



Timu Academy Trust: Long Term Plan

Year 5



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Title	Who were the Ancient Greeks ? www.hamilton-trust.org.uk		Stargazers	Viking Raids and Invasion	The Cartographer's Apprentice	
WOW/ Showcase/ Visit/Visitor			NASA ESA	Viking Day		
Literacy genre and text	Myths: <i>Perseus and Medusa, Persephone, Just so stories- How did the pig get a curly tail?, Pandora's Box</i> Literary Heritage: <i>Hobbit – a graphic novel</i>		Sci-Fi: <i>Tales from Outer Space (Shaun Tan), Alien landing (Pie Corbett)</i>	Legend: <i>Beowulf, Trojan Horse</i>	Classic Fiction: <i>Jungle Book, Treasure Island</i>	Play scripts: <i>Shakespeare</i>
	Non-chronological Explanation		Recount	Reference book (info)	Journalistic Persuasion	
	Imagery- using similes and metaphors		Classic Narrative		Couplets	
Science	Animals including Humans Describe the changes as humans develop to old age		Earth and Space 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.	Forces To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object To identify the effects of air resistance, water resistance and friction, that act between moving surfaces To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Properties and Changes of materials 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 To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic To 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, including changes associated with burning and the action of acid on bicarbonate of soda.	
					Living Things and Their Habitats To describe the differences in the life	

					cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some plants and animals
Computing	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variable and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact				
	We are game developers	We are cryptographers	We are artists	We are web developers	We are bloggers We are cryptographers
Geography			Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Locate the world's countries, including Russia, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night) 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 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 UK and the wider world	
History	Ancient Greece – a study of Greek life and achievements and their influence	To understand the connections between local,	The Viking and Anglo-Saxon struggle for the		

	on the western world	regional, national and international history - History of Space exploration	Kingdom of England to the time of Edward the Confessor			
Art	To create sketch books to record their observations and use them to review and revisit ideas To improve the mastery of art and design techniques, including sculpture with a range of materials - clay			To know about great architects and designers in history		
DT		Use research and develop design criteria to inform the design Generate and communicate ideas through discussions and sketches Select from and use a wider range of tools and equipment Select from and use a wider range of materials and components	Use research and develop design criteria to inform the design Generate and communicate ideas through discussions and sketches Select from and use a wider range of tools and equipment Select from and use a wider range of materials and components	To understand and apply the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		
Music	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music</p> <p style="text-align: center;">Composition and reading musical notation throughout the year – recorder</p>					
RE	<u>Hinduism</u> Theme: Prayer and Worship What is the best way for a Hindu to show commitment to God	<u>Christianity</u> Theme: Christmas Is the Christmas story true?	<u>Hinduism</u> Theme: Hindu Beliefs How can Brahman be everywhere and in everything?	<u>Christianity</u> Theme: Easter Did God intend Jesus to be crucified?	<u>Sikhism</u> Theme: Prayer and Worship What is the best way for a Sikh to show commitment to	<u>Christianity</u> Theme: Beliefs and Practices What is the best way for a Christian to show

					God?	commitment to God?
PSHE	Me and my feelings	Keeping Safe	Making a difference	Me, medicine and drugs	Me and my relationships	Me and growing up – Puberty
PE	Seahorse: Invasion game, OAA	OAA Rugby skills	Gymnastics Net and Wall games		Athletics	Striking and fielding games
	Yew: Gymnastics, Invasion games					
	Hever: OAA, Invasion games					
French	<p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations, ask and answer questions, express opinions and respond to those of others</p> <p>Speak in sentences, using familiar vocabulary, phrase, and basic language structure</p> <p>Develop accurate pronunciation and intonation</p> <p>Present ideas and information orally</p> <p>Read carefully and show understanding of words, phrases, and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden vocabulary and develop ability to understand new words</p> <p>Write phrases from memory and adapt these to create new sentences</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the language</p>					
	Places in town	Carnival of animals	Iwade: Directions, rooms in school Hare and the tortoise	Iwade: Fruit and art	Iwade: Healthy eating	
			Bobbing: Fruit and art	Bobbing: Healthy eating	Bobbing: Telling the time and revision	