#### AUTUMN TERM

# Year 5

|              | WEEK I<br>I <sup>st</sup> Sent                                  | WEEK 2<br>8 <sup>th</sup> Sept  | WEEK 3  | WEEK 4<br>22 <sup>nd</sup> Sent  | WEEK 5<br>29th Sent   | WEEK 6   | WEEK 7   | WEEK 8  |           | WEEK 9<br>3 <sup>rd</sup> Nov  | WEEK IO   | WEEK II<br>IZ <sup>th</sup> Nov  | WEEK 12  | WEEK 13   | WEEK IL  | WEEK IS  |
|--------------|---|---|---|--|---|--|--|---|-----------|--|---|--|--|---|--|--|
| Key<br>Dates | Monday &<br>Tuesday –<br>Teacher Day                            | <u> </u>  | 13 541  | <u> </u>   |   | Friday-<br>World<br>Mental<br>Health Day   | 13 000   | 20 00   |           |  | Anti bullying<br>week<br>13 <sup>th</sup> Nov<br>Morning at<br>PK   |  |  |   | I3 <sup>TH</sup> Dec —<br>Panto!   | 15 Da  |
| Science      |   | Properties and<br>changes of<br>materials<br>(6 lessons)<br>Lesson1<br>What<br>properties<br>do<br>materials<br>have? How<br>do we use<br>them? | Properties and<br>changes of<br>materials<br>(6 lessons)<br>Lesson 2<br>What is a<br>solution<br>and what<br>is a<br>mixture? | Properties and<br>changes of<br>materials<br>(6 lessons)<br>Lesson 3<br>How can<br>we<br>separate<br>materials<br>from a<br>mixture? | Properties and<br>changes of<br>materials<br>(6 lessons)<br>Lesson 4<br>How can<br>we<br>separate<br>materials<br>from a<br>solution? | Properties and<br>changes of<br>materials<br>(6 lessons)<br>Lesson 5<br>What<br>changes<br>are<br>reversible?    | Properties and<br>changes of<br>materials<br>(6 lessons)<br>Lesson 6<br>What<br>changes are<br>irreversible?<br>(Does it<br>burn or<br>does it melt<br>experiment) | Animals,<br>including<br>humans (3<br>Lesson I<br>What is<br>the human<br>timeline?   |           | Animals,<br>including<br>humans (3<br>lessons)<br>Lesson 2<br>How do<br>we change<br>into<br>adults?                       | Animals,<br>including<br>humans (3<br>lessons)<br>How does<br>human<br>and<br>animal<br>lifespan<br>compare?        |  |  |   |  |  |
| History      |   | Ancient Greece<br>(9 lessons)<br>Lesson 1:<br>Who were<br>the<br>Ancient<br>Greeks<br>and when<br>did they<br>rule?                             | Ancient Greece<br>(9 lessons)<br>Lesson 2<br>What<br>beliefs did<br>the<br>Ancient<br>Greeks<br>hold?                         | Ancient Greece<br>(9 lessons)<br>Lesson 3<br>City<br>states:<br>what was<br>the<br>difference<br>between<br>Athens<br>and<br>Sparta? | Ancient Greece<br>(9 lessons)<br>Lesson 4<br>What was<br>democracy<br>like in<br>Athens?  | Ancient Greece<br>(9 lessons)<br>Lesson 5<br>Why was<br>the theatre<br>important<br>to the<br>Ancient<br>Greeks? | Ancient Greece<br>(9 lessons)<br>Lesson 6<br>What myths<br>and fables<br>did the<br>Ancient<br>Greeks<br>write?  | Ancient Greece<br>(9 lessons)<br>Lesson 7<br>What<br>happened<br>at the<br>Battle of<br>Marathon?<br>Why was it<br>important? | HALF TERM | Ancient Greece<br>(9 lessons<br>Lesson8<br>Why were<br>the<br>Olympic<br>games<br>invented<br>by the<br>Ancient<br>Greeks? | Ancient Greece<br>(9 lessons)<br>Lesson 9<br>Who was<br>Alexander<br>the Great<br>and why<br>was he so<br>renowned? |  |  |   |  |  |
| Geography    |   |   |   |  |   |  |  |   |           |  | Lesson 1<br>Geography<br>– where<br>would you<br>find some<br>of the<br>major<br>countries<br>of the<br>world?      | Lesson 2<br>Geography<br>– where<br>would you<br>find some<br>of the<br>major<br>countries<br>and cities<br>of the<br>world? | Lesson 3<br>Geography<br>– What is a<br>biome? | Lesson 4<br>Geography<br>– How do<br>biomes<br>change<br>across the<br>world? | Lesson 5<br>Geography<br>– What are<br>the human<br>features<br>that define<br>Europe,<br>North and<br>South<br>America? | Lesson 6<br>Geography<br>– What are<br>the<br>physical<br>features<br>that define<br>Europe,<br>North and<br>South<br>America? |
| DT           | Food: What<br>can we learn<br>from different<br>cultures diets? |   |   |  |   | MENTAL<br>HEALTH<br>DAY  |  |   |           |  |   |  |  |   |  |  |
| Art          |   |   |   |  |   |  |  |   |           | SCULPTURE<br>(GREEK<br>VASES)<br>Artist - anon   |   |  |  |   |  |  |

Year 5

Long Term Plan

#### SPRING TERM

# Year 5

|              | WEEK 16<br>5 <sup>th</sup> Jan  | WEEK 17<br>12 <sup>th</sup> Jan   | WEEK 18<br>19 <sup>th</sup> Jan   | WEEK 19<br>26 <sup>th</sup> Jan   | WEEK 20<br>2 <sup>nd</sup> Feb  | WEEK 21<br>9 <sup>th</sup> Feb  |        | WEEK 22<br>23 <sup>rd</sup> Feb  | WEEK 23<br>2 <sup>nd</sup> Mar  | WEEK 24<br>9 <sup>th</sup> Mar  | WEEK 25<br>I6 <sup>th</sup> Mar  | WEEK 26<br>23 <sup>rd</sup> Mar  |
|--------------|---|---|---|---|---|---|--------|--|---|---|--|--|
| Key<br>Dates |   |   |   |   |   | Space centre trip   |        | Mother language<br>day   |   |   |  | Year group<br>assembly   |
| Science      | Forces<br>When is friction<br>helpful and when<br>is it not?                                      | What is the effect<br>of air resistance?  | What is the effect<br>of water<br>resistance?   | Who was Galileo<br>Galilei?   | How do levers help<br>us?   | How do pulleys and<br>gears help us?  |        | To understand<br>what the<br>difference is<br>between a mammal<br>and an amphibian | To understand the<br>similarities and<br>differences between<br>the life cycles of a<br>mammal, an<br>insect, an<br>amphibian and a<br>bird | To discover who<br>Maria Merian was<br>and what she did               | To understand the<br>science of how<br>living things<br>reproduce  | To understand the<br>life processes of<br>reproduction   |
| History      | Where did the<br>Maya live?   | What are the<br>significant events<br>in the Maya's<br>history?                                   | What were the<br>Maya city states<br>like?  | City-state study –<br>Palenque  | What did the<br>Maya invent?  | What did the<br>Maya invent?  | F TERM | What happened to<br>the Maya city<br>states?                                       | Remember Britain<br>and the Anglo-<br>Saxons  | Compare and<br>contrast the Maya<br>and Anglo-Saxons<br>in c. AD 900  |  |  |
| Geography    |   |   |   |   |   |   | HAL    |  |   |   | To understand<br>why we need<br>latitude and<br>longitude  | To understand 4<br>and 6 figure grid<br>references and how<br>to use them  |
| DT           | understand which<br>fabric is ideal for<br>creating a functional<br>and hardwearing<br>lunch bag. | understand which<br>fabric is ideal for<br>creating a functional<br>and hardwearing<br>lunch bag. | understand which<br>fabric is ideal for<br>creating a functional<br>and hardwearing<br>lunch bag. | understand which<br>fabric is ideal for<br>creating a functional<br>and hardwearing<br>lunch bag. | understand which<br>fabric is ideal for<br>creating a functional<br>and hardwearing<br>lunch bag. | understand which<br>fabric is ideal for<br>creating a functional<br>and hardwearing<br>lunch bag. |        |  |   |   |  |  |
| Art          |   |   |   |   |   |   |        | Subtractive<br>drawing in the<br>style of Frank<br>Auerbach                        | Research an artist<br>Friedensreich<br>Hundertwasser<br>(1928   | Drawing in the<br>style of<br>Friedensreich<br>Hundertwasser<br>(1928 | We will create<br>landscapes, using<br>organic lines and<br>spirals, along with<br>bright colours and<br>overlaying. | We will create<br>landscapes, using<br>organic lines and<br>spirals, along with<br>bright colours and<br>overlaying. |

#### SUMMER TERM

| WEEK 27<br>13 <sup>th</sup> Apr∼ | WEEK 28<br>20 <sup>th</sup> Apr | WEEK 29<br>27 <sup>th</sup> Apr | WEEK 30<br>4 <sup>th</sup> May | WEEK 31<br>II <sup>th</sup> May | WEEK 32<br>18 <sup>th</sup> May |      | WEEK 33<br>I <sup>st</sup> Jun | WEEK 34<br>8 <sup>th</sup> Jun | WEEK 35<br>15 <sup>th</sup> Jun | WEEK 36<br>22 <sup>nd</sup> Jun | WEEK 37<br>29 <sup>th</sup> Jun | WEEK 38<br>6 <sup>th</sup> Jul | WEEK 39<br>13 <sup>th</sup> Jul |
|----------------------------------|---------------------------------|---------------------------------|--------------------------------|---------------------------------|---------------------------------|------|--------------------------------|--------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------------|---------------------------------|
| Key<br>Dates                     |                                 |                                 | May Day Bank<br>Holiday        |                                 | <b>y</b>                        |      |                                |                                |                                 |                                 |                                 |                                |                                 |
| Science                          |                                 |                                 |                                |                                 |                                 |      |                                |                                |                                 |                                 |                                 |                                |                                 |
| History                          |                                 |                                 |                                |                                 |                                 | TERM |                                |                                |                                 |                                 |                                 |                                |                                 |
| Geography                        |                                 |                                 |                                |                                 |                                 | HALF |                                |                                |                                 |                                 |                                 |                                |                                 |
| DT                               |                                 |                                 |                                |                                 |                                 |      |                                |                                |                                 |                                 |                                 |                                |                                 |
| Art                              |                                 |                                 |                                |                                 |                                 |      |                                |                                |                                 |                                 |                                 |                                |                                 |

# Year 5