

The Federation of the Church Schools of Shalfleet and Freshwater and Yarmouth



Long Term Planning Year 5 2026 - 2027

	AUTUMN		SPRING		SUMMER	
Title/Duration	Space Anglo Saxons		Viking Invaders!		Crime and Punishment	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	- Strong Working Partnerships. - Coherent learning links and pathways - Valuing all children, learning is accessible to all.		- High Quality Outcomes & Deep Learning. - Strong Working Partnerships.		- Opportunities for memorable experiences. - Challenging, engaging and motivating. - Promotes Independence and Curiosity.	
English (Focus Texts/Writing Opportunities)	Non-fiction - The Spectacular Science of Planet Earth. (R) Traditional tales - The pied piper of Hamelin. (R) Poetry – Refugees. (R) Fiction - Journey. (W) Traditional tales – The treasure of the	Non-fiction - The season of giraffes. (R) Advert – The Inner Child. (R) Poetry – Where the poppies now grow. (W) Non-fiction – Under Earth, under water. (W)	Fiction – Viking Boy. (R) (W)	Myths – The adventures of Robin Hood. (R) Poetry – The Lost Words. (R) Classic – Wind in the Willows. (W) Poetry – The Lost Words. (W)	Non-fiction - Great Adventurers (R) Fiction – The girl who stole an elephant. (R) Film - Unsung hero. (R) Non-fiction - Remarkable animals. (W) Fiction - Artemis Fowl. (W)	Poetry – The Final Year (R) Play – School end of term play. Film – Pigeon impossible. (W) Poetry – The Highwayman. (W) Short story – Ghostseses. (W)

	Loch Ness Monster. (W)	Advert - Coming Home. (W)				
Maths	Place Value Addition and Subtraction Multiplication and Division A Multiplication and Division B		Fractions A Fractions B Shape Area and Perimeter		Statistics Position and Direction Decimals Converting Units Negative numbers Volume	
Science	Forces – 5 weeks To be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To be able to identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To be able to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Space – 5 weeks To be able to describe the movement of the Moon relative to the Earth. To be able to describe the Sun, Earth and Moon as approximately spherical bodies. To be able to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Global warming – 1 week What is global warming and what are the impacts on living things?		Properties of Materials – 4 weeks To be able 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. I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To be able to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. To be able to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Animals including Humans – 5 weeks To be able to describe the changes as humans develop to old age. Life Cycles – 3 weeks To be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.		Reproduction- 5 weeks To be able to describe the life process of reproduction in some plants and animals. Reversible and Irreversible Changes. – 4 weeks To be able to demonstrate that dissolving, mixing and changes of state are reversible changes. To be able to 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. Plastic Pollution – 1 week What is plastic pollution and what impact does it have on the planet?	

History	<u>Space</u> <u>Big Question: How has space exploration changed over time?</u> <u>Chronological understanding</u> - How our solar system was explored and the discoveries made over time. Also, what could the future hold.	<u>Anglo Saxons / Vikings</u> <u>Big Question: How did England change during the settlement of the Anglo-Saxons?</u> <u>Viking Settlement and Anglo-Saxon England</u> Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <u>Historical Interpretation</u> Find and analyse a wide range of evidence about the past; Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Begin to evaluate the usefulness of different sources. <u>Knowledge and understanding of the past</u> Identify and note connections, contrasts and trends over time in the everyday lives of people; Use appropriate historical terms such as culture, religious, social, economic and political when describing the past;	<u>Crime and Punishment</u> <u>Big Question: Has the punishment ever fit the crime?</u> <u>Chronological understanding</u> Order and place key historical events on a timeline showing the development of punishments given to crime committed. Be able to understand and describe how and why these events occurred. <u>Historical Enquiry</u> Pupils should ask historically valid questions about change, cause, similarity and difference, and significance in order to be responsible for their own learning. They should look at different aspects of crime and punishment.
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		Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	
Geography	Sustainability Distribution of Natural Resources. Big Question: Where does energy come from? Locational Knowledge: -Locate different countries, oceans and seas of the World.. Geographical Skills and Fieldwork: -Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time e.g. using pictures from space. -Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe. -Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. Human and Physical: -Deepen their understanding of the difference between physical and human geography, explaining the terminology of	Comparison study Study of Scandinavia Big Question: Is life different if you live in Scandinavia? Linked to Invaders Geographical skills and fieldwork: -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight and countries in Scandinavia.	Human geography Trade links across UK & the world Big Question: What do we mean by economic activity? Field study enquiry question: How is the economy of Yarmouth affected by the seasons? Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight and the world. -Develop their analytical skills by comparing areas of the Isle of Wight and the world. They have a deeper knowledge of people, resources, natural environment. Children will conduct independent research asking and answering questions. Human and Physical Human geography including: (types of settlement and land use, economic activity including trade links, and the distribution of

	both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding.		natural resources including energy, food, minerals and water) Physical geography including: (climate zones, biomes and vegetation belts, mountains and the water cycle) of the Isle of Wight and the world. Geographical Skills and Fieldwork -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 Isle of Wight and the world.
Art	<u>Knowledge - Banksy</u> <u>Drawing and Painting</u> To look at art from a political view. Explore the history of graffiti and how Banksy uses it to give political messages. Can relate to the topic and create posters protesting over the extreme punishments used in history. <u>Knowledge - Bridget Riley</u> <u>Optical drawing</u>	<u>Knowledge – Bayeux Tapestry</u> Own class tapestry of Viking/ Saxon era. <u>Textiles</u> Children can: experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect. <u>Knowledge - Antoni Gaudí (Architecture & Mosaic Sculpture)</u> Gaudí's work beautifully bridges the gap between building design and sculpture, heavily drawing on natural, organic shapes rather than straight lines. The Concept: Designing structures inspired by nature (trees, bones, shells) and decorating surfaces using	<u>Knowledge - Roy Lichtenstein</u> Links to Pop Art movement of the 1960s. <u>Printing</u> Children can: design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns. <u>Knowledge - Rex Ray</u> Colourful collage

	Children will study optical illusions and what optical art is. They will use a video link to have a step by step guide to drawing a piece of optical art. They will then experiment with spiral square optical art - a different form, and finally create their own piece.		<i>trencadís</i> (mosaic art made from broken tiles). Classroom Project: - <i>Clay & Mosaic Castles:</i> Have students sculpt small clay structures or towers using organic curves instead of boxy corners. - <i>Trencadís Tilework:</i> Once dry, they can apply colorful acrylics or glue down small mosaic glass gems, sequins, or crushed eggshells to replicate Gaudí's famous textured mosaics			
Design and Technology	Design, Make, Evaluate, Technical Knowledge - Buzz Wire game	Design, Make, Evaluate, Technical Knowledge Creating own Anglo Saxon/ Viking Helmet.	Cooking and Nutrition - Make Viking Honey Bread.	Design, Make, Evaluate, Technical Knowledge Create a water filtering system – link to Science Properties of Materials	Design, Make, Evaluate, Technical Knowledge - Simple Cam Toy	Design, Make, Evaluate, Technical Knowledge - DT challenge - parents in.
Music	<u>Composition notation</u> (Theme: Ancient Egypt) (5 lessons) Identifying the pitch and rhythm of written notes	<u>Blues</u> (5 lessons) Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and	<u>South and West Africa</u> (5 lessons) Learning 'Shosholozza', a traditional South African	<u>Composition to represent the festival of colour</u> (Theme: Holi festival) (5 lessons) Exploring the associations	<u>Looping and remixing</u> (5 lessons) Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well-known	<u>Musical theatre</u> (5 lessons) An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an

	and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.	combining these to create an improvised piece with a familiar, repetitive backing.	song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.	song before putting a dance music spin on it to create their own versions.	overall performance, exploring how music can be used to tell a story and learning about performance aspects.
Computing	<u>Computer Systems and Networks - 'Sharing Information'</u> https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-sharing-information Key Program – Search Engines (Google)	<u>Creating Media – Vector Drawing</u> https://teachcomputing.org/curriculum/key-stage-2/creating-media-vector-drawing Key Program – https://docs.google.com/drawings/ (Children will need to sign in)	<u>Data and Information – Flat-file Databases</u> https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases Key Program – J2E Databases - https://www.j2e.com/database/ (Children will need to sign in)	<u>Programming A – Selection in Games</u> http://code-it.co.uk/goldgame/ Diving Beetle game (USE, MODIFY, CREATE booklets to be used) Key Program – Scratch	<u>Creating Media – Video Editing</u> https://teachcomputing.org/curriculum/key-stage-2/creating-media-video-editing Key Program – iMovie	<u>Programming B – Selection in Quizzes</u> https://teachcomputing.org/curriculum/key-stage-2/programming-b-selection-in-quizzes Key Program – Scratch
PE	<u>Personal Challenge:</u> Vortex, Speed Bounce, Standing long jump & Vertical jump <u>Invasion Games</u> Through: Tag Rugby (Sports Coach led) Focus: Simple tactics & Locomotion <u>Net and Wall Games</u> Through: Tennis	<u>Dance:</u> Specialist Teacher Focus: Stability <u>Invasion Games</u> Through: Football & Handball (Sports Coach Led) Focus: Manipulation & Simple tactics	<u>Personal Challenge Progress Check:</u> Vortex, Speed Bounce, Standing long jump & Vertical jump <u>Indoor Athletics</u> (Sports Coach Led) Focus: Locomotion <u>Target Games</u> Through: Dodgeball	<u>Gymnastics:</u> Specialist Teacher Focus: Stability & Evaluate <u>Invasion Games</u> Through: Hockey (Sports Coach Led)	<u>Striking and Fielding</u> Through: Cricket & Rounder's (Teacher Led) Focus: Manipulation & Simple tactics <u>Athletics</u> (Sports Coach Led)	<u>Personal Challenge Review:</u> Vortex, Speed Bounce, Standing long jump & Vertical jump <u>Outdoor Adventurous Games</u> Through: Orienteering (Sports Coach led) <u>Athletics</u> (Teacher led)

	(Teacher led) Focus: Simple tactics & Manipulation	<u>Invasion Games</u> Through: Basketball (Teacher led) Focus: Locomotion & Tactics	(Teacher Led) Focus: Stability & Manipulation *Boccia * NA Kurling	Focus: Manipulation <u>Invasion Games</u> Through: Netball (Teacher led) Focus: Locomotion	Focus: Locomotion & Stability	Focus: Manipulation
RE	<u>Belonging (M)</u> Shahada and salat	<u>Interpretation ©</u> Christmas – the two birth narratives	<u>Love (H)</u> The Golden Rule	<u>Salvation ©</u> The Christian Story	<u>Sacred places (C/I)</u> Places of worship	<u>Umma (M)</u> Hajj and zakat
French	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
	<u>Consolidation</u> - Children recap parts of the body and parts of the face. - Children recep the names of clothes and how to describe them. - Children recap numbers 0-31, and how to use these with the days of the week and months of the year to	<u>Space</u> - Children will learn the name of the Planets. - Children will learn the names of the Moon and Sun and be able to describe them (e.g. hot, cold, light, dark). - Children will learn adjectives in order to compare the planets (e.g. big, small, rocky,	<u>Weathers and Seasons</u> - Children will learn the names of the seasons and think about the months in relation to the seasons. - Children will learn about the different types of weather (e.g. rain, sun, cloud, snow etc) - Children will learn to ask what the weather is and describe it.	<u>Monster Pets</u> - Children recap their prior learning on pets, farm animals and animals from 'Brown Bear, brown Bear, What do you see?' as well as colours. - Children combine three animals to create a monster pet labelling them and using their	<u>Family</u> - Children learn about names of family members. - Children create their own family tree making sure they label the relationship. - Children describe some family members using adjectives (e.g. old, young, funny, quiet) and saying how old they are.	<u>At Home</u> - Children will learn about names of different rooms in the home. - Children will learn about basic furniture names that are found in the home. - Children will play fun games or activities to consolidate the learning above. <u>Consolidate</u>

	create dates. Can they remember how to say how old they are and when their birthday is? - Children recap names of food and say whether they like them or not. - Children recap different types of hobbies and activities and say whether they like them or not.	gassy, close to, far away from etc) - Children play games or do fun activities to cement the learning. - Children learn a song about the planets in French.	- Children will learn about the different clothes they might wear in different weather (e.g. coat, scarf, wellies, sun hat etc.) - Children use games and fun activities to cement the learning above.	knowledge on colours. - Children speak and write in sentences describing their monster pet. - Children learn new adjectives for describing their pets like friendly, angry, happy, sad etc. - Children look at each other's monster pets and say what they like and don't like about them.	- Children speak and write things their family like doing together - can revisit and build on their hobbies and activities knowledge from Year 4. - Children consolidate the learning through fun games and activities.	- Children will recap their learning on Space. - Children will recap their learning on seasons and weather. - Children will recap their learning on animals and family.
SMSC/PSHE	Respect/ Relationships - How can my adult relationships affect my future?		Resilience/ Living in the wider world - What are the risks with money?		Relationships/ Health and wellbeing - What is my personal identity?	
Forest Schools	Habits and habitats Site Survey – Flora and Fauna Maintaining and creating habitats	Seasonal changes Extreme Weather Climate Change Eco-Warriors	Birds – Observe, Identify, feed, shelter, count Garden/river/se a birds. Preserving our bird population	Weather watch – observe, record. Wind power Climate change Eco-Warriors	Plant and nurture seedlings. Create and maintain garden beds. Climate change – planting for the future.	Harvesting fruit and veg Making Art Minimising use of natural resources. Our impact Climate activists.
Trips/ Events/ Risk Day		Anglo Saxon/ Viking dress up day and	Viking Food with parents.	Bournemouth Symphony -	Tower of London	Yarmouth Geography Fieldwork- Tourism Winter /Summer

	Yarmouth Geography Fieldwork- Tourism Winter/Summer comparison Part 1	workshop with Estelle Baker Christmas decorations with parents.		Portsmouth Guildhall Lost Words inspiration walk.	Outdoor Learning Day	comparison Part 2 DT challenge day with parents.
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