetry techniques experimented with. <u>Poetry Keys:</u> Experiment with metaphor to make effective comparisons. Experiment with a range of poetry forms.		<u>Poetry</u> (To be completed during Assessment Week) <u>Poem:</u> Animals of Africa Puns & Wordplay <u>Outcome:</u> To write a poem about an African animal (which is fun to read out loud!) <u>Greater Depth:</u> To write a poem about an African animal including similes and metaphor, and using their own style and structure. <u>Poetry Keys:</u> Use a range of descriptive language techniques to create effective imagery e.g. metaphor, simile, playing with word order Experiment with a range of poetry forms	
Mathematics	<u>Number: Place Value</u> Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through 0. Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. Solve number problems and practical problems that involve all of the above. Read Roman Numerals up to 1000 (M) and recognise years written in Roman Numerals. <u>Number: Addition and Subtraction</u> Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why. <u>Number: Multiplication and Division</u> Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared and cubed. Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes. Know and use the vocabulary for prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. <u>Number: Fractions</u> Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to another and write mathematical statements greater than 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5) Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions e.g. 0.71 = 71/100 Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.		<u>Number: Multiplication and Division</u> Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to four digits by a one- or two-digit number using a formal written method, including long multiplication for 2-digit numbers. Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving addition and subtraction, multiplication and division, and a combination of these, including understanding the use of the equals sign. <u>Number: Fractions</u> Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to another and write mathematical statements greater than 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5) Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions e.g. 0.71 = 71/100 Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <u>Number: Decimals and Percentages</u> Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving numbers up to three decimal places. Recognise the percent symbol (%) and understand the percent relates to ‘number of parts per hundred’ and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. <u>Measurement: Perimeter and Area</u> Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares) and including using standard units, cm², m², estimate the area of irregular shapes. <u>Statistics</u> Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.		<u>Geometry: Properties of Shape</u> Identify 3D shapes including cubes and other cuboids from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees. Identify angles at a given point and one turn (360 degrees), angles at a point on a straight line and ½ a turn (total 180 degrees) other multiples of 90 degrees. <u>Geometry: Position and Direction</u> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed. <u>Number: Decimals</u> Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure e.g. kilometre to metre.), angles at a point on a straight line and ½ a turn (total 180 degrees) other multiples of 90 degrees. <u>Number: Negative Number</u> Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. <u>Measurement: Converting Units</u> Convert between different units of metric measure (for example, km and m, cm and m, cm and mm, g and kg, l and ml. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time. <u>Measurement: Volume</u> Estimate volume (for example using 1cm³ blocks to build cuboids (including cubes) and capacity (for example, using water). Use all four operations to solve problems involving measure.	

Year 5 Long Term Planning 2026/2027

Geography/History	<u>European Capitals (greater depth than Y3)</u> <i>Prior Learn: Quiz on capitals, continents, mountains, rivers and landmarks: How many continents are there in the world? How many countries are there in Europe? What is the tallest mountain in Europe? Name some other European mountain ranges. What is the longest river in Europe? Can you name some other European rivers? Can you name some famous European landmarks?</i> Know the position of the Greenwich Meridian Line. Revise latitude and longitude. How are they measured? Know the names of 8 European capital cities. Record them in a table. Use longitude and latitude to label 8 European countries on a map: United Kingdom, Germany, France, Ireland, Spain, Italy, Greece, Russia. Use an atlas to check predictions. Use the intercardinal points to describe the position of one city with another e.g. Paris is south-east of London. Read temperature charts for the capital cities. Use graphs to record the population of 8 European capital cities. Investigate what time it is in each country at the moment. <i>Post Learn: What is the Greenwich Meridian and why is it so important? Can you recall the names of the 8 European capitals we explored? Temperatures of cities we have explored, Write a fact for two of our capital cities studied, If a country lies to the right of the Greenwich Meridian, does it have a later or earlier time than the UK?</i> Maths Link – Creating and Interpreting graphs Time comparisons between capital cities Rounding populations to the nearest million	<u>World War 2</u> <i>Prior Learn: Quiz on children’s knowledge of WW2 - Why do countries go to war? (Link to Romans) What started WW2 and why? What countries were involved in WW2? How long did WW2 last? Why do we wear poppies? Who is Sir Tom Moore and what is he known for?</i> Chronology Study an aspect of British History that extends pupils’ knowledge beyond 1066 Can I explain when and why Britain declared war on Germany? Can I explain why the Battle of the Atlantic so important? Can I explain what rationing was and why it was needed? Can I investigate the Blitz, its impact on Liverpool and why evacuation was needed? Can I explain when and why America become an ally and what happened at Pearl Harbour? Can I explain what happened on D-day and what it led to? Plot the key dates of WW2 on a timeline. Justify which they think was the most significant Trip to Western Approaches museum (A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality) - Explain the roles of those who worked at the secret command centre, investigate the other roles that women undertook during the war, explain when and why American servicemen were stationed in the local area and investigate what evidence there is of their time here. <i>Post Learn: What was the most crucial battle in WW2 and why? (Debate)Post Learn: A summary of all 7 areas of learning: Why did Britain declare war on Germany? Why was the Battle of the Atlantic so important? What was rationing and why was it needed? Why was evacuation introduced? What was the Battle of Dunkirk and why was it a success? When and why did America become an ally? What happened on D-Day and what did it lead to?</i>	<u>Anglo Saxons and Scots</u> <i>Prior Learn: Why do people want to settle in other countries?</i> Can I use a timeline to show when the Anglo-Saxons and Scots were in England and Scotland? Can I describe how the division of kingdoms led to the creation of some of our current county boundaries. Can I explain how the Anglo Saxons lived and farmed and describe their culture and religion? Can I identify sources for our knowledge about the Anglo-Saxons? Can I describe how Britain changed between the end of Roman occupation and 1066. <i>Post Learn: Non-chronological report – leaflet about Anglo Saxons and Scotts</i>	<u>The Vikings</u> <i>Prior Learn: Anglo Saxons</i> Can I explain what evidence is available to show where the Vikings originated from? Can I use research to explain why there was resistance by Alfred the Great and Athelstan, first king of England? Can I evaluate the accuracy of evidence about Viking raids and invasion? Can I explain the cause and consequence of Danelaw? (Danegeld) Can I describe and explain key changes during the Viking era between 787AD and 1066AD? Can I explore evidence to form opinion on whether Edward the Confessor was to blame for the Battle of Hastings? Maths link – Distances in metres and km. <u>POST LEARNING ASSESSMEENT</u> Kahoot - Where did the Vikings originate from? How did they travel to England? What was Danegeld?	<u>South or North American countries and their differences to the UK</u> <i>Prior Learn: Use Menti.com for chn to answer questions about continents, countries and physical features.</i> Research and identify well known landmarks in North and South America. Know the names of, and locate, a number of South American countries. Label South American countries on a map. How is the world split in to climate zones? Draw graphs to compare the average rainfall and temperature of three South American counties in different zones.. Track the progress of the Amazon river. . Include geographical information about the country. Draw own sketch map, using symbols and a key for tourists. Skill 7 <i>Post Learn: Chn to produce an information leaflet, labelling the countries of SA and commenting on the physical features of the land</i> English Link - Write an information leaflet to attract visitors to Chichen Itsa in Mexico, Christ the Redeemer in Brazil or Machu Pictu in Peru	<u>Early Islamic Civilization</u> <i>Prior Learn: What ideas have ‘old’ civilizations left us with? (Legacy, Egyptians, Greeks, Romans)</i> Use a timeline to show when the first civilisations appeared Use a map to show where the first civilisations occurred Describe key differences between life in Baghdad AD 900 and life in Britain at that time Identify sources for our knowledge about early Islamic civilisation Ask valid questions about the significance of key events—why did knowledge spread? Investigate what has been their influence and impact on the world? <i>Post Learn: What achievement from this period of early Islam was important?</i>

Year 5 Long Term Planning 2026/2027

	English Link – Write a recount of the trip	English Link - Write a diary extract as an				
	PSHE Link and World Holocaust Day	evacuee				
		TRIP: WESTERN APROACHES HQ				

Year 5 Long Term Planning 2026/2027

Science	Forces <i>Prior Learn: What is a force? (Y3) Forces can cause objects to change what? (Y3) Which of the following is not a force? (Y3) If you roll a ball across the carpet, which force will cause it to slow down and then stop? (Y3) What is the law of magnetism? (Y3) Who is Sir Isaac Newton?</i> Explore gravity Describe the life and work of Sir Isaac Newton. Examine the connection between air resistance and parachutes. Explore factors which effect an object's ability to resist water by predicting if an object will float or sink. Investigate the effects of friction on different surfaces. mechanisms – levers and pulleys and gears Post Learn	Properties of Materials <i>Prior Learn: What does the word 'property' mean when discussing materials? Describe the properties of glass. Plastic and wood (Y1) Why is a rubber used for a hot water bottle? Cotton for a t-shirt? (Y1) Which materials are absorbent and non-absorbent? Can you name a more 'modern' material that has been used to solve problems? (Y2)</i> Explore properties of materials Explore thermal conductors and insulators Explore the hardness of materials Discover that materials are soluble in water Investigate the solubility of materials Explore how mixtures can be separated. Post Learn	Changes of Materials <i>Prior Learn: How can the properties of materials be changed? (Y2) What is a solution? Can you name any ways you can separate a solution? (Y4) What are the three states of matter? Can you draw a diagram to represent their structure? (Y4) Is it possible for materials to change state? How could you make this happen? Can you give an example? (Y4) What is evaporation? What is condensation? (Y4)</i> Use evaporation to recover the solute from the solution Recognise and describe reversible changes Observe chemical reactions and describe how new materials are made Investigate rusting and burning reactions Investigate chemical reactions Post Learn: Think about our lesson where we mixed sugar (or salt) in water of different temperatures. After it was mixed, we couldn't see the solute (particles) anymore. What happened to the solute? Can you give any other examples of solutions? Would you describe this process as reversible or irreversible? Would you describe changing state as reversible or irreversible? Why? Give an example(s) to help you explain. What is the name given to reactions which are reversible? What is the name given to reactions which are irreversible?	Earth and Space <i>Prior Learn: How many planets are in our solar system? Can you name them? What orbits the Earth? What shape is the sun, moon, Earth and all of the planets? When our side of the earth is facing the sun, it is? When our side of the earth is facing away, it is?</i> Explore the solar system and its planets Understand the Heliocentric model of the solar system Explain the Earth's movement in space Explain the earth's rotation and night and day Explain movement of the moon Design a planet Post Learn	Animals Including Humans – The Human Life Cycle <i>Prior Learn: What do animals (including humans) need in order to grow? (Y1) Which of the following is NOT a stage in an animal's life cycle: birth, reproduction, feeding, death? (Y2) Different animals have different life spans. Approximately how long is the average human life span? Why is reproduction a necessary part of life? (Y3)</i> Identify the stages of a mammal's life cycle Explore gestation periods of mammals Learn about foetal development Investigate the handspan of different children Learn about changes during puberty Describe the changes humans may experience during old age. Post Learn	Living Things & Their Habitats <i>Prior Learn: Animals can be categorised into five 'distinct groups. Can you name any of the groups? (Y1) What is reproduction and what is an example of reproduction? (Y2) What is a micro-habitat and can you give an example? (Y2) Can you describe the life cycle of a butterfly? (Y3) What is the difference between and vertebrate and invertebrate? (Y4)</i> Understand the life processes of a plant Understand the life cycles of animals Compare the life cycles of insects and amphibians Understand the life cycle of birds and reptiles Know about the life and work of Jane Goodall and David Attenborough Research and present the life cycle of a creature. Post Learn
	Maths Link – Units of force			Maths Link – comparing and ordering planet sizes		
	English Link - NON FICTION LINK – BIOGRAPHY -Write a biography about Sir Issac Newton			English Link - NON FICTION – PERSUASION - Persuasion letter to IAU to reinstate Pluto as a primary planet.	English Link - NON FICTION WRITING (Scientific enquiry link) – Write an explanation which compares the gestation of another mammal to a human.	English Link - NON FICTION - NON CHRON REPORT about Dame Jane Goodall and her work with wild chimpanzees
			Maths Link – Drawing and interpreting tables and drawing graphs.			ENP – Point of View: Be compassionate to the needs to nature, demonstrating empathy for living things.
Computing (Teach Computing)	Online Safety Identify a spam email Explain what to do with spam email	Online Safety Understand why they should cite a source	Online Safety Explain the rules for creating a strong password Create a strong password using a set of rules	Online Safety Know that not everything they see online is true	Online Safety Explain how to stay safe online	Online Safety Identify unsafe online behaviour
	Strategic Searching Online Find out information on the Internet using search engines Use a search engine effectively by refining the search term Know how to use Boolean operators to refine a search Identify what makes a website reliable and trustworthy Understand how search engines work Understand and explain what page ranking is Use SEO to improve a web page	Coding with Scratch: Developing Games Design and program a maze game Design and program the next level for a maze game Add a final level, further enhancing the code in a Maze Game. To add sound effects with a purpose Design and program a game within Scratch using Boolean operators Program costume changes for a sprite in a game. To add effects that enhance a game Add a point-scoring system to a game Add backdrop changes to a game	Flow Charts Draw and interpret a flowchart with the correct symbols Create and edit a flowchart to control a simulated device Control multiple outputs at the same time Use a decision symbol based on the status of an input Create a flowchart program containing a subroutine Design, write and a flowchart program for a given task	Microbits Understand the micro:bit is a tiny computer which needs instructions in code to make it work. Understand that sets of instructions for computers in a sequence are also called algorithms or programs Use the Make Code editor to create instructions in a code that the micro: bit can understand and then transfer them to the micro: bit	Design Using Canva Draw 3D shapes Add detail to 3D drawings Add and manipulate 3D models Create a complex 3D models Create a 3D model with own design	Online Safety Use search engines safely and effectively to research ideas Create guides on how to stay safe online. Use previous learning to embed guides for themselves and others for staying safe when talking to other people, sharing data, how to be respectful and how to report an issue online.

Year 5 Long Term Planning 2026/2027

Spanish (Language Angels)	Revise Phonetics * Animals Recap vocabulary for animals from Year 3. Introduction of new animals and pets vocabulary. Use of “Tengo...” (“I have...”) plus a pet and the connective “y” (“and”) Learn how to use the negative structure “no tengo...” Link new language together and use the connective “pero” (“but”) Learn the vocabulary for other animals that you might find at places other than the home.	Nursery rhyme Actively participate in two traditional nursery rhymes / songs in Spanish. Start to understand and decode more of the spoken/sung Spanish we hear. Memorising the lyrics for one nursery rhyme, song or film Cultural lesson on Christmas in Spain	Talking about the weather Learn the vocabulary for the different weather types. ¿Qué tiempo hace hoy? (‘what is the weather like today?’) Interpreting a weather map and creating your own. Role play: weather forecast Revisit free time here. Learn structures with “when” When it is hot.. I do... (cuando hace calor juego al fútbol, cuando hace frío veo la televisión,...)	Clothes Learning nouns and articles for items of clothing. Recapping colours and adjectival agreement Consolidate all the vocabulary for clothing. Introducing present tense AR verbs using “llevar” (to wear). Revisit weather and the use of “cuando”. E.g. When it’s cold I wear a coat - <i>Cuando hace frío llevo un abrigo.</i>	Spanish Festivals and Culture La Tomatina (Tomato throwing festival) San Fermin (Bull Run) Learning about what happens at each festival and being able to talk about it.	Sports (Revisit sports from Year 3 and consolidate giving opinions) Introduce the vocabulary for sports. Learn how to decode and breakdown language by looking out for cognates (words that are similar in Spanish and English). Introduce ten Spanish nouns (and their article) for sports. Creating longer sentences, giving opinions about which sports you like and don’t like to practice, using opinion phrases + infinitives (<i>me gusta jugar / practicar... no me gusta jugar/practicar...</i>)
Music (Charanga)	<u>Livin’ On A Prayer</u> This term in Music, Year 5 will explore the classic rock song <i>Livin’ On A Prayer</i> through listening, singing, playing, improvising and composing. Children will learn to sing the song confidently, play simple instrumental parts using notes G, A and B, and create their own short musical ideas. They will also listen to a range of well-known rock songs to develop their understanding of style, rhythm and pitch. The unit builds teamwork, creativity and performance skills, leading to a final class performance where pupils can share what they have learned.	<u>Melody and Harmony in Music</u> In this unit, students explore melody and harmony by listening, singing, and playing instruments. They learn how melodies are created and how harmonies support them, while developing skills in improvisation and composition using a range of notes. Lessons include opportunities to perform, reflect on the social question “<i>How does music bring us together?</i>”, and engage with both voices and instruments, helping children deepen their musical understanding and enjoyment.	<u>Classroom Jazz 1</u> This term in Music, Year 5 will explore jazz through two pieces: <i>Three Note Bossa</i> and <i>The Five Note Swing</i>. Children will listen to and discuss jazz music, learn to play simple instrumental patterns, and develop their confidence improvising using a small set of notes. The unit encourages creativity, teamwork and musical expression, leading to a final performance where pupils can share their jazz skills and growing musical understanding.	<u>Enjoying Musical Styles</u> In this unit, students explore different musical styles and learn about texture, which is the combination of voices and instruments that create layers of sound. Through listening, singing, playing, improvising, and composing with a range of notes, children discover how musical textures vary across styles. Lessons include opportunities to perform and reflect on the social question “<i>How does music teach us about our community?</i>”, helping students develop both musical skills and an understanding of how music connects people.	<u>Fresh Prince of Bel Air</u> This term in Music, Year 5 will explore old-school hip hop through the song <i>The Fresh Prince of Bel-Air</i>. Children will listen to a range of iconic hip-hop tracks, learn to rap sections of the song, and play simple instrumental patterns using notes D, E and F. They will also develop improvisation and composition skills, creating their own short musical ideas to perform within the track. The unit builds confidence, rhythm, teamwork and creativity, leading to a fun final performance where pupils can showcase their hip-hop learning.	<u>Sing and Play in Different Styles</u> In this unit, students explore singing and playing in different musical styles and learn about tempo, the speed of the beat, as they perform pieces from around the world. Through listening, singing, playing, improvising, and composing with a range of notes, children experience how tempo and style shape music. Lessons include performance opportunities and reflection on the social question “<i>How does music connect us with our past?</i>”, helping students develop musical skills while understanding the cultural and historical significance of music.

Year 5 Long Term Planning 2026/2027

Art/DT	Structures: <u>Bridges</u> -Identify stronger and weaker shapes. -Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. Identify beam, arch and truss bridges and describe their differences. -Use triangles to create simple truss bridges that support a load (weight). -Cut beams to the correct size, using a cutting mat. Smooth down any rough cut edges with sandpaper. -Follow each stage of the truss bridge creation as instructed by their teacher. -Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. -Identify some areas for improvement, reinforcing their bridges as necessary.	Drawing: <u>I need space</u> -Understand and explain what retrofuturism is. -Participate in discussions and offer ideas. -Evaluate images using simple responses, sometimes using formal elements to extend ideas. -Provide plausible suggestions for how a piece was created. -Comfortably use different stimuli to draw from. -Use past knowledge and experience to explore a range of drawing processes. -Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. -Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. -Generate a clear composition idea for a final piece that shows how it will be drawn. -Apply confident skills to make an effective collagraph print. Independently select tools and drawing techniques, with some guidance. -Demonstrate growing independence, discussing ways to improve work.	Mechanisms: <u>Pop up book</u> -Produce a suitable plan for each page of their book. -Produce the structure of the book. -Assemble the components necessary for all their structures/mechanisms. -Hide the mechanical elements with more layers using spacers where needed. -Use a range of mechanisms and structures to illustrate their story and make it interactive for the users. -Use appropriate materials and captions to illustrate the story.	Painting & Mixed Media: <u>Portraits</u> -Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. -Try a variety of materials and compositions for the backgrounds of their drawings. -Communicate to their partner what kind of photo portrait they want. -Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. -Create a successful print. -Use some Art vocabulary to talk about and compare portraits. -Identify key facts using a website as a reference. -Explain their opinion of an artwork. -Experiment with materials and techniques when adapting their photo portraits. -Create a self-portrait that aims to represent something about them. -Show they have considered the effect created by their choice of materials and composition in their final piece.	Food & Nutrition: <u>Developing a recipe</u> -Describe the process of beef production. -Research a traditional recipe and make changes to it. -Add nutritional value to a recipe by selecting ingredients. -Prepare and cook a version of bolognese sauce.	Craft & Design: <u>Architecture</u> -Use basic shapes to place key features and form the composition, measuring to work out proportions. -Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. -Follow steps to create a print with clear lines, with some smudging. -Purposefully evaluate their work, demonstrating what went well and what could be improved. -Create a building design based on a theme or set purpose. -Draw a plan view or front elevation of their building, annotating the key features. -Discuss Hundertwasser's work and recognise his style. -Create a factual presentation about Hundertwasser in a visually pleasing way. -Show understanding of what a monument is for by designing a monument that symbolises a person or event. -Describe their monument and explain their choices. -Give constructive feedback to others about their monument designs.
	No Outsiders Lesson Outcome: to consider consequences. Kenny lives with Erica and Martina by Ollie Pike	No Outsiders Lesson Outcome: to justify my actions. Rose Blanche by Ian Mcewan & Roberto Innocento	No Outsiders Lesson Outcome: to consider responses to racist behaviour. Mixed by Arree Chung	No Outsiders Lesson Outcome: to recognise when someone needs help. How to heal a broken wing by Bob Graham	No Outsiders Lesson Outcome: to explore friendship. The girls by Lauren Lee & jenny Lovlie	No Outsiders Lesson Outcome: to exchange dialogue and express opinion. And Tango makes three by Justin Richardson and Peter Parnell
PSHE	Introductory lesson setting rules for PSHE & RSE. <u>My Healthy self: How can I support my mind and body grow?</u> - Identify nutrients on traffic light food labels. - Compare traffic light food labels to make a healthier choice. - Describe how active they are now and why adults stay active. - Identify light, moderate and vigorous activity. - Explain how physical activity supports the body and mind. - Name a range of more complex feelings. - Describe signs of more complex feelings in the body. - Suggest helpful ways to respond to strong and complex feelings. - Describe ways to look after mental health. - Recognise signs that someone might need support with their mental health. - Name trusted adults and professionals who can help with mental health and explain what they do	Connecting with others: Why are healthy relationships important? - Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests. - Link aspects of identity to their own behaviour or choices. - Describe what commitment means and give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships. - Describe ways their own and others' families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help. - Describe why healthy friendships matter for wellbeing. - Suggest practical ways to start, maintain and repair friendships and recommend positive ways to handle friendship challenges. - Select and apply appropriate self-regulation techniques to stay calm and in control during disagreements. - Understand what it means to be assertive and the importance of balancing your own needs and wants	The online world: How am I influenced by what I see online? - Understand that much online content is designed to influence people. - Identify how online content can influence people (such as through adverts, videos, trends and opinions (presented as fact). - Explain that influence can affect what people buy, watch or believe and is not always obvious. - Recognise the difference between fact and opinion. - Explain that some people try to influence or mislead people on purpose, for example, to get money, attention or reactions. - Evaluate online content and assess whether it is reliable and true. - Report content to an adult or online if you think it is deliberately misleading (or makes them feel uncomfortable).	Citizenship: How can we make a difference in our communities and beyond? - Give examples of people who have contributed to their community. - Identify issues they care about. - Describe how community groups can help make a difference. - Describe how the UK government is made up of elected people. - Name different parts of the UK government and what they do. - Recognise that taxes help fund government and local spending. - Understand the role of local councillors. - Role-play a local council surgery. - Explain how pressure groups try to persuade the public or the government to make changes. - Describe ways they can influence what happens in Parliament.	Growing up: How can I manage the changes to my body and emotions as I grow up? - Explain what puberty is and why it happens. - Describe the physical changes that occur during puberty, using correct scientific vocabulary. - Explain how puberty changes affect hygiene and how good personal care supports health and cleanliness. - Describe the range of emotions that may be experienced during puberty and explain why these can change over time. - Identify trusted adults and people they can talk to for support or advice. - Describe what a period is, why it happens and how it can be managed, including naming different products. - Explain how unkind behaviour or comments about physical and emotional changes can affect others and suggest ways to show kindness and respect. - Describe what personal boundaries are, explain why they are important, recognise when they may be crossed and suggest kind and assertive responses.	Citizenship: how can we be in control of our money? - Distinguish between needs and wants when making spending decisions. - Identify different sources of income and types of expenditure. - Allocate money within a weekly budget while prioritising needs. - Explain how a loan works. - Evaluate whether taking out a loan is sensible, including the consequences of late repayment. - Identify situations where money may be at risk online or offline. - Recommend suitable strategies for keeping money safe. - Assess the possible risks and consequences of different forms of gambling.

Year 5 Long Term Planning 2026/2027

		against being polite and respectful.				
RE (Lancashire)	<u>Christianity God</u> Why is it sometimes difficult to do the right thing? Sin Adam & Eve’s disobedience Temptation and morality	<u>Islam</u> Why is the Qur’an so important to Muslims? The Qur’an The Night of Power	<u>Hindu dharma</u> What might Hindu’s learn from stories about Krishna? Krishna Holi	<u>Christianity Jesus</u> What do we mean by a miracle? Miracles of Jesus Pilgrimage	<u>Christianity Church</u> How do people decide what to believe? The Trinity Use of symbols and metaphors The Worldwide Church	<u>Judaism</u> Do people need laws to guide them? The Torah The Synagogue English Link - Non-chronological report-what guidance do religious texts offer for how to live your lives TRIP: ALLERTON SYNAGOGUE
PE (EdStart)	<u>Swimming (For anyone not able to yet complete their 25 meters)</u> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively (e.g. front crawl, back stroke and breaststroke) Performs safe self-rescue in different water- based situations. <u>Dodgeball (Competing)</u> Throw the ball in a variety of directions with a degree of accuracy Consistently dodge the ball in a variety of ways Consistently catch a ball during a game Know how to block and protect in a game Catch the ball in the ready position during the game React quickly and dodge a ball thrown at them Listen to others and work well within a team Evaluate and recognize success to help improve theirs and others performances <u>Football (Competing)</u> Dribble the ball with their feet, keeping it under control against a defender Change direction with the ball whilst moving against a defender Turn/move away from the pressure with the ball under control Perform different turns with the ball in all directions and understand where to use them Understand the ABCs of shooting (Angle, Balance, Contact) Play small games following the rules provided Put into practice the techniques shown	<u>Swimming (For anyone not able to yet complete their 25 meters)</u> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively (e.g. front crawl, back stroke and breaststroke) Performs safe self-rescue in different water- based situations <u>Fitness (Competing)</u> Perform and combine different types of movements with control and fluency Talk about the effects of exercise, before and after taking part Combine skills within an activity and move between them with control and fluency Explain how skills are used within an activity and identify which activities require more than one skill Assist their peers to complete exercises and record scores correctly Evaluate their performance and talk about how they can improve their scores Explain how they have used feedback from a partner to improve their performance Talk about their improvements in their performance and give reasons why <u>Movement to music - Haka (Competing)</u> Perform movements with precision, power, and clear body control. Lead and follow Haka commands confidently within a group. Use unison and canon effectively to enhance group performance. Maintain timing, rhythm, and focus during more complex sequences. Transition smoothly between formations to	<u>Basketball (Competing)</u> Develop a broader range of techniques and skills for attacking and defending Pass, dribble and shoot with control in games Identify and use tactics to help the team keep the ball and advance it Mark opponents and help each other in defence Apply basic principles of team play to keep possession of the ball Play effectively as part of a team Pick out parts of a performance that could be improved and suggest ideas and practices to make them better <u>Gymnastics (Competing)</u> Develop core gymnastics skills of balances, rolls, and jumps. Learn to use apparatus safely and confidently. Begin to link skills using simple transitions. Create short sequences that show variety and control. Perform routines to others with confidence. Reflect on their own and others’ performances, suggesting improvements	<u>Hockey (Competing)</u> Start to develop a broader range of techniques and skills for attacking and defending Pass, dribble and shoot with control in games Identify and use tactics to help the team keep the ball and advance it Understand the basic rules of hockey Mark opponents and help each other in defence Apply basic principles of team play to keep possession of the ball Play effectively as part of a team Pick out parts of performance that could be improved and suggest ideas and practices to make them better <u>Netball (Competing)</u> Develop a broader range of techniques and skills for attacking and defending Pass and receive under control in games Identify and use tactics to help the team keep the ball and advance it Mark opponents and help each other in defence Apply basic principles of team play to keep possession of the ball Play effectively as part of a team Understand each positions roles and responsibilities	<u>Athletics (Sports Day Practise - Competing)</u> Understand and can explain different track and field events Start to show developed running, throwing and jumping skills Start to show a developed running technique for sprinting, showing good coordination and control Accurately throw a variety of athletic equipment for distance Use the upper body to gain distance on the jump Understand and identify when a technique has not been performed effectively Demonstrate stamina to maintain a sustained run	<u>Rounders/lacrosse (Competing)</u> Use a range of fielding skills with growing control and consistency Strike a bowled ball Use a range of skills, e.g. throwing, striking and fielding with some control and accuracy Intercept and stop the ball with consistency and be able to catch the ball Judge how far they can run to score points Field with increased accuracy Throw over arm with accuracy and for a good distance Direct the ball away from fielders using different angles and speeds Start to develop a broader range of techniques and skills for attacking and defending Pass, dribble and shoot with control in games Identify and use tactics to help the team keep the ball and advance it Know how to hold a lacrosse stick and be able to cradle the ball Understand the basic rules of lacrosse Mark opponents and help each other in defence Apply basic principles of team play to keep possession of the ball Play effectively as part of a team Pick out parts of performance that could be improved and suggest ideas and practices to make them better <u>Cricket (Competing)</u> Understand the correct stance when batting Hit the ball on both sides of their body and direct away from fielders Understand the 'long barrier' technique when fielding a low driven ball Field with increased accuracy and know where they need to throw the ball

Year 5 Long Term Planning 2026/2027

		create visual impact. Contribute ideas and take shared responsibility during choreography. Use strong expression and intent to communicate meaning in performance. Perform a polished Haka routine that demonstrates accuracy, teamwork, and discipline.				back to at the wicket Decide what shot to play when the ball is bowled Know when they can go for the big shots when the ball is delivered slower Understand the scoring system, and how players can be played 'out'
--	--	--	--	--	--	---