



St Mary's Catholic Primary School and Nursery

Long Term Plan 2023- 2024

Year 5

	Marvellous Machines	Where we live	Mummies, Pharaohs and Pyramids		Land use	Mayan Magic
	<i>AUTUMN TERM 1</i>	<i>AUTUMN TERM 2</i>	<i>SPRING TERM 1</i>	<i>SPRING TERM 2</i>	<i>SUMMER TERM 1</i>	<i>SUMMER TERM 2</i>
English	Main text Coming to England Writing focus: Instructions + Explanation; Persuasion – adverts and brochures, formal letter, reports-newspaper.	Main text Cogheart Writing focus: Fantasy narratives; science fiction narratives; reports – newspaper and non-chronological.	Main text Secrets of a sun king Writing focus: Suspense narratives, Recounts, letters-formal and informal.	Main text Kensuke's Kingdom Writing focus: Diary writing ,Informal letter writing, reports, narrative-poems.	Main text Cosmic Writing focus: Adventure narratives; diaries and formal letters.	Main text Middle world Writing focus: Adventure narrative; explanation writing; Poet Study .
RE	Domestic Church - Ourselves Who am I? Baptism /Confirmation – Choices Is commitment important? Other religions Judaism Advent / Christmas - Hope What does it mean to live in hope?		Local Church/Community - Mission Do we all have a mission in life? Eucharist/Relating - Memorial Sacrifice Why do we need memories? Other religions Islam Lent/Easter/Giving - Sacrifice Why do we need to make sacrifices?		Pentecost/serving - Transformation How can energy transform? Reconciliation/inter-relating - Freedom and Responsibility How do rules bring freedom? Universal Church - Stewardship Can I be a steward of creation?	
Maths						

Number: Place value

Small steps include: Roman numbers to 1000; numbers to 10,000; numbers to 1000,000; numbers to 1,000,000; read and write numbers to 1,000,000; powers of 10; 10/100/1000/10000/100000 more or less; partition numbers to 1,000,000; number line to 1,000,000; compare and order numbers to 100,000; compare and order numbers to 1,000,000; round to the nearest 10, 100 or 1000; round within 100,000; round within 1,000,000.

Number: Addition and subtraction

Small steps include: mental strategies; add whole numbers with more than four digits; subtract whole numbers with more than four digits; round to check answers; inverse operations; multi-step addition and subtraction problems; compare calculations; find missing numbers;

Number: Multiplication and division

Small steps include: multiples; common multiples; factors; common factors; prime numbers; square numbers; cube numbers; multiply by 10, 100 and 1,000; divide by 10, 100 and 1,000; multiples of 10, 100 and 1,000.

Number: Fractions

Small steps include: find fractions equivalent to a unit fraction; find fraction equivalent to a non-unit fraction; recognise equivalent fractions; convert improper fractions to mixed numbers; convert mixed numbers to improper fractions; compare fractions less than 1; order fractions less than 1; compare and order fractions greater than 1; add and subtract fraction with the same denominator; add

Number: Multiplication and division

Small steps include: multiply up to a 4-digit number by a 1-digit number; multiply a 2-digit number by a 2-digit number (area model); multiply a 2-digit number by a 2-digit number; multiply a 3-digit number by a 2-digit number; multiply a 4-digit number by a 2-digit number; solve problems with multiplication; short division; divide a 4-digit number by a 1-digit number; divide with remainders; efficient division; solve problems with multiplication and division.

Number: Fractions

Small steps include: Multiply a unit fraction by an integer; multiply a non-unit fraction by an integer; multiply a mixed number by an integer; calculate a fraction of a quantity; fraction of an amount; find the whole' use fractions as operators;

Number: Decimals and percentages

Small steps include: decimals up to 2 decimal places; equivalent fractions and decimals (tenths); equivalent fractions and decimals (hundredths); equivalent fractions and decimals; thousandths as fractions; thousandths as decimals; thousandths on a place value chart; order and compare decimals (same number of decimal places); order and compare any decimals with up to 3 decimal places; round to the nearest whole number; round to 1 decimal place; understand percentages as fractions; percentages as decimals; equivalent fractions, decimals and percentage.

Measurement: Perimeter and area

Small steps include: perimeter of rectangles; perimeter of rectilinear shapes; perimeter of polygons; area of rectangles; area of compound shapes; estimate area

Statistics

Small steps include: Draw line graphs; read and

Geometry: Shape

Understand and use degrees; Classify angles; Estimate angles; Measure angles up to 180°; Draw lines and angles accurately; Calculate angles around a point; Calculate angles on a straight line; Lengths and angles in shapes; Regular and irregular polygons; 3-D shapes

Geometry: Position and direction

Read and plot coordinates; Problem solving with coordinates; Translation; Translation with coordinates; Lines of symmetry; Reflection in horizontal and vertical lines

Number: Decimals

Use known facts to add and subtract decimals within 1; Complements to 1; Add and subtract decimals across 1; Add decimals with the same number of decimal places; Subtract decimals with the same number of decimal places; Add decimals with different numbers of decimal places; Subtract decimals with different numbers of decimal places; Efficient strategies for adding and subtracting decimals; Decimal sequences; Multiply by 10, 100 and 1,000; Divide by 10, 100 and 1,000; Multiply and divide decimals – missing values

Number: Negative numbers

Understand negative numbers; Count through zero in 1s; Count through zero in multiples; Compare and order negative numbers; Find the difference

Measurement: Converting units

Kilograms and kilometres; Millimetres and millilitres; Convert units of length; Convert between metric and imperial units; Convert units of time; Calculate with timetables

Measurement: Volume

	fractions within 1; add fractions with a total greater than 1; add to a mixed number; add two mixed numbers; subtract fractions; subtract from a mixed number; subtract from a mixed number- breaking the whole; subtract two mixed numbers.			interpret line graphs; read and interpret tables; two-way tables; read and interpret timetables			Cubic centimetres; Compare volume; Estimate volume; Estimate capacity		
Science	Forces Identify the effects friction on different surfaces. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Plan – parachute experiment. Investigate – parachute experiment. Evaluate – parachute experiment Plan – water resistance. Explore gravity. Investigate the use small forces for greater effects.	Out of this world (Earth and Space) Learn how the planets in our Solar System are organised. Use mathematics to model the dimensions of our Solar System. Describe the movement of the Earth and Moon relative to the Sun in our Solar System. Identify scientific evidence that has been used to support a theory. Describe the movement of the Moon	Global warming What is global warming? What is the impact of global warming on living things?	Material World (Properties and change of materials) Step 1 Test materials - magnetic, transparency and hardness Step 2 Test materials - electrical conductivity Step 3 Plan - insulating heat experiment Step 4 Test - insulating heat experiment Step 5 Evaluate - insulating heat experiment Step 6 Uses of everyday materials - plastic, wood and metal	Growing Up and Getting Old (Animals, including humans) Step 1 The human life cycle Step 2 Babies and children Step 3 Adolescence and puberty Step 4 Adults and the elderly Step 5 Gestation periods of mammals Step 6 Gestation periods and lifespan .	Circle of Life (Living things and their habitats) tep 1 Life cycles of mammals Step 2 Life cycles of amphibians (frogs) Step 3 Life cycles of insects Step 4 Life cycle of birds	Circle of Life (Living things and their habitats) Step 1 Sexual reproduction in animals Step 2 Reproductive parts in plants Step 3 Pollination Step 4 Asexual reproduction Step 5 Plan - cloning plants Step 6 Plant - cloning plants	Reversible and irreversible changes tep 1 Dissolving Step 2 Separate materials - filtering and sieving Step 3 Solutions and evaporating Step 4 Reversible changes Step 5 Irreversible changes - burning Step 6 Irreversible changes - acid	Reproduction Step 1 Answer questions - cloning plants Step 2 Present findings - cloning plants Step 3 Evaluate - cloning plants

		relative to the Earth. Use simple models to explain scientific ideas.							
History		Industrial Revolution Ordering the events from the early history of trains and railways on a timeline. Explain the significance and importance of some historical steam locomotives. Understanding how child labour changed during the Industrial revolution.		Egyptians Place the Ancient Egyptians on a timeline with other ancient civilisations & British history. Describe the finding of Tutankhamun's tomb by Howard Carter & Lord Carnarvon. Study and compare the lives of some of the well-known pharaohs		Mayans Identify where the Mayan civilization settled and locate the surrounding countries and oceans. Discover what foods were grown and what animals were hunted to eat.			
Geography	UK Cities, human and physical features + mapping Use maps to locate the countries within the UK. Understanding the different countries		Physical and Human features Geography of Egypt Locate key places on a map. Understand the importance of the River Nile to the Ancient Egyptians		Construct and label a cross section of the Earth. Describe and identify key aspects of volcanoes and earthquakes. Discuss the effects of a volcanic				

	that make up the UK. Being able to compare and contrast the different countries of the UK.		To use grid references to locate places on the map To understand and learn why farming was important to the Egyptians		eruption and an earthquake.	
Art / DT	<p>Art Focus: Space – colour</p> <p>Identify and work with complementary and contrasting colours using different media – paint, pastels etc Mix and match colours to create atmosphere Use a variety of tools to create texture Paint -variety of types + Pastels Peter Thorpe</p>	<p>D&T Focus: Mechanical systems: Pop-up book.</p> <p>To create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.</p>	<p>Art Focus: Industrial Revolution - Drawing</p> <p>Apply the effect of light on objects from different directions Begin to use perspective in work using a single foci point and horizon Pencils, pastels, charcoal William Morris</p>	<p>D &T Focus: Electrical systems: Electronic greetings cards.</p> <p>Learn about the development of exchanging personal messages, to the invention of the Penny Black stamp. Develop an electronic greeting card, using paper-applicable circuit components</p>	<p>Art Focus: Volcanoes – sculpture</p> <p>Shape, form, model and construct from observation and imagination. Plan a wire sculpture through drawing and other preparatory work Wire and mod roc Rachel Ducker.</p>	<p>D&T Focus: Digital world: Monitoring devices</p> <p>Apply Computing knowledge and understanding to program a Micro: bit animal monitoring device. Develop 3D CAD skills by learning how to navigate the Tinkercad interface and essential tools to combine multiple objects.</p>
Computing	<p>Computing systems and networks: Search Engines</p> <p>Using keywords and phrases, identifying inaccurate information, learning page rank works as well.</p>	<p>Creating Media: Stop Motion Animation</p> <p>Storyboarding ideas, taking photographs and editing to create a video animation</p>	<p>Programming 1: Music</p> <p>Applying programming skills to create sounds and melodies leading to a battle of the bands performance</p>	<p>Programming 2: Micro:Bit</p> <p>The meaning and purpose of programming</p>	<p>Data Handling: Mars Rover 1</p> <p>Data transfer and binary code</p>	<p>Skills Showcase: Mars Rover 2</p> <p>3D design skills</p>

Music	<p>Livin' on a prayer</p> <p>Bon Jovi - A classic Rock song. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>	<p>Classroom Jazz</p> <p>This Unit of Work focuses on improvising. Using two great pieces, Three Note Bossa and Five Note Swing, the pupils will learn to play the pieces and then explore improvising with the repertoire.</p>	<p>Make You Feel My Love.</p> <p>Make You Feel My Love by Bob Dylan – a Pop Ballad sung by Adele. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.</p>	<p>The Fresh Prince of Bel-Air.</p> <p>Old-School Hip Hop by Will Smith. Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice</p>	<p>Dancing in the Street!</p> <p>All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas. a Motown song from the 1960s: The main unit song is Dancing In The Street. All musical learning will happen around this song and you will have the option to Listen and Appraise other songs in this Motown style</p>	<p>End With class (Revise all units)</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
PE	<p>Tag Rugby / Netball / Swimming</p> <p>Choose and combine techniques in games situations (running, throwing, catching, passing, jumping and kicking etc); Work alone, or with teammates in order to gain points or possession; Strike a bowled or volleyed ball with accuracy; Use forehand and backhand when playing racket games; Field,</p>	<p>Hockey / OAA / Swimming</p> <p>Select appropriate equipment for outdoor and adventurous activity; Identify possible risks and ways to manage them, asking for and listening to advice; Embrace both leadership and team roles and gain the commitment and respect of a team; Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p>	<p>Gymnastics</p> <p>Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, Inversions, rotations, bending, stretching and twisting, gestures, linking skills; Hold shapes that are strong, fluent and expressive; Include in a sequence set pieces, choosing the most</p>	<p>Rounders / Football</p> <p>Choose and combine techniques in games situations (running, throwing, catching, passing, jumping and kicking etc); Work alone, or with teammates in order to gain points or possession; Strike a bowled or volleyed ball with accuracy; Use forehand and backhand when playing racket games;</p>	<p>Cricket / Tennis</p> <p>Choose and combine techniques in games situations (running, throwing, catching, passing, jumping and kicking etc); Work alone, or with teammates in order to gain points or possession; Strike a bowled or volleyed ball with accuracy; Use forehand and backhand when playing racket games; Lead others when called upon and act as a good role model within a team.</p>	<p>Athletics</p> <p>Combine sprinting with low hurdles over 60 metres; Choose the best place for running over a variety of distances; Throw accurately and refine performance by analysing technique and body shape; Show control in take-off and landings when jumping; Compete with others and keep track of personal best performances, setting</p>

	<p>defend and attach tactically by anticipating the direction of play.</p> <p>Swimming</p> <p>Pupil will be working towards: Swim between 25 and 50 meters unaided; Use than one stroke and coordinate breathing as appropriate for the stroke being used; Swim at the surface and below the water.</p>	<p>I can defend within a game environment and know when to defend.</p> <p>Swimming continue from Autumn One</p>	<p>appropriate linking elements.</p> <p>Dance</p> <p>Direction changes, travel steps and levels</p>	<p>Lead others when called upon and act as a good role model within a team.</p> <p>Dance</p> <p>Create a sequence in partners</p>		
Spanish	<p>Yo - (All about me)</p> <p>Children will be learning to hold a conversation in pairs about names and ages, say when my birthday is in Spanish, describe how we are feeling, ask and answer familiar questions with a scaffold of responses, describe others in Spanish, ask and answer familiar questions with a scaffold of responses and use</p>	<p>La Comida - (Food)</p> <p>Children will be learning to be able to name 5 fruits in Spanish, be able to name 5 vegetables in Spanish, express our opinions and preferences about food and drink, use the conditional tense to order what we would like to eat in a restaurant, describe meal times using previous knowledge about daily routine and I earn about Christmas food and drinks in Spain.</p>	<p>La casa</p> <p>Children will be learning to learn how to describe our homes, use adjectives to describe the rooms in my house, use rooms of a home in sentences, be able to say what chores we do at home in Spanish, practice household chores in Spanish and write our daily routine in Spanish including chores we do at home</p>	<p>Los Animales - (Animals)</p> <p>Children will be learning to recap animal vocabulary and masculine and feminine words, use opinions to discuss animals in Spanish, construct a sentence made up of an opinion and a reason in Spanish, fill in the gaps in sentences by recognising the placement of words, order words correctly in a sentence in Spanish and decode a familiar text about animals.</p>	<p>Mi Pueblo - (My Town)</p> <p>Children will be learning to build a conversation that describes our homes, read aloud more complex familiar sentences using knowledge of phonics, write and say a more complex sentence containing familiar vocabulary, listen, read and show understanding of more complex familiar phrases and</p>	<p>El mundo que me rodea - (The world around me)</p> <p>Children will be learning to learn about Spanish speaking countries, discover holiday vocabulary in Spanish, learn different methods of travel and transport in Spanish, use "Ir" to talk about our holidays in Spanish, understand a conversation using "Ir" in Spanish and use our opinions and prepositions to write about an upcoming holiday in Spanish</p>

	a reflexive verb in a sentence.				sentences in texts, understand the formation of a question in Spanish and give our opinions on our towns.	
PSHE	<p><u>Religious Understanding</u> We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</p> <p><u>Me, my body, my health</u> Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).</p>	<p><u>Emotional Wellbeing</u> To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky. Emotions change as they grow up (including hormonal effects) To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness</p>	<p><u>Keeping Safe</u> To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages What the term cyberbullying means and examples of it What cyberbullying feels like for the victim How to get help if they experience cyberbullying. To judge well what kind of physical contact is acceptable</p>	<p><u>Religious Understanding</u> To know that God calls us to love others. To know ways in which we can participate in God's call to us.</p> <p><u>Personal Relationships</u> Pressure comes in different forms, and what those different forms are There are strategies that they can adopt to resist pressure. Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no' Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions Apply this approach to personal friendships and relationships</p>	<p><u>Economic Wellbeing: Money</u> Different ways to keep track of money Risks associated with money and ways of keeping money safe</p> <p><u>Economic Wellbeing: Aspirations, Work and Career</u> Some jobs are paid more than others; money is only one factor that influences career choices; why do voluntary work Skills that will help you in your future careers e.g. teamwork, communication and negotiation</p>	<p><u>Life Cycles</u> How a baby grows and develops in its mother's womb About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life Some practical help on how to manage the onset of menstruation.</p> <p><u>Me, my body, my health</u> That human beings are different to other animals About the unique growth and development of humans, and the changes that girls will experience during puberty About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately The need for modesty and appropriate boundaries. That human beings are different in kind to other animals About the unique growth and development of</p>

	<p><u>Religious Understanding</u> Children will know that God is Trinity - a community of persons Children will know that the Church is the Body of Christ - Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice</p>	<p>with trusted parents/carers/teachers when worried ensures healthy well-being. The difference between harmful and harmless videos and images The impact that harmful videos and images can have on young minds Ways to combat and deal with viewing harmful videos and images</p> <p><u>Living in the Wider World</u> Pupils will learn to apply the principles of Catholic Social Teaching to current issues.</p> <p>Pupils will find ways in which they can spread God's love in their community.</p>	<p>or unacceptable and how to respond. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests. Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. Learn how to make good choices about substances that will have a positive impact on their health. Know that our bodies are created by God, so we should take care of them and be careful about what we consume. Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies The recovery position can be used when a person is</p>		<p>humans, and the changes that boys will experience during puberty About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately The need for modesty and appropriate boundaries. How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p> <p><u>Shared Responsibilities</u> Protecting the environment in school and at home – how everyday choices can affect the environment.</p> <p>Journey In Love Diocesan SRE Programme</p>
--	---	--	---	--	--

unconscious but breathing.
DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.

Media Literacy and digital resilience

How to assess the reliability of sources of information online and how to make safe reliable choices from search results
How information is ranked, selected and targeted at specific individuals and that connected devices can share information

Internet Safety Week