



Long Term Plan 2024 / 2025

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visits/ Visitors	Local Area Visit – Writing Foci Windrush Workshop (in school) Pantomime NSPCC talk		Duxford (Imperial War Museum) Music Experience Day Road Safety		Maya Experience Day Essex Food and Farming Festival – Writtle College	
	Further Visits / Experiences to be organised ad hoc throughout the year.					
English	Revision Unit Basic Grammar and Sentence Construction. Short Narrative building character and setting. Basic Comprehension Skills.	Comprehension Skills. Stories by significant children's authors British Values <i>an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; The impact of crime on victims and perpetrators. Personal Safety – Stranger danger: narrative vs real life.</i> SMSC <i>enable students to distinguish right from wrong and to respect the civil and criminal law of England; The impact of crime on victims and perpetrators.</i>	Comprehension Skills. Stories from Other Cultures SMSC <i>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures – Philippines Ancient China; their values, legends and the changes to</i>	Comprehension Skills. Older Literature British Values / PSHE <i>an understanding of the importance of identifying and combatting discrimination. Safety of belief / belief in my own identity. When beliefs can be dangerous.</i> Persuasive Writing SMSC <i>enable students</i>	Comprehension Skills. Classic Narrative poetry Film Narrative SMSC <i>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures – Literacy Shed – film cultures.</i> British Values / PSHE <i>Practical Safety – real world vs danger in films</i> Instructions SMSC <i>enable students to develop their self-knowledge, self-esteem and self-confidence – talk for purpose. Asserting viewpoint and leading appropriately.</i>	Comprehension Skills. Journalism British Values - <i>individual liberty / democracy /the rule of law. – Is freedom of speech always a good thing? (P4C link)</i> Dramatic Conventions SMSC <i>enable students to develop their self-knowledge, self-esteem and self-confidence – talk for purpose. Assuming a role on stage. Mental well-being / self-esteem / confidence in front of crowds.</i> British Values - <i>individual liberty / democracy – viewpoint change. How to deal with opposing views appropriately.</i> Narrative Transition unit SMSC <i>encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute</i>



Long Term Plan 2024 / 2025

Year 5

		<p>Non-chronological reports</p> <p>British Values - individual liberty / democracy / the rule of law – how accurate reporting helps us make informed decisions. How we find out about events.</p> <p>Christmas- writing for meaning</p> <p>British Values / PSHE - an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, Investigation into whether Christmas is relevant for all cultures. How we in Britain integrate at this time of year. The spirit of Christmas. Different beliefs – do we still celebrate? How do we show our strength of convictions?</p>	<p>modern society.</p> <p>British Values - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. How modern beliefs change here and abroad. Quest stories – resilience / self-esteem / confidence – overcoming obstacles.</p> <p>Choral and Performance SMSC</p> <p>enable students to develop their self-knowledge, self-esteem and self-confidence – Creation and performance of verses linked to their own lives.</p>	<p>to develop their self-knowledge, self-esteem and self-confidence – talk for purpose.</p> <p>British Values / PSHE</p> <p>- individual liberty / democracy – viewpoint change. How to deal with opposing views appropriately. 'Fake News' – quality of source</p>	<p>British Values / PSHE</p> <p>Staying safe – safety instructions</p>	<p>positively to the lives of those living and working in the locality of the school and to society more widely; - Narratives based on issues that affect us; studies of different responses to adversity. encourage respect for other people – why actions and viewpoints differ in older narrative.</p>
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Long Term Plan 2024 / 2025

Year 5

			<p>British Values / PSHE <i>Mental well-being / self-esteem / confidence in front of crowds</i></p> <p>Recounts <i>British Values - individual liberty / democracy / the rule of law – how accurate reporting helps us make informed decisions. How we find out about events.</i></p>			
<p>Maths</p> <p><i>All Reasoning activities are cross-cultural and use real world examples that reflect modern British society.</i></p>	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p>	<p>Number: Multiplication and Division</p> <p>Statistics British Values <i>an understanding of how citizens can influence decision-making through the democratic process; - surveys and voting on class issues, accurate reporting of data.</i></p>	<p>Number: Fractions</p> <p>Number: Decimals</p>	<p>Number: Decimals</p> <p>Number: Percentages</p>	<p>Geometry: Angles</p> <p>Geometry: Shapes</p> <p>Geometry: Position and Direction</p>	<p>Measurement: Converting Units Number: Prime Numbers</p> <p>Perimeter and Area Measures and Volume</p>



Long Term Plan 2024 / 2025

Year 5

		'Fake news'. Accurate reporting. Character and beliefs.				
Science	Earth and Space Forces British Values / SMSC <i>Case studies highlighting the roles of all scientists, including British discoveries, and the amazing contribution of all scientists regardless of gender or race. Character and strength of beliefs. Strength of convictions.</i>	Properties and Changes of Materials British Values / SMSC <i>Case studies highlighting the roles of all scientists, including British discoveries, and the amazing contribution of all scientists regardless of gender or race. Character and strength of beliefs. Strength of convictions.</i>	Plant and Animal Life cycles British Values / SMSC <i>Case studies highlighting the roles of all scientists, including British discoveries, and the amazing contribution of all scientists regardless of gender or race. Character and strength of beliefs. Strength of convictions.</i>			
History	WWII – Home and Abroad British Values <i>an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination. – Why Britain had to go to war. The effects of the Nazi regime. Link to Radicalisation – could it happen here?</i>	WWII – Home and Abroad British Values <i>an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination. – Why Britain had to go to war. The effects of the Nazi regime. Link to Radicalisation – could it happen here?</i>	The Maya Civilisation SMSC <i>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures – how the Mayan invasion links to invasions of the UK from history. How would Burnham deal with an invasion?</i>			
Geography	Extreme Earth – Natural Disasters SMSC <i>further tolerance and harmony between</i>	Case Studies – North / South American Cities SMSC	Record Breakers – Tallest, Deepest, Widest SMSC <i>further tolerance and harmony between different cultural traditions by enabling</i>			



Long Term Plan 2024 / 2025

Year 5

	<i>different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures – How other cultures deal with disaster. How would we?</i>	<i>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures – How other cultures deal with disaster. How would we?</i>	<i>students to acquire an appreciation of and respect for their own and other cultures – How other cultures deal with disaster. How would we?</i>
Art	Artist Study – Jave Yoshimoto This topic will involve children observing and learning from an artist who paints extreme weather paintings. They will learn how different art changes their mood and how the artist uses different styles to create an emotion. British Values. <i>Ability to compare and contrast British styles with previous art from Japan / the Maya.</i> How has societal difference influenced this?	Painting – World Wars and Famous Artists. Children learn how war had an impact on art. Through the use of various brush stroke styles children will create a version of a World War Two propaganda poster. They will carry out research on war time posters and compare these to art before the war started.	Maya Art – Mask Making Children will look at Art from another culture and how this impacts of the textures, styles and colours they use. They will learn to appreciate how cultures express themselves through art and how sculptures are used. They will look closely at the style of sculptures and then use these to create their own sculpture.
DT Practical safety awareness ensures our children know how to handle and	Electrical systems Harry Potter Wand Understand and know how to use more complex mechanical and electrical systems	Food and Nutrition Cooking Understand seasonality and know where ingredients. Select appropriate ingredients and use a wide range of techniques to combine them. Understand the main food groups and the different nutrients.	Textiles Heraldry / Personal Flag Use their research into existing products and market res4earch to inform the design of their own product.



Long Term Plan 2024 / 2025

Year 5

respect tools and equipment.			
<p>Computing</p> <p>E-safety awareness ensures our children make safe choices</p> <p>ICT will be planned for in all areas of the curriculum</p>	<p>Computing Systems and Networks – Systems and Searching</p> <p>Programming – Selection in Quizzes</p>	<p>Programming – Selection in Physical Computing</p> <p>Data and Information – Flat File Databases</p>	<p>Creating Media – Introduction to Vector Graphics</p> <p>Creating Media – Video Production</p>
PE	See P.E Overview		
RE		Is believing in God reasonable	How has belief in Christianity & Islam impacted on music and art through history
RHSE, Philosophy &	<p><u>Health and Wellbeing.</u></p> <p>What</p>	<p><u>Living in the wider world.</u></p>	<p><u>Health and Wellbeing.</u></p> <p>How can friends</p>
			<p>What difference does the resurrection make to Christians</p> <p>How do Hindus make sense of the world</p> <p>Why should we be good - What do the great philosophers teach about the meaning of life</p>
	<p><u>Health and Wellbeing</u></p> <p>How can drugs common to</p>	<p><u>Relationships</u></p> <p>What jobs would we like when we are</p>	



Long Term Plan 2024 / 2025 Year 5

<p>Mental Health</p> <p>*Including - Challenging gender norms and stereotypes - transgender. Relationships and different families - homosexuality</p> <p><i>All SMSC teaching discussions linked to a SMSC objective. All P4C teaching to create fair, discussion with acceptance of other cultures.</i></p>	<p>Makes up our identity?</p> <p>British Values - individual liberty / democracy / the rule of law. Mental wellbeing / character / risk P4C – rolling scheme Mental health curriculum</p> <p>Mental Health Worry / anxiety and anger</p> <p>Wilma Jean The Worry Machine</p> <p>Medway relationships and sex education <u>Year 4/5</u> <u>Lesson 3</u></p>	<p>What decisions can people make with money?</p> <p>British Values - individual liberty Mental wellbeing / character / risk P4C – rolling scheme Mental health curriculum</p> <p>Mental Health Emotions and feeling Text –Shine</p>	<p>How can we help in an accident or and emergency?</p> <p>British Values - individual liberty Mental wellbeing / character / risk</p> <p>P4C – rolling scheme Mental Health Empathy and Kindness Text - King of the sky</p>	<p>communicate safely?</p> <p>British Values - individual liberty Mental wellbeing / character / risk</p> <p>Mental Health Self-esteem and Self-belief. Can you see me? P4C – rolling scheme</p> <p>Medway relationships and sex education <u>Year 4/5</u> <u>Lesson 4</u> Emotions and feelings</p>	<p>everyday life affect wellbeing?</p> <p>British Values - individual liberty / democracy. mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Mental wellbeing / character / risk</p> <p>P4C – Rolling scheme</p> <p>Mental Health Differences and diversity Text - Leaf</p>	<p>older?</p> <p><i>British Values - individual liberty / democracy. mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Children will have the ability to accept those from different backgrounds. Mental wellbeing / character / risk.</i></p> <p>P4C – rolling scheme</p> <p>Mental Health Bravery, Courage, fear Text - What Not To Do If You Turn Invisible or The Dark</p> <p>tbc</p>
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Long Term Plan 2024 / 2025
Year 5

	<i>Personal Hygiene</i>		<div>Mental health curriculum</div> <div>Empathy and kindness</div> <div>King of the Sky</div>	<div>Mental health curriculum</div> <div>Differences and diversity</div> <div>Leaf</div>		<div>Mental health curriculum</div> <div>Bravery/courage/fear</div>
				<div>Mental health curriculum</div>		



Long Term Plan 2024 / 2025

Year 5

				Self esteem/self belief		
MFL Progression of the four skills in Listening, Speaking, Reading and Writing and Learning Language Strategies and Knowledge about Language	Describing pets: revision of masculine and feminine nouns, plurals and adjectival agreement with colours and words describing size and personality. Recap of third person. ¿Dónde vives? Vivo en + town Vivo en + una casa/un piso Focus on a Spanish city. La Vuelta a España.	My town – Mi ciudad. Ser/estar/hay Places in a town and what there is to do there. Finding your way around town – directions (left, right, straight ahead). A Spanish Christmas and New Year.	Classroom objects. Revision of tener = to have. My school – mi colegio. Rooms in the school. Education in Spain – comparison with partner school in Seville (Colegio Los Rosales).	El alfabeto. Telling the time ¿Qué hora es? Revision of weather and months of the year and introduction to the seasons. Numbers 40 – 200 La Feria de abril.	School subjects and sports – likes and dislikes. Me gusta/no me gusta/me gustan/no me gustan (+ infinitive) Opinions. Jugar and hacer. Profile of Spanish-speaking sports star.	Food and drink – likes and dislikes. Traditional Spanish dishes (tapas, paella, etc.) Role play in a Spanish café. Saying what you are going to do in the summer holidays – voy a + infinitive.



Long Term Plan 2024 / 2025

Year 5

<p>Music</p>	<p>ELEMENTS OF MUSIC <i>Pitch, Rhythm, Tempo, Dynamics, Duration, Timbre</i> <i>The elements of music demonstrated and developed via individual and group work; a variety of compositions from a set brief</i></p> <p>THE ART OF SINGING <i>Vocal techniques, breathing, learning a variety of traditional songs for occasions</i></p> <p>DEVELOPMENT OF CLASSICAL MUSIC & FAMOUS COMPOSERS <i>How Western classical music has developed from 1600 to the modern day; an examination of key influential works</i></p>	<p>MUSIC FOR MOODS <i>Cartoons, Film Music, Adverts</i> <i>How music can influence mood and perception of images and the techniques involved</i></p> <p>THE HISTORY OF POP MUSIC <i>The Blues, Rock & Roll, Disco, R&B, Hip Hop</i> <i>How styles developed with the addition of new instruments and technology and cultural changes with a look at specific bands and artists</i></p>	<p>MUSIC FROM AROUND THE WORLD <i>The Development of Folk Music</i> <i>Gamelan music of the Far East, Music of India</i> <i>A study of key non-Western instruments</i> <i>How music differs in other parts of the world</i></p> <p><i>A look at scales from around the world and how they differ from Western music</i></p> <p>RE-EXAMINATION OF THE ORCHESTRA <i>A more advanced look at the orchestral palette and how instrumentation can colour a piece</i></p> <p>CONTINUED VOCAL DEVELOPMENT <i>Including some part singing, harmonies and more complex styles</i></p>
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