The Federation of the Church Schools of Shalfleet and Freshwater and Yarmouth

Long Term Planning Year 5 2025 - 2026

	AUTUMN		SPRING		SUMMER	
Title/Duration	**Earth and Space – The Final Frontier**		**The Anglo Saxons and Viking Invaders!**		**USA – Land of the Free?**	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	• Strong Working Partnerships. • Promotes Independence and Curiosity. • Opportunities for memorable experiences		• High Quality Outcomes & Deep Learning. • Challenging, engaging and motivating • Coherent learning links and pathways		• Broad, Relevant and Balanced. • Valuing all children, learning is accessible to all.	
English (Focus Texts/Writing Opportunities)	**Kensuke's Kingdom** Diaries, letters, setting description **Scrooge** Classic narrative		**Viking Boy** Narrative writing Horrible Histories Vicious Vikings - hook to the book above. **The Lost Words** Poetry writing		**Wolves of Currumpaw** Balanced argument/ Debate **Unusual Creatures** Non-chronological reports	
Maths	**Place Value**		**Fractions A**		**Statistics**	

	Addition and Subtraction **Multiplication and Division A** **Multiplication and Division B**	**Fractions B** **Shape** **Area and Perimeter**	**Position and Direction** **Decimals** **Converting Units** **Negative numbers** **Volume**
Science	**Forces – 5 weeks** To be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To be able to identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To be able to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **Space – 5 weeks** To be able to describe the movement of the Moon relative to the Earth. To be able to describe the Sun, Earth and Moon as approximately spherical bodies. To be able to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Global warming – 1 week** What is global warming and what are the impacts on living things?	**Properties of Materials – 4 weeks** To be able to 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. I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To be able to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. To be able to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. **Animals including Humans – 5 weeks** To be able to describe the changes as humans develop to old age. **Life Cycles – 3 weeks** To be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	**Reproduction- 5 weeks** To be able to describe the life process of reproduction in some plants and animals. **Reversible and Irreversible Changes. – 4 weeks** To be able to demonstrate that dissolving, mixing and changes of state are reversible changes. To be able to explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Plastic Pollution – 1 week** What is plastic pollution and what impact does it have on the planet?
History	**<u>Chronological understanding</u>** -Order and place key historical events on a timeline for the Space race looking at the USA and Russia. Be able to understand	**<u>Viking Settlement and Anglo-Saxon England</u>** Britain's settlement by Anglo-Saxons and Scots.	**<u>Chronological understanding</u>** Order and place key historical events on a timeline showing the discovery of the USA as well as its journey to Independence. Be able to understand and describe how and why these events occurred.

	and describe how and why these events occurred.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. **Historical Interpretation** Find and analyse a wide range of evidence about the past; Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Begin to evaluate the usefulness of different sources. **Knowledge and understanding of the past** Identify and note connections, contrasts and trends over time in the everyday lives of people; Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	**Historical Enquiry** Pupils should ask historically valid questions about change, cause, similarity and difference, and significance in order to be responsible for their own learning. They should look at different aspects of American History and/ or culture and make comparisons to the Isle of Wight.
Geography	**Locational Knowledge:** -Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the	Linked to Invaders **Geographical skills and fieldwork:** -Use maps, atlases, globes and digital/computer mapping to locate	**USA** **Place Knowledge**

	Prime/Greenwich Meridian and time zones (including day and night). **Geographical Skills and Fieldwork:** -Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time e.g. using pictures from space. -Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe. -Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. **Human and Physical:** -Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding.	countries and describe features studied. Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight and USA. See LR for local area pictures-urban, rural, farms, tourist -	Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight and USA. -Develop their analytical skills by comparing areas of the Isle of Wight and the USA. They have a deeper knowledge of people, resources, natural environment. Children will conduct independent research asking and answering questions. **Human and Physical** 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) and Physical geography including: (climate zones, biomes and vegetation belts, **mountains** and the water cycle) of the Isle of Wight and the USA. **Geographical Skills and Fieldwork** -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 Isle of Wight and the states of USA.
Art	**Knowledge - Peter Thorpe** Space. Drawing	**Knowledge – Bayeux Tapestry** Own class tapestry of Viking/ Saxon era. Textiles	**Knowledge - Roy Lichtenstein** Links to Pop Art movement of the 1960s. Printing

	Children can: use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate. **<u>Knowledge - Sophie Knight Crow</u>** Space. <u>Collage</u> Children can: add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage.		Children can: experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect. **<u>Knowledge - Alberto Giacometti</u>** <u>Surrealism</u>, movement. <u>Drawing</u> Children can: use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate. <u>Sculpture</u> Children can: plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture.		Children can: design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns. **<u>Knowledge - Edward Hopper</u>** Use of light and shadow and realism. <u>Drawing</u> Children can: use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate. <u>Painting</u> Children can: create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.	
Design and Technology	**Design, Make, Evaluate, Technical Knowledge** Papier mâché solar system	**Design, Make, Evaluate, Technical Knowledge -** Design and build a moon buggy with an electrical circuit to power it.	**Design, Make, Evaluate, Technical Knowledge** Creating own Viking boat	**Design, Make, Evaluate, Technical Knowledge** Create a water filtering system – link to Science Properties of Materials	**Cooking and Nutrition -** Taste a range of American foods, create graphs or pie charts to ascertain the class's favourites.	**Cooking and Nutrition -** Create ideas for sweet or savoury pancake toppings, carry out a survey and finalise a recipe before cooking and tasting.
Music	**<u>Composition notation</u>**	**<u>Blues</u> (5 lessons)** Identifying the key features and mood of	**<u>South and West Africa</u> (5 lessons)**	**<u>Composition to represent the festival of colour</u>**	**<u>Looping and remixing</u> (5 lessons)**	**<u>Musical theatre</u> (5 lessons)**

	(Theme: Ancient Egypt) (5 lessons) Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.	Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.	Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	**(Theme: Holi festival) (5 lessons)** Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.	Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well-known song before putting a dance music spin on it to create their own versions.	An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.
Computing	**Computer Systems and Networks - 'Sharing Information'** *https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-sharing-information* ***Key Program –*** *Search Engines (Google)*	**Creating Media – Vector Drawing** *https://teachcomputing.org/curriculum/key-stage-2/creating-media-vector-drawing* ***Key Program –*** *https://docs.google.com/drawings/ (Children will need to sign in)*	**Data and Information – Flat-file Databases** https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases ***Key Program –*** *J2E Databases - https://www.j2e.com/database/ (Children will need to sign in)*	**Programming A – Selection in Games** *http://code-it.co.uk/goldgame/* *Diving Beetle game* *(USE, MODIFY, CREATE booklets to be used)* ***Key Program – Scratch***	**Creating Media – Video Editing** *https://teachcomputing.org/curriculum/key-stage-2/creating-media-video-editing* ***Key Program –*** *iMovie*	**Programming B – Selection in Quizzes** *https://teachcomputing.org/curriculum/key-stage-2/programming-b-selection-in-quizzes* ***Key Program –*** *Scratch*
PE	**Personal Challenge:** Vortex, Speed Bounce, Standing long jump & Vertical jump **Invasion Games** Through: Tag Rugby (Sports Coach led)	**Dance:** Specialist Teacher Focus: Stability **Invasion Games** Through: Football & Handball	**Personal Challenge Progress Check:** Vortex, Speed Bounce, Standing long jump & Vertical jump **Indoor Athletics** (Sports Coach Led)	**Gymnastics:** Specialist Teacher Focus: Stability & Evaluate **Invasion Games**	**Striking and Fielding** Through: *Cricket & Rounder's* (Teacher Led) Focus: Manipulation & Simple tactics	**Personal Challenge Review:** Vortex, Speed Bounce, Standing long jump & Vertical jump **Outdoor Adventurous Games** Through: Orienteering

	Focus: Simple tactics & Locomotion **Net and Wall Games** Through: *Tennis* (Teacher led) Focus: Simple tactics & Manipulation	(Sports Coach Led) Focus: Manipulation & Simple tactics **Invasion Games** Through: *Basketball* (Teacher led) Focus: Locomotion & Tactics	Focus: Locomotion **Target Games** Through: *Dodgeball* (Teacher Led) Focus: Stability & Manipulation *Boccia * NA Kurling	Through: Hockey (Sports Coach Led) Focus: Manipulation **Invasion Games** Through: *Netball* (Teacher led) Focus: Locomotion	**Athletics** (Sports Coach Led) Focus: Locomotion & Stability	(Sports Coach led) *Athletics* (Teacher led) Focus: Manipulation
RE	**Belonging (M)** Shahada and salat	**Interpretation ©** Christmas – the two birth narratives	**Love (H)** The Golden Rule	**Salvation ©** The Christian Story	**Sacred places (C/I)** Places of worship	**Umma (M)** Hajj and zakat
French	**Autumn**		**Spring**		**Summer**	
	Consolidation - Children recap parts of the body and parts of the face. - Children recep the names of clothes and how to describe them. - Children recap numbers 0-31, and how to use these with the	***Space*** - Children will learn the name of the Planets. - Children will learn the names of the Moon and Sun and be able to describe them (e.g. hot, cold, light, dark). - Children will learn adjectives in order to compare	***Weathers and Seasons*** - Children will learn the names of the seasons and think about the months in relation to the seasons. - Children will learn about the different types of weather (e.g. rain, sun, cloud, snow etc)	***Monster Pets*** - Children recap their prior learning on pets, farm animals and animals from 'Brown Bear, brown Bear, What do you see?' as well as colours. - Children combine three animals to create	***Family*** - Children learn about names of family members. - Children create their own family tree making sure they label the relationship. - Children describe some family members using adjectives (e.g. old, young, funny,	***At Home*** - Children will learn about names of different rooms in the home. - Children will learn about basic furniture names that are found in the home. - Children will play fun games or activities to

	days of the week and months of the year to create dates. Can they remember how to say how old they are and when their birthday is? - Children recap names of food and say whether they like them or not. - Children recap different types of hobbies and activities and say whether they like them or not.	the planets (e.g. big, small, rocky, gassy, close to, far away from etc) - Children play games or do fun activities to cement the learning. - Children learn a song about the planets in French.	- Children will learn to ask what the weather is and describe it. - Children will learn about the different clothes they might wear in different weather (e.g. coat, scarf, wellies, sun hat etc.) - Children use games and fun activities to cement the learning above.	a monster pet labelling them and using their knowledge on colours. - Children speak and write in sentences describing their monster pet. - Children learn new adjectives for describing their pets like friendly, angry, happy, sad etc. - Children look at each other's monster pets and say what they like and don't like about them.	quiet) and saying how old they are. - Children speak and write things their family like doing together - can revisit and build on their hobbies and activities knowledge from Year 4. - Children consolidate the learning through fun games and activities.	consolidate the learning above. ***<u>Consolidate</u>*** - Children will recap their learning on Space. - Children will recap their learning on seasons and weather. - Children will recap their learning on animals and family.
SMSC/PSHE	Respect Relationships		Resilience Living in the wider world		Relationships Health and wellbeing	
Forest Schools	Habits and habitats Site Survey – Flora and Fauna Maintaining and creating habitats	Seasonal changes Extreme Weather Climate Change Eco-Warriors	Birds – Observe, Identify, feed, shelter, count Garden/river/sea birds.	Weather watch – observe, record. Wind power Climate change Eco-Warriors	Plant and nurture seedlings. Create and maintain garden beds. Climate change – planting for the future.	Harvesting fruit and veg Making Art Minimising use of natural resources. Our impact Climate activists.

			Preserving our bird population			
Trips/ Events/ Risk Day	London Science Museum.	Yarmouth Geography Fieldwork- Tourism Winter/Summer comparison Part 1	Anglo Saxon/ Viking dress up day and workshop with Estelle Baker Viking long boat challenge day: Parents in	Lost words inspiration walk	North American Day: Parents in	Yarmouth Geography Fieldwork- Tourism Winter /Summer comparison Part 2 Portsmouth Naval Dockyard Trip