

## Year 5 Long Term Map

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5- topic title	Explorers  Geography led	Victorians  History led	Magic  English led	Earth and Space  Science led	WW2  History led	Coast to Coast  Geography led
Hook	Visit from an explorer who will give us clues as to where he has explored.	Victorian Day	Day at Hogwarts	Trip to INTECH	Build an air raid shelter	Day at the beach trip (message in a bottle)
Outcome	Create a library of our Antarctic Survival Guides to share with Year 6	Victorian museum- invite parents in	"Fantastic Beasts and where to find them" mini book	Art Exhibition for David A. Hardy Art.	Evacuee day	Each class study a different section of coast
PSHE		<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
		I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty
Learning Values	Resilience Initiative Collaboration	Resilience Initiative Respect	Resilience Respect Tolerance	Respect Tolerance Resilience	Resilience Collaboration Tolerance	Collaboration Respect Initiative
Outdoor Learning	Visit from an Explorer. Test out their own survival kits.	Walk around local area to study the architecture of Victorian houses.	Learning about and playing Quidditch.	Studying the movement/appearance of the moon throughout the day.	Building an air raid shelter/utilising the school in an 'underground bunker'	Trip to Southsea beach, comparing the terrain to that of our school.
Contexts/ Life Skills	Publishing a survival guide	Experiencing Victorian Day and reflecting between then and now.	Organising their work across the curriculum	Understanding and studying how the sun and moon affect life.	Being part of celebrations for WWII 75-year	Case study into the tourism of Southsea beach

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			for a museum independently.		celebration and realising the importance of this.	
English (Writing Outcomes)	<p><b>Main Text:</b> Into the Wild  <b>English Book Hook:</b> Alex the explorer visiting with his dog, Teddy.  <b>Outcome:</b> Setting description about Alaskan setting.</p> <p><b>Main Text :</b> Survivors/Into the Wild  <b>English Book Hook:</b> Alex the Explorer visiting from being at Antarctica  <b>Outcome:</b> Diary entries from viewpoint of Alex (Chris McCandless from Into The Wild)</p> <p><b>Main Text:</b> Ice Trap (Shackleton )  <b>English Book Hook:</b> Diary from Shackleton being marooned in Antarctica.  <b>Outcome:</b> Create a survival guide to survive in Antarctic conditions.</p>	<p><b>Main Text:</b> Street Child  <b>English Book Hook:</b> Victorian Day  <b>Outcome:</b> To write Chapter 6 of Street Child based on what we have already read.</p> <p><b>Main Text:</b> Street Child  <b>English Book Hook:</b> Mr Sissons’ advert persuading us to attend his workhouse.  <b>Outcome:</b> To write a pamphlet on the workhouse persuading children to come and stay.</p> <p><b>Main Text:</b> Oliver!  <b>English Book Hook:</b> Drama on opening scene from Oliver.  <b>Outcome:</b> Descriptive narrative on the workhouse scene from Oliver.</p>	<p><b>Main Text:</b> Fantastic Beasts and where to find them.  <b>English Book Hook:</b> Watch part of Fantastic Beasts when Newt goes into his suitcase to see all of the mythical creatures.  <b>Outcome:</b> Non-chronological report about a created mythical creature</p> <p><b>Main Text:</b> Fantastic Beasts  <b>English Book Hook:</b> Newt ‘speakpic’ informing class that he needs to discover new beasts in a new ‘land’.  <b>Outcome:</b> Written and published portal story to be showcased as part of magical museum to parents.</p>	<p><b>Main Text:</b> WAGOLL involved parenthesis, commas, subordinate clauses, sentence types.  <b>English Book Hook:</b> Exploring texts (WAGOLL)  <b>Outcome:</b> Mini-write applying skills from week to be shared between classes in year group to compare.</p> <p><b>Main Text:</b> Pandora  <b>English Book Hook:</b> Pandora literacy shed and context of environmental scientist exploring new planet – Pandora.  <b>Outcome:</b> Journal that is informative of new scientific discoveries.</p> <p><b>Main Text:</b> Look inside Space.  <b>English Book Hook:</b> Tim Peake ‘speakpic/ babblize’ asking for children to provide information about new planet in Space.  <b>Outcome:</b> Non-fiction page about their planet of choice (Arkona or Vorex).</p>	<p><b>Main Text:</b> Carrie’s War  <b>English Book Hook:</b> Evacuate Year 5  <b>Outcome:</b> Write a letter from the viewpoint of Carrie reflecting on evacuation.  <b>Skills to be taught:</b> Topic sentences to set tone for paragraph, perfect tenses, commas for clarity.</p> <p><b>Main Text:</b> Carrie’s War  <b>English Book Hook:</b> Persuasive letter arrives from Carrie, who has a huge problem – her friend does not want to be evacuated.  <b>Outcome:</b> Debate followed by persuasive letter either from the viewpoint of Carries or her friend.</p> <p><b>Main Text:</b> The Piano  <b>English Book Hook:</b> Watching the clip of ‘The Piano’ (lit shed) and discuss/P4C lesson evaluating ‘The Piano’.  <b>Outcome:</b> Publishing of their poem from the viewpoint of the pianist.</p>	<p><b>Main Text:</b> Flotsam  <b>English Book Hook:</b> ‘Treasure box’ with old camera arrives – whose is it?</p> <p><b>Skills to be taught:</b> Narrative with a clear structure, setting, characters and plot. Develop setting through effective description and use of techniques.</p> <p><b>Outcome:</b> Creative narrative based on Flotsam’s setting from viewpoint of camera.</p> <p><b>Main Text:</b> Our Blue Planet  <b>English Book Hook:</b> Message from David Attenborough regarding our oceans’ survivability.  <b>Outcome:</b> Letter to Stephen Morgan (MP) persuading him to do more to protect marine life and our coast.</p>

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Maths	<b>Number and Place Value</b> Decimals (See fractions) Multiplication and Division	<b>Addition and subtraction</b> Geometry – 2D and 3D shape Fractions	<b>Multiplication and division</b> Fractions Position and direction	Measures including Problem solving <b>Place Value – negative numbers and problems</b>	Geometry – angles Statistics <b>Fractions</b>	Revision and consolidation
Computing	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Be a good online citizen and friend. Articulate what constitutes good behaviour online. Find ‘report’ and ‘flag’ buttons in commonly used sites and name sources of help (childline, cybermentors etc) Discuss scenarios involving online risk.					
	Use advanced tools in word processing / publishing such as tabs, appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience.	Understand websites such as Wikipedia are made by users (link to E-Safety). Use strategies to check the reliability of information (cross check with another source such as books).	Scratch: Create and edit variables. Use conditional statements.	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Use sequence and broadcasting to create a digital story in Scratch.	Make use of more advanced features in presentations (animations, sounds, video, and hyperlinks to different pages).  Explore alternative to PowerPoint and assess effectiveness (eg. Prezi)
Science	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	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets  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  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	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			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
History		<b>A study of an aspect of British history that extends pupils’</b>			<b>A local history study (a study of WW2 that is significant in the locality)</b>	

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		<b>chronological knowledge beyond 1066</b>				
		<p>Know that not everyone in the past lived in the same way</p> <p>Understand there are different viewpoints and representations of events and to explain why this may be</p> <p>Explain reasons for actions and consequences</p> <p>Describe in detail key events, people and places</p> <p>Evaluate sources of information and begin to cross-reference to see if other sources agree and look at their usefulness</p> <p>Ask and answer questions about the past using a range of sources and evidence</p>			<p>Know that not everyone in the past lived in the same way</p> <p>Understand there are different viewpoints and representations of events and to explain why this may be</p> <p>Explain reasons for actions and consequences</p> <p>Describe in detail key events, people and places</p> <p>Evaluate sources of information and begin to cross-reference to see if other sources agree and look at their usefulness</p> <p>Ask and answer questions about the past using a range of sources and evidence</p>	
Geography	<p>locate the world's countries, using maps.</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America (currently Alaska).</p> <p>identify the position and significance of the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>describe and understand key aspects of: physical geography, including: climate zones, rivers and mountains.</p>					<p>LOCAL AREA STUDY – SOUTHSEA SEAFRONT</p> <p>European link – contrast with a European coast line - <b>Svalbard</b></p> <p>describe and understand human geography, including: types of settlement and land use, economic activity including trade links – focus on tourism/job opportunities and the impact on the community (e.g. Ferries, Southsea Pier, the hovercraft etc.)</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of</p>

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	human geography, including: types of settlement and land use, and the distribution of natural resources including energy and water 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 wider world					methods, including sketch maps, plans and graphs, and digital technologies.
RE	<p>Belonging</p> <p><b>Communicate</b> I am beginning to explain my own response to the human experience of the concepts explored.</p>	<p>Interpretation</p> <p><b>Apply</b> I am beginning to explain examples of how my responses to the concepts can be applied in my own life and the lives of others.</p>	<p>Stewardship</p> <p><b>Enquire</b> I am beginning to explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and I am beginning to describe some key concepts that are particular to the specific religions studied (C concepts).</p>	<p>Justice</p> <p><b>Contextualise</b> I am beginning to explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life people living a religious life in the religions studied.</p>	<p>Sacred places</p> <p><b>Evaluate</b> I am beginning to evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with others will begin to enable me to discern for myself and so begin to identify and describe in increasingly complex ways some of the issue raised.</p>	<p>Umma</p> <p>Choose any of the 5 objectives that may need additional assessment</p>
PE	<p>Dance – Haka/African dance: Perform dances using a range of movement patterns. compare their performances with previous ones and demonstrate improvement to achieve their personal best. Basketball:</p>	<p>Gymnastics: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Gymnastics: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to</p>	<p>Dance Perform dances using a range of movement patterns. compare their performances with previous ones and demonstrate improvement to achieve their personal best. OAA take part in outdoor and adventurous activity</p>	<p>Athletics develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Runders play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, runders and tennis]</p>	<p>Volleyball use running, jumping, throwing and catching in isolation and in combination. Tennis Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, runders and tennis], and apply basic</p>

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	use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Rugby: use running, jumping, throwing and catching in isolation and in combination. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	achieve their personal best. Netball: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	challenges both individually and within a team	tennis], and apply basic principles suitable for attacking and defending.	principles suitable for attacking and defending.
Music	<b>Our community</b> Understanding rhythm through singing and playing instruments <ul style="list-style-type: none"> <li>• Conducting rhythms of two and three</li> <li>• Developing accompaniments using ostinato and invented or improvised rhythms</li> </ul>	<b>Keeping healthy</b> Exploring beat at different tempi <ul style="list-style-type: none"> <li>• Developing rhythm skills through singing, playing and moving</li> <li>• Using steady beat and syncopated rhythms</li> <li>• Learning and creating accompaniments for a song</li> </ul>	Understanding music narrative <ul style="list-style-type: none"> <li>• Learning about the use of sound effects to movies</li> <li>• Identifying changes in tempo and their effects</li> <li>• Exploring and understanding phrase structure of a song melody</li> <li>• Exploring the effects of music on movies</li> <li>• Creating sounds for a movie, following a timesheet</li> </ul>	Relating sound sequences to images <ul style="list-style-type: none"> <li>• Listening to music, focusing on dynamics and texture</li> <li>• Learning about the sound of the whole tone scale</li> <li>• Listening to music and describing its effects and use of the musical dimensions</li> </ul>	<b>Celebrations</b> Singing a song in unison and three-part harmony <ul style="list-style-type: none"> <li>• Learning a melody and harmony part on instruments to accompany a song</li> <li>• Controlling short, loud sounds on a variety of instruments</li> </ul>	<b>Life Cycles</b> <ul style="list-style-type: none"> <li>• Singing in three parts</li> <li>• Accompanying a song with tuned and untuned instruments</li> <li>• Exploring extended vocal techniques</li> <li>• Developing a structure to combine sounds</li> <li>• Creating musical effects using contrasting pitch</li> </ul>
Art	Work in a sustained and independent way to create a detailed drawing. Draw from a range of sources (photos, observation)	Chalk silhouette pictures Victorian style clay tiles Develop a key element of their work: line, tone, pattern, texture.	Show experience in combining various methods to create end pieces.	Work in a sustained and independent way to create a detailed drawing. Draw from a range of sources (photos, observation)	DT	Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.

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	<p>Use different media and techniques for different purposes e.g oil pastels, water colours</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>Draw for a sustained period of time at an appropriate level. Use different media and techniques for different purposes</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Show experience in combining various methods to create end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p>	<p>Develop understanding of different ways of finishing work: glaze, paint, polish</p>	<p>Use different media and techniques for different purposes e.g oil pastels, water colours</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>		<p>Work in a sustained and independent way to create a detailed drawing. Draw from a range of sources (photos, observation)</p> <p>Develop a key element of their work: line, tone, pattern, texture. Draw for a sustained period of time at an appropriate level.</p>
DT			<ul style="list-style-type: none"> <li>• <i>Accurately</i> assemble, join and combine clay using a range of tools.</li> <li>• <i>accurately</i> apply a range of finishing techniques, including those from art and design</li> <li>• <i>use techniques that involve a number of steps</i></li> <li>• demonstrate resourcefulness when tackling practical problems</li> </ul>	<ul style="list-style-type: none"> <li>• Complete cycle of design, craft, evaluate for creation of planets.</li> <li>• Produce appropriate lists of tools, equipment and materials that they need</li> <li>• Effectively evaluate their design</li> <li>• Formulate step-by- step plans as a guide to making</li> </ul>		
French	All About Ourselves	Getting to Know You  When I grow up,	Family and Friends	That's Tasty	Time Travelling	

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	The body, what you look like, what you are doing, fashion, how you feel		Family tree, animals, French homes, what's in my house,	Thirsty, breakfast, sandwiches, eating, pizzas,	
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