

Year 5 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Diversity	Values & Perceptions	Social Justice	Sustainable Development	Interdependence	Aspirations
Lead Question	Can I appreciate different perspectives on Global issues?	Can I understand the power of the media?	Am I motivated to assist equality?	Can one person make a difference?	Do I understand that the world is a global community and what it means to be a global citizen?	How do I become the person I want to be?
EI Value	Respectful	Understanding	Compassionate	Responsible	Patient	Positive
Lead EI	Self: Do I display self confidence whilst remaining humble? Others: Am I able to appreciate and celebrate human diversity? As a decision maker: Am I able to make informed and effective decisions?	Self: Am I able to label my emotions and consider effective ways of dealing with them? Others: Do I recognise and understand emotions others may be experiencing and support them effectively? As a decision maker: Am I able to make informed and effective decisions?	Self: Am I able to recognise and manage my impulses? Others: Do I display empathy / sympathy for others in my words and actions? As a decision maker: Am I able to make informed and effective decisions?	Self: Am I able to self organise and recognise how it assists me? Others: Do my words and actions make me a positive role model? As a decision maker: Am I able to make informed and effective decisions?	Self: Do I have strategies for when I feel overwhelmed? Others: Am I able to work as part of a team, assisting the team and individuals within it? As a decision maker: Am I able to make informed and effective decisions?	Self: Do I have an accurate self perception and am I able to set achievable goals? Others: Do I assist those close to me in achieving their goals, through my words and actions? As a Learner: Do I recognise where I want to get to?
Genre	Unit 1 - Fiction – 1 st person Narrative (Narrative Dilemma) Unit 2 - Non-fiction (Discussion/Balanced argument)	Unit 3 - Fiction – Legend (Characterisation) Unit 4 - Non-fiction (Newspaper report)	Unit 5 - Fiction - Playscript (Poetry) Unit 6 - Non - fiction - (Comparative Report - Geographical)	Unit 7 - Non-fiction - Biography (Recount) Unit 8 - Fiction - Portal story (Narrative opening)	Unit 9 - Fiction - (Narrative Poetry) Unit 10 - Fiction - Adventure Narrative (Narrative ending)	Unit 11- (Persuasive Letter) Unit 12- Fiction (Setting Description/Location)

Reading	Retrieval Inference/Prediction Vocabulary	Retrieval Inference/Prediction Text organisation	Retrieval Inference/Prediction Vocabulary Summarising	Retrieval Inference/Prediction Vocabulary Comparison	Retrieval Inference/Prediction Vocabulary Summarising	Retrieval Inference/Prediction Vocabulary Text organisation
Writing	Clauses Sentence structures Punctuation (-)	Parenthesis Modal verbs Cohesion	Relative clauses Parenthesis Cohesion Noun phrases	Subordinate clauses Punctuation (Semi colons) Passive verbs Phrases structures	Perfect verbs Punctuation (dashes) Noun phrases Cohesion	Punctuation (Brackets) Clauses Passive verbs Cohesion
Spelling	Adding -ant Suffixes -able/-ible It's and its	Hyphenation Silent letters Exploring 'ough'	Singular and plural words Irregular plurals Prefixes mini- / micro-	Hyphenated words Suffixes -ate/-en/-ify/-ise Vowel suffixes	Homophones - their/there/they're Compound words Commonality of meaning	Exploring the rule 'i before e except after c' Syllables
Mathematics	Place Value to 1,000,000 Addition and Subtraction	Multiplication and Division	Fractions Decimals	Percentages Word Problems	Measurements Area and Perimeter Volume	Geometry Position and Movement
Science	Animals Inc Humans	Living things and their habitats	Forces	Forces Properties and changes of materials	Properties and changes of materials	Light
PSHE	RELATIONSHIPS Friends and Family Managing friendships and peer influence Safe Relationships Physical contact and feeling safe Valuing Difference Responding respectfully to a wide range of people; recognising prejudice and discrimination		LIVING IN THE WIDER WORLD Belonging to a Community Protecting the environment; compassion towards others Media Literacy and Digital Resilience How information online is targeted; different media types, their role and impact Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes		HEALTH AND WELL-BEING Healthy Lifestyles Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Growing and Changing Personal identity; recognising individuality and different qualities; mental wellbeing Keeping safe Keeping safe in different situations, including responding in emergencies, first aid	
EI	Self Share my achievements in a respectful Others	Self Emotions, understanding cause - what to do next	Self Impulses when they are good and not. Others	Self Planning my day and organising my resources. Others	Self Recognising the feeling of being overwhelmed. Others	Self Where am I currently, where would I like to get to Others

	Accepting everyone as individuals As a decision maker - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	Others Strategies to support others As a decision maker - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	Empathy and sympathy As a decision maker - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	Displaying the Manley Park values - the impact this has As a decision maker - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	Different roles within a team As a decision maker - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	Understanding others' goals. As a learner Target setting for the future
RE	Believing Christians and non-religious people Why do some people believe God exists?	Believing Christians What would Jesus do? Can Christians live by the values of Jesus in the 21st century?	Believing Christians, Muslims, Hindus, Jewish and non-religious people What do religions say to us when life gets hard?	Expressing Hindus and Jewish people If God is everywhere, why go to a place of worship?	Expressing Christians, Hindus and Jewish people Why do some people think that life is a journey and what significant experiences mark this?	Living Muslims What does it mean to be a Muslim in Britain today?
Computing	What's OK to share? Sharing information	Healthy media choices Video editing	Cyber bullying Selection in physical computing	Flat file data basis	Our digital footprint Vector drawing	Stay positive Selection in quizzes
Design Technology		D&T Mechanical skills	D&T textiles			D&T celebrating seasonal food
Art and design	Drawing			Painting	3D sculpture	
Music	Sea shanties (drunken sailor)	Gospel music (Why we sing) Introduction to songwriting	Nasheed - Islamic song (Madina tun nabi)	Composition (building a groove) Tango (Epoca)	Balinese Music (gamelan beleganjur and kecak)	Composing in ternary form Kisne Banaaya (Indian and Pakistani music)
History	Britain's settlement by Anglo-Saxons and Scots: Who were the Anglo-Saxons and how did they change Britain?		The Viking and Anglo-Saxon struggle: What was the struggle for the Kingdom of England?		Contrasting British history - a study of Baghdad c. AD 900: Was the golden age of Islam created by the people or by the silk roads?	
Geography			Our World (South America)		Energy and the Environment Geography skills day	Our Earth (Earthquakes and Tsunamis) Geography skills day

MFL	¿Qué fecha es hoy? (What is the date?)	¿Tienes una mascota? (Do you have a pet?)	¿Qué tiempo hace? (What is the weather like?)	La Ropa (Clothes)	En la cafetería (In the cafe)	Ricito de Oro y los Tres Osos (Goldilocks and the three bears)
PE	Hockey Gymnastics	Basketball Dance	Fitness Gymnastics	Handball Dance	Tennis Orienteering	Athletics Rounders