

Long Term Map Overview Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Connector	Time Travellers		Invaders		The Circle of Life	
Learning						
English	Poetry Fable Spooky stories	Spooky Stories Biography Information text	Adventure story Informal letter Balanced argument	Balanced argument Formal letter	Explanation Adventure with flashback	Mystery with flashback Explanation
Maths	Place Value Addition and Subtraction Time	Multiplication and divide Fractions and decimals Statistics	Angles Place Value Perimeter + Area (Position and Direction)	Fractions, decimals and percentages Factors, multiples and squares. Multiplication and division methods and problem solves.	Shape Measures Reflection and translation Position and Direction	Fractions, decimals and percentages Data handling Statistics – time tables
Science	Earth, sun and moon	Forces	Properties and changes of materials		Living Things and their habitat	Animals including humans
Essential Learning - specific	<p>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>I can describe the movement of the Moon relative to the Earth.</p> <p>I can describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>I can use the idea of the Earth's rotation to explain day and night and the apparent</p>	<p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears,</p>	<p>I can 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.</p> <p>I know that some materials will dissolve in liquid to form a solution, and can describe how to recover a substance from a solution.</p> <p>I use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>		<p>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>I can describe the life process of reproduction in some plants and animals.</p>	<p>I can describe the changes as humans develop to old age.</p>

Long Term Map Overview Year 5

	movement of the sun across the sky.	allow a smaller force to have a greater effect.	<p>I can demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>I can 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.</p>			
Essential Learning Practical	<p>I can plan different types of scientific enquiry to answer questions and I can control variables where necessary.</p> <p>I can take measurements, using a range of scientific equipment, with increasing accuracy. I can take repeat readings if necessary and explain the reasons for doing so.</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, classification keys, bar and line graphs.</p> <p>I can use test results to make predictions and create further comparative and fair tests.</p> <p>I can report on and present my findings in oral and written forms.</p> <p>I can report on my findings and comment on conclusions, casual relationships and express views on degrees of trust in the data.</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>					
Computing	Cars	Code Breakers	News Room	Interactive Art		Let's Change the World: Inventors
Essential Learning	<p>I can create a complex game on Scratch using multiple variables and conditional statements</p> <p>I can use search technologies safely and effectively</p> <p>I can film and produce a short video using a green screen.</p> <p>I understand the different ways in</p>	<p>I can create a complex game on Scratch using multiple variables and conditional statements</p> <p>I can use search technologies safely and effectively</p> <p>I can film and produce a short video using a green screen.</p> <p>I understand the different ways in which</p>	<p>I can use search technologies safely and effectively.</p> <p>I can create and scan QR (Quick Response) codes and explain what they are.</p> <p>I can decipher and translate binary numbers into decimals and explain what binary code is</p>	<p>I can use search technologies safely and effectively.</p> <p>I can create and scan QR (Quick Response) codes and explain what they are.</p> <p>I can decipher and translate binary numbers into decimals and explain what binary code is</p>	<p>I can use search technologies safely and effectively.</p> <p>I can create an animation with audio.</p>	<p>I can use search technologies safely and effectively.</p> <p>I can create an animation with audio.</p>

Long Term Map Overview Year 5

	<p>which the news is communicated.</p> <p>I can differentiate between true and false information on the internet.</p> <p>I can explain what copyright information is.</p>	<p>the news is communicated.</p> <p>I can differentiate between true and false information on the internet.</p> <p>I can explain what copyright information is.</p>	<p>I can create an animation with audio.</p>	<p>I can create an animation with audio.</p>		
Humanities Theme (History & Geography)	Geographical features	Comparative unit of crime and punishment through history		Near and Far. Climate zones and effects of climate change continued.	Anglo Saxons linked with geographical learning (settlements, physical features and human features.)	
Essential Learning	<p>I can name and locate counties, cities, regions and features of the UK.</p> <p>I can name the capital cities of at least 6 European countries.</p> <p>I can understand latitude, longitude, equator, hemispheres, tropics, polar circles and time zones.</p> <p>I can use fieldwork to record and explain areas.</p>	<p>I can identify changes within and across different time periods and am beginning to identify trends over time.</p> <p>I can show factual knowledge and understanding of aspects of the history of Britain.</p> <p>I can describe characteristic features of past societies and periods.</p> <p>I can give reasons for, and explain the results of main events and changes.</p> <p>I can thoughtfully select and combine information from different sources.</p> <p>I can structure my work by making appropriate use of dates and historical terms.</p>		<p>I can name and locate cities of the United Kingdom at that time, geographical regions and identify human and physical characteristics.</p> <p>I can show my understanding of settlements and land use, economic activity including trade links.</p> <p>I can describe characteristic features of past societies and periods.</p> <p>I am beginning to devise questions about changes, similarities,</p>	<p>I can name and locate counties, cities, regions and features of the UK.</p> <p>I can understand latitude, longitude, equator, hemispheres, tropics, polar circles and time zones.</p> <p>I can use fieldwork to record and explain areas.</p>	

Long Term Map Overview Year 5

				differences and causes in aspects of history I am learning about. I understand that aspects of the past have been represented and interpreted in different ways.		
Art/D.T. Theme	<p><u>Drawing:</u> Still-Life Composition Van Gogh</p> <p><u>Artists:</u> Cezanne, Morandi, Matisse, Georgia Keefe</p>	Design, build and launch a rocket.	Cookbook	JC – Science garden Sculptures	<p><u>Textiles:</u> Batik/tie dye/fabric paint SKETCHBOOK</p>	Construction – Castle and Buildings
Essential Learning	<p>I can use a sketchbook to select, collect, record and annotate my ideas and research (first and secondary sources) for a piece of artwork.</p> <p>I can analyse the ideas, methods and approaches used by great artists using my sketchbook.</p> <p>I can improve my mastery of art and design techniques including drawing [I can revisit and adapt</p>	<p>I understand how key events and individuals in design and technology have helped to shape the world.</p> <p>I can choose a wider range of tools and equipment to perform practical tasks accurately.</p> <p>I can think about the uses and look of materials and components when I choose what to use.</p>	<p>I understand and can use the principles of a healthy and varied diet.</p> <p>I can prepare and cook a variety of savoury dishes.</p> <p>I can choose a wider range of tools and equipment to perform practical tasks accurately.</p> <p>I can think about the uses and look of materials and</p>	<p>I can analyse the ideas, methods and approaches used by great artists using my sketchbook.</p> <p>I can use a sketchbook to evaluate my own and others’ work discussing its purpose and meaning.</p> <p>I can create, develop, model and communicate my ideas through a variety of ways.</p>	<p>I can use a sketchbook to select, collect, record and annotate my ideas and research (first and secondary sources) for a piece of art work.</p> <p>I can analyse the ideas, methods and approaches used by great artists using my sketchbook.</p> <p>I can use a sketchbook to evaluate my own and others’ work discussing its purpose and meaning.</p>	<p>I understand how key events and individuals in design and technology have helped to shape the world.</p> <p>I can choose a wider range of tools and equipment to perform practical tasks accurately.</p> <p>I understand and can use mechanical systems in my design.</p> <p>I can think about the uses and look of</p>

Long Term Map Overview Year 5

	<p>my work to reach my goals].</p> <p>I can use a sketchbook to evaluate my own and others' work discussing its purpose and meaning.</p> <p>I can create, develop, model and communicate my ideas through a variety of ways.</p> <p>I can compare and comment on ideas, methods and approaches used in my own and others' work.</p>		<p>components when I choose what to use.</p>	<p>I can compare and comment on ideas, methods and approaches used in my own and others' work.</p>	<p>I can create, develop, model and communicate my ideas through a variety of ways.</p> <p>I can compare and comment on ideas, methods and approaches used in my own and others' work.</p>	<p>materials and components when I choose what to use.</p>
Music	The Planets Suite – Composing		Learning to play the recorder		Recorders – Compositional skills	
Essential Learning	<p>I can listen and evaluate a range of music from different traditions, styles and times and share my own opinions and be willing to justify these.</p> <p>I can maintain my own part in a group performance.</p>	<p>I can maintain my own part in a group performance.</p> <p>I can sing expressively with an awareness of overall intended effect.</p> <p>I can play from simple notations and learn to maintain a solo or group instrumental line.</p>	<p>I can maintain my own part in a group performance.</p> <p>I can sing expressively with an awareness of overall intended effect.</p> <p>I can listen and evaluate a range of music from different traditions, styles and</p>	<p>I can maintain my own part in a group performance.</p> <p>I can sing expressively with an awareness of overall intended effect.</p> <p>I can listen and evaluate a range of music from different traditions, styles and</p>	<p>I can maintain my own part in a group performance.</p> <p>I can sing expressively with an awareness of overall intended effect.</p> <p>I can select, play, change and combine sounds experimenting</p>	<p>I can maintain my own part in a group performance.</p> <p>I can sing expressively with an awareness of overall intended effect.</p> <p>I can select, play, change and combine sounds experimenting with different ways of producing sounds.</p>

Long Term Map Overview Year 5

	<p>I can sing expressively with an awareness of overall intended effect.</p> <p>I can select, play, change and combine sounds experimenting with different ways of producing sounds.</p> <p>I can play from simple notations and learn to maintain a solo or group instrumental line.</p> <p>I can create music that follows a structure and discuss the choices made.</p>	<p>I can listen and evaluate a range of music from different traditions, styles and times and share my own opinions and be willing to justify these.</p> <p>I can select, play, change and combine sounds experimenting with different ways of producing sounds.</p>	<p>times and share my own opinions and be willing to justify these.</p> <p>I can select, play, change and combine sounds experimenting with different ways of producing sounds.</p> <p>I can maintain a strong sense of pulse, recognise what others are doing within my group and adapt my playing to fit (speed, volume etc.).</p> <p>I can play from simple notations and learn to maintain a solo or group instrumental line.</p> <p>I can create music that follows a structure and discuss the choices made.</p>	<p>times and share my own opinions and be willing to justify these.</p> <p>I can select, play, change and combine sounds experimenting with different ways of producing sounds.</p> <p>I can maintain a strong sense of pulse, recognise what others are doing within my group and adapt my playing to fit (speed, volume etc.).</p> <p>I can play from simple notations and learn to maintain a solo or group instrumental line.</p> <p>I can create music that follows a structure and discuss the choices made.</p>	<p>with different ways of producing sounds.</p> <p>I can maintain a strong sense of pulse, recognise what others are doing within my group and adapt my playing to fit (speed, volume etc.).</p> <p>I can play from simple notations and learn to maintain a solo or group instrumental line.</p> <p>I can create music that follows a structure and discuss the choices made.</p>	<p>I can maintain a strong sense of pulse, recognise what others are doing within my group and adapt my playing to fit (speed, volume etc.).</p> <p>I can play from simple notations and learn to maintain a solo or group instrumental line.</p> <p>I can create music that follows a structure and discuss the choices made.</p>
RE	Why do some people think God exist?	What would Jesus do?	What does it mean to be a Muslim in Britain today?		If God is everywhere, why should you go to a place of worship?	
Essential Learning	I can discuss and present thoughtfully my own and others' views on challenging questions about belonging, meaning, purpose and truth.		I can observe and understand world views and explain, with reasons, their meanings and significance to individuals and communities		I can describe and make connections between different features of the religions and world views, including pilgrimage.	

Long Term Map Overview Year 5

	I can explore and describe a range of beliefs and ways of expressing meaning. I can express my own ideas about ethical questions and respond clearly.		I can observe and consider similarities and differences within and between different religions.		I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	
PE	Basketball iGym	Hockey Dance	Handball Dance	Netball iGym	Cricket Outdoor and Adventurous Activities	Crazy Catch Stool Ball Athletics Rounders
Essential Learning (ongoing throughout the year)	Games - I can gain possession by working as a team. Gym - I can combine action, balance and shape.	Games - I can gain possession by working as a team. Dance - My dance shows clarity, fluency, accuracy and consistency.	Games - I can gain possession by working as a team. Dance - My dance shows clarity, fluency, accuracy and consistency.	Games - I can gain possession by working as a team. Gym - I can combine action, balance and shape.	Games - I can gain possession by working as a team. Outdoors - I can use clues and a compass to navigate a route.	Games - I can gain possession by working as a team. Athletics - I can control taking off and landing.
French	All About Me	World/my environment	Health and Fitness	School Life	Food and Drink	Project
Essential Learning	I can give key information about myself and describe my appearance in French.	I can say where I am going to travel around the world and how in French.	I can recognise key sports and activities in French and say what I do in my free time.	I can identify key places and introduce people around school in French.	I can order a snack in French.	I can describe where I live in French.
Essential Skill based learning (ongoing throughout the year)	Listening – I can begin to understand the main points of short passages of French with familiar vocabulary. Speaking – I can join in a conversation about me. Reading – I can read and understand some main points about a text. Writing - I can begin to write short grammatically accurate sentences in French.					

Long Term Map Overview Year 5

PSHE: Citizenship, Keeping Safe, SRE, Drugs Education	Me and Feelings and Relationships	Me and Medicines and Drugs	Me and My Healthy Lifestyle	Me and Making Positive Contributions	Me and Keeping Safe	Me and Growing and Changing
SMSC – including British Values	Value of opinion and choice (1) – Democracy Courtesy and manners (2) – Mutual Respect Setting a challenge and organising yourself (3) – Self Respect Importance of being accountable for words and actions online (4) – Liberty and Self Respect Being able to look after yourself and other living things (5) – Self Respect Making up your own mind when faced with information (6) – Democracy, and Liberty Working together / Team work (7) – Democracy and Decision Making Sharing and performing (8) – Self Respect Having an opinion and knowing it’s important (9) – Democracy					
Bringing Learning to Life						
Trips, visits, visitors, events etc. To be developed and linked to Life Skills.	Greenwich Observatory	Rocket Man Food bank talk	Year 5 Presentations to parents Marine Talk		Battle Trip	
Life Skills Challenge Themes		Making a positive contribution – Food Bank Collection of food	Entrepreneurial – Making a cook book to sell on Sports Day/School fete			Community Learning awareness – ASC and ADHD

All details will be on short term plans. English and some aspects of Computing and Maths will be in every unit. Long Term Maps are subject to review during the academic year.