

Year 5 LTP 2023-2024

Year 5						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Physics Earth and space</p>	<p>Physics Earth and space</p>	<p>Chemistry Properties and changes of materials</p>	<p>Chemistry Properties and changes of materials</p>	<p>Physics Forces</p>	<p>Biology Living things and their habitats Animals including humans</p>
	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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 demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, 		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 describe the changes as humans develop to old age.

			including changes associated with burning and the action of acid on b.of.soda			
<p>Scientific Enquiry Research using secondary sources Comparative and fair testing observing changes over time Identify, classify and sorting pattern seeking</p> <p>Key concept Plan Investigate Record Review</p>	<p>Pattern seeking</p> <p>Is there a pattern between the size of a planet and the time it takes to travel around the Sun?</p> <p>Record - Record data and results of increasing complexity using scientific diagrams and labels.</p> <p>Review - report and present findings from enquiries, including conclusions.</p>	<p>Comparative and fair testing</p> <p>What affects the size of a crater?</p> <p>Plan - Plan different types of enquiries to answer questions being aware of variables and having support to control them.</p> <p>Investigate - Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Record - Record data and results of increasing complexity using scientific diagrams and labels, tables.</p>	<p>Comparative and fair testing</p> <p>Which type of sugar dissolves the fastest?</p> <p>Plan - Plan different types of enquiries to answer questions being aware of variables and having support to control them.</p> <p>Investigate - Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Record - Record data and results of increasing complexity using scientific diagrams and labels, tables, line graphs.</p> <p>Review - report and present findings from</p>	<p>Observing over time</p> <p>How does a container of salt water change over time?</p> <p>Record - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs.</p> <p>Review - - Use test results to make predictions to set up further comparative and fair tests. - report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p>Identify, classify and sorting</p> <p>Can you label all the forces acting in each of these situations? (swimming, pulleys)</p> <p>Plan - Plan different types of enquiries to answer questions being aware of variables and having support to control them.</p> <p>Investigate - Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Record - Record data and results of increasing complexity using scientific diagrams and labels, bar charts.</p>	<p>Use of secondary sources</p> <p>What are the differences between the life cycle of a bird, amphibian and a mammal?</p> <p>Investigate - Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Record - Record data and results of increasing complexity using scientific diagrams and labels, classification keys.</p>

			enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.		Review - - report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	
History		<u>Historical Concept and Enquiry</u> What has been the impact of transport since the Victorian era?		<u>History of the Isles</u> Did the Viking invasion make the UK better or worse?	<u>Significant Aspects of Wider History</u> What did the Ancient Civilizations achieve?	
		<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 		<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the 	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the</p> <ul style="list-style-type: none"> following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	



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				<p>Great and Athelstan, first king of England</p> <ul style="list-style-type: none"> • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 	
Geography	<p><u>Locational Knowledge</u> Study of North America</p>		<p><u>Place Knowledge</u> The hills are alive! A comparative study of the physical/human geography of Wales and an area of North America (specific focus on mountainous areas)</p>		<p><u>Human and Physical Geography</u> Living by the sea- exploration of recapping change coastlines (erosion from yr3) and looking at economic/ trade links using sea.</p> <ul style="list-style-type: none"> • describe and understand key aspects of:

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	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of time zones (including day and night) 		<ul style="list-style-type: none"> 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 <p>Fieldwork - Mapping mountains. Ordnance survey of Snowdown</p>			<ul style="list-style-type: none"> Physical geography, including: rivers, mountains human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food, minerals and water <p>Fieldwork to Rushden Lakes River centre</p>
<p>Art</p>	<p><u>Painting (acrylic paints)</u> Sketching and painting self portraits, with a focus on proportion. <i>Artist study</i> - Frida Kahlo</p>		<p><u>Sketching (using sketching pencils)</u> Fruit sketching through 1st hand observation, with a focus on shadow and tone</p>			<p><u>Other media (clay)</u> Designing and making clay beast's eyes, with a focus on using clay slip to join two pieces together.</p>

	(How did their art bring about change?)		to make an object look 3D. <i>Artist study</i> – Paul Cezanne (How did their art bring about change?)			
DT	<u>Electrical systems</u> Using simple circuits and switches to programme and control a moon buggy.	<u>Food technology</u> Celebrating cultures and seasonality.			<u>Mechanical systems</u> Using pulleys, gears or CAMs to create an Egyptian building system	
Computing	Computing systems and networks - Systems and searching <ul style="list-style-type: none"> To explain that computers can be connected together to form systems To recognise the role of computer 	Creating media – video production <ul style="list-style-type: none"> To explain what makes a video effective To use a digital device to record video 		Data and information – Flat-file databases <ul style="list-style-type: none"> To use a form to record information To compare paper and computer- 	Programming B – selection in quizzes <ul style="list-style-type: none"> To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome 	

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	<p>systems in our lives</p> <ul style="list-style-type: none"> • To identify how to use a search engine • To describe how search engines select results • To explain how search results are ranked • To recognise why the order of results is important, and to whom 	<ul style="list-style-type: none"> • To capture video using a range of techniques • To create a storyboard • To identify that video can be improved through reshooting and editing • To consider the impact of the choices made when making and sharing a video 		<p>based databases</p> <ul style="list-style-type: none"> • To outline how you can answer questions by grouping and then sorting data • To explain that tools can be used to select specific data • To explain that computer programs can be used to compare 	<ul style="list-style-type: none"> • To explain how selection directs the flow of a program • To design a program that uses selection • To create a program that uses selection • To evaluate my program 	
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				<p>data visually</p> <ul style="list-style-type: none"> • To use a real-world database to answer questions • 		
<p>Online Safety</p>	<p><u>Digital citizenship pledge</u> Pupils work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a Digital Citizenship Pledge.</p>	<p><u>How to cite a site – information literacy</u> Pupils reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.</p>	<p><u>Visitor to come in and discuss about keeping safe on the internet</u></p>	<p><u>Picture perfect – information literacy, copyright and self-image</u> Pupils learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</p>	<p><u>Strong passwords – privacy</u> Pupils learn how to create secure passwords in order to protect their private information and accounts online</p>	<p><u>You've won a prize – privacy</u> Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.</p>

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<p>Music</p>	<p>Ukulele Previous Chords G chord G7 Chord</p>	<p>Sing and Play different Styles - To recognise and discuss the sections of music from different styles and genres. -To accurately identify instruments and describe their timbre. -To discuss in depth how a song connects to a relevant culture and the world. -To explain the structure of my composition.</p>	<p>Ukulele. Previous Chords G chord G7 Chord</p>	<p>Composing and Chords -To create a melody using varied stave notation. -To understand and explain the structure of my composition. -To understand the structure of a major and minor triad. can create a melody in line with the style and harmonic structure of the backing track. -To compose music in response to a stimuli.</p>	<p>Ukulele Previous Chords G chord G7 Chord</p>	<p>Battle of the bands -To play securely with good levels of accuracy, keeping in time with the beat. -To follow music direction as part of an ensemble or soloist. -To play a melody on a tuned percussion instrument. -To sing with attention to phrases on my own or as directed. -To sing songs that have different simple and complex time signatures. -To rehearse and song and learn it from memory both aurally and visually.</p>
<p>P.E</p>	<p>Tag rugby Real Gym</p>	<p>Basketball Real PE</p>	<p>Hockey Real Gym</p>	<p>Netball Real Dance</p>	<p>Athletics Orienteering</p>	<p>Football Rounders</p>
<p>R.E</p>	<p><u>Religions in our community</u> How can we build a more respectful Northamptonshire?</p>	<p><u>Stories of faith</u> Similarities and differences - creation</p>	<p><u>Sikhism in Britain</u> What is important to a Sikh in Britain today?</p>		<p><u>Journey of life</u> What happens when we die? Look at different religions.</p>	<p><u>Judiasm</u> Can I understand the difference between Traditional and Progressive Judaism?</p>
<p>Core Learning Skills Focus</p>	<ul style="list-style-type: none"> I can show respect for my belongings and those of others and the classroom environment. 	<ul style="list-style-type: none"> I can independently, without asking an adult, select and use suitable resources to 	<ul style="list-style-type: none"> I can get myself out of a bad or negative mood. I can begin to use Standard English in 	<ul style="list-style-type: none"> I can carry out a given role in a group. I can use role models to help inspire my own 	<ul style="list-style-type: none"> I can speak in extended turns to express ideas and opinions, with relevant detail. 	<ul style="list-style-type: none"> I can sustain friendships. I can identify realistic criteria for evaluating work.

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	<ul style="list-style-type: none"> I can complete my homework on time, always reflecting my best ability. 	<ul style="list-style-type: none"> support my learning. I can recognise and celebrate peers that have shown example of FISH. 	<p>formal situations.</p>	<p>development and widen my interests.</p>		
PSHE	<p><u>Being Me</u> (introduction to road safety) Piece 1 - I can face new challenges positively and know how to set personal goals Piece 2 - I understand my rights and responsibilities as a citizen of my country (taught within RE) Piece 3 - I understand my rights and responsibilities as a citizen of my country and as a member of my school Piece 5 - I understand how an individual's behaviour can impact on a group (Class charter discussed and signed)</p>	<p><u>Celebrating differences</u> Piece 1 - I understand that cultural differences sometimes cause conflict Piece 2 - I understand what racism is Piece 3 - I understand how rumour-spreading and name-calling can be bullying behaviours Piece 4 - I can explain the difference between direct and indirect types of bullying Piece 5&6 combined - I can compare my life with people in the developing world/I can understand a different culture from my own</p>	<p><u>Dreams and Goals</u> Piece 1 - I understand that I will need money to help me achieve some of my dreams Piece 2 - I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs Piece 3 - I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it Piece 4 - I can describe the dreams</p>	<p><u>Healthy Me-</u> Whole - school First Aid morning Piece 1 - I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. Piece 2 - I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart Piece 3 - I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situation (Covered in First Aid morning)</p>	<p><u>Relationships</u> Piece 1 - I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities Piece 2 - I understand that belonging to an online community can have positive and negative consequences Piece 3 - I understand there are rights and responsibilities in an online community or social network Piece 4 - I know there are rights and responsibilities when playing a game online Piece 5 - I can recognise when I am spending too much time using devices (screen time) Piece 6 - I can explain how to stay safe when using</p>	<p><u>Changing Me-SRE unit</u> Piece 1 - I am aware of my own self-image and how my body image fits into that Piece 2 - I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally (discussion about the menstrual cycle) Piece 3 - I can describe how boys' and girls' bodies change during puberty Piece 4 - not appropriate Piece 5 - I can identify what I am looking forward to about becoming a teenager and</p>

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			and goals of young people in a culture different to mine	<p>Piece 4 - I understand how the media, social media and celebrity culture promotes certain body types</p> <p>Piece 5 - not deemed appropriate</p>	technology to communicate with my friends	<p>understand this brings growing responsibilities (age of consent)</p> <p>Piece 6 - I can identify what I am looking forward to when I move to my next class.</p>
MFL- French	<p>Clothing and shopping</p> <p>West Africa ongoing project</p>		My house, rooms in the house, furniture		Sports, hobbies, opinions	Bastille Day
Trips/visits/experiences	Rocket design challenge	Think Tank	Orienteering challenge (link to PE)	STEM activity	<p>Pulleys and forces day</p> <p>History off the page - Egyptians day</p>	Trip to Rushden Lakes

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