



Aycliffe Village Primary & Nursery School

Year 5 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Planning sequences around these books	Ambition and Desire	Power v Principles	Belonging and Acceptance	Legends and Folklore	Lessons from History	Mystery and Truth
	The Man Who Walked Between the Towers Mordicai Gerstein Hidden Figures Margot Lee Shetterly OR The Tempest William Shakespeare	Robot Girl Malorie Blackman The Odyssey Gillian Cross OR Percy Jackson Rick Riordan	The Lost Thing Shaun Tan The Island Armin Greder OR Freedom Bird Jerdine Nolen	The Sleeper and the Spindle Neil Gaiman and Chris Riddell Beowulf Michael Morpurgo OR The Lost Happy Endings Carol Ann Duffy	Kaspar, Prince of Cats Michael Morpurgo OR Children of the Benin Kingdom Dina Orji Anne Frank Josephine Poole OR Otto, Autobiography of a Teddy-bear Tomi Ungerer	High Rise Mystery Sharna Jackson OR Origami Yoda Tom Angleberger Curiosity Markus Motum OR Firebird Saviour Pirota and Catherine Hyde
Maths	Number Place Value Number Addition and Subtraction	Number Multiplication and Division Fractions Unit A	Number Multiplication and Division B	Number Fractions Unit B Number Decimals and Percentages Perimeter and Area Statistics	Geometry Shape Geometry Position and Direction Number Decimals	Number Negative Numbers Measuring Converting Units Measurement Volume
Science	Working Scientifically Class tree study Animals including humans	Working Scientifically Sound	Working Scientifically States of matter	Working Scientifically Living things and their habitats	Working Scientifically Living things and their habitats	Working Scientifically Electricity

Art	<p>Typography and maps Drawing and sketchbooks Children are introduced to typography design and they explore how they can create their own fonts and design. Children explore how we can use visual letters and other elements to help convey ideas and emotions. They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three-dimensional maps.</p> <p>Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p>		<p>Making mono types Surface and colour Children explore the process of making monotypes. Children explore the work of an artist who used monotypes to build sculptures and installations. Pupils develop their mark making skills, before focussing upon a project which gives them the opportunity to use the monotype process (combined with painting and collage) to make a “zine”, inspired by a piece of poetry.</p> <p>Artists: Kevork Mourad</p>		<p>Architecture: big or small Working in three dimensions Children explore the work of architects and individual builder/designers, and use sketchbooks and drawing to collect, process and reflect upon ideas. Children then go on to build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made.</p> <p>Artists: Shoreditch Sketcher, Various Architects</p>	
Design Technology		<p><u>Structures</u> Frame structures - Making a kite. Link with Poppy Artwork as part of Remembrance Celebrations.</p> <p>Making a Christmas decoration Making a Christmas Card</p>		<p><u>Food</u> Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)</p> <p>Making an Easter Card with a moving part</p>		<p><u>Electrical Systems</u> Monitoring and control</p>

History	<p>Were the Vikings really vicious?</p> <p>NC Ref: The Viking and Anglo-Saxon struggle for England to 1066</p> <p>Focus: Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p>		<p>Who were Britain's first builders?</p> <p>NC ref: Changes in Britain Stone Age to Iron Age</p> <p>Focus: building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.</p>		<p>Why did the Ancient Egyptians build pyramids?</p> <p>NC ref: Achievements of earliest civilisations - Ancient Egypt</p> <p>Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p>	
Geography		<p>What shapes my world? Processes and key features shaping places and human experiences Focus: weather, water, tectonics, biomes and climate zones</p>		<p>Where could we go? Fantastic Journeys. Focus: key countries and features of the world. Regions, tropics, hemispheres, tropics,</p>		<p>Where has my food come from? Origins of key foods. Focus: trade links, natural resources, fieldwork, thematic maps, industry, farming, employment. Possible link to local fieldwork to conduct survey/ questionnaire</p>

						and impact evaluation.
Music	Livin' on a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
Computing	Y5.5 My Online Life: This activity takes place over the course of the term. It covers all the DFE statutory requirements for digital literacy and online safety.	Y5.3 Making AR Games: In this activity the children will be introduced to the world of Augmented Reality (AR). They will then be set the task of designing and creating a game that uses AR.	Y5.2 Girls v Boys: STEAM Challenges: This activity will pit the girls against the boys in a series of creative STEM challenges. They will tackle code, maths, art, DT and lots of problem solving.	Y5.1 YouTuber: Every child wants to be a "YouTuber". In this activity children will learn about what that means, the positives and negatives, safety tips and they will create their own video blog (vlog)	Y5.7 Binary Messages: This activity introduces binary code. It explains what binary code is and how it is used. The children then challenge each other to solve word problems by using binary code.	Y5.14 Web Designer: In this activity the children will learn about the history of the web, basic HTML, how to create their own graphics and how to publish their own website.
RE	What do Hindus believe?	How and why is Advent important to Christians?	What can we learn about Christian worship and beliefs by visiting churches?	What do Christians remember on Palm Sunday?	How do Hindus worship?	
French	Salut! Gustave Greetings/personal information Greet people and give personal information, ask and talk about siblings, say what people have and not have using 3 rd person 'avoir'	À l'école At school Name school subjects, talk about likes and dislikes at school, ask and say the time and talk about the timings of the school day.	La nourriture Food Ask politely for food items, describe how to make a sandwich, express opinions about food, talk	Chez moi Home Name and describe rooms in the house, say what people do at home and say what people do and where.	En ville My town Name places in the town, ask the way and give directions, say where you are going and give the time	En vacances On holiday Ask and say where you're going on holiday, express opinions about holidays, talk about what you're going to do on holiday

	and say what people are like using 3 rd person 'être' including negatives.		about healthy and unhealthy food.			and talk about holiday plans.
PSHCE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Invasion Games Wide Attack (rugby)	Gymnastics Acrobatic Gymnastics	Dance Indian Dance	Netball Fives & Threes	Swimming Striking and Fielding Runners	Football Athletics Distance Challenge
Enrichment Activities					Oriental Museum – Ancient Egyptians	