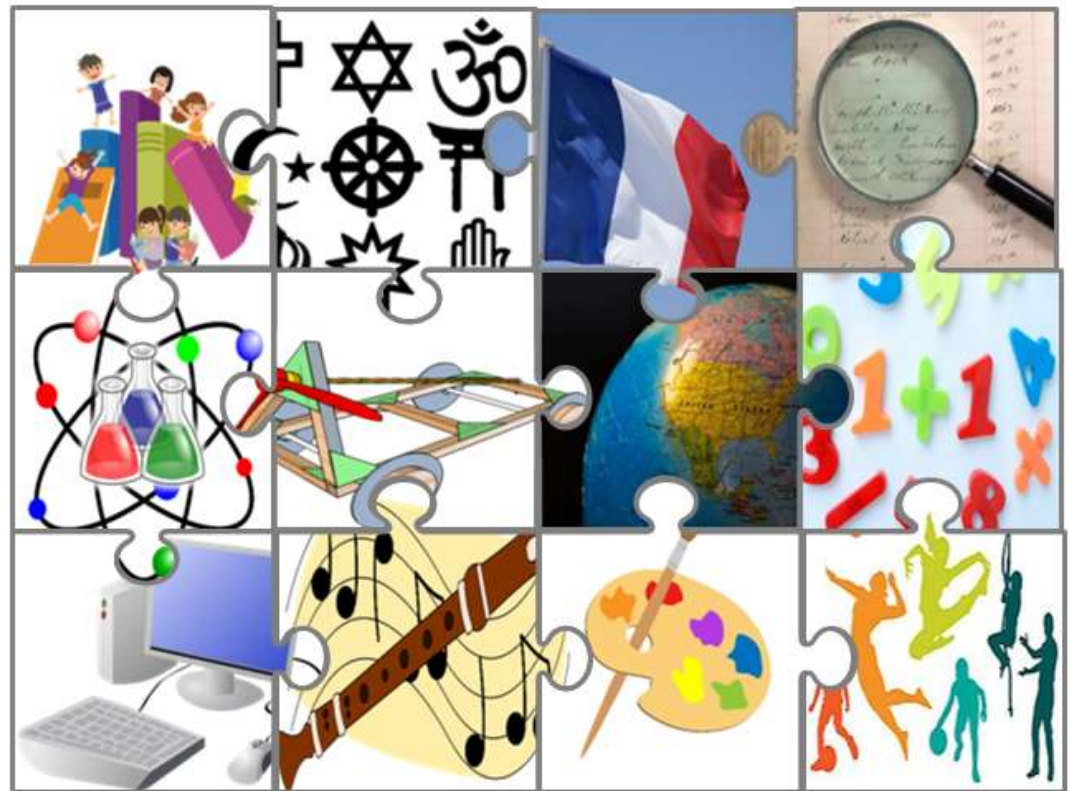


# Year 5 Long Term Plan 2024-25

*"At St Luke's, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year. "*



*"Together we will  
Flourish"*



BH and RS 2024





## Year 5 Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	COMMUNITY DETECTIVES VICTORIAN BRADFORD	WORLD WAR I	SOUTH AMERICA	THE MAYA CIVILISATION	NATIONAL PARKS - THE YORKSHIRE DALES MAP SKILLS	
<b>Our Values</b> <b>Assemblies</b> These will mirror the principles and values of our school We will 'dip in and out of each area' each term as and when we need to.	<b>FRIENDSHIP</b> Is something that we offer to everyone, just as God offers it to us. Learning to be a good friend takes a life time. Good friends stick around in bad times as well as good; they are not afraid to tell us the truth, even if it hurts. <b>Link:</b> having/being a good friend in your class	<b>COMPASSION</b> Is putting yourself in someone else's shoes when they are suffering. As we start to understand how they feel in our hearts, we will want to help them in some way. <b>Link:</b> Children in Need/Foodbank Appeal at Harvest	<b>REVERENCE &amp; RESPECT</b> Take time to stop and be amazed: by God, by the people and world around us. Recognise that we deepened on all of them. And the way we respond to and interact with life, others, the created world and God will change. <b>Link:</b> New Year	<b>SERVICE</b> Helping others, even if they can't (or won't) do anything in return and even if it costs us (time, money, discomfort). Serving others can bring joy and freedom. <b>Link:</b> Easter – Servant King	<b>CREATION &amp; COMMUNITY</b> Remembering that the earth, and every life on it, is precious – a beautiful and beloved creation to be treasured and cred for; enjoyed, explored and celebrated. <b>Link:</b> visits/trips	<b>TRUTHFULNESS</b> Be truthful. Be true to who you are (don't pretend to be someone else). Search for and talk about truth and meaning in life (eg is it true that fame and money will make you happy?) Discover the amazing truth that we are loved beyond measure. <b>Link:</b> transition – be true to yourself
Assessment opportunities	Baseline	Data Point	Through year formative assessment	Data Point	Through Year formative assessment	Data Point
Parental Involvement	Pastries for Parents (English & Maths workshops) McMillan Coffee Morning Harvest Festival	Pastries for Parents (English & Maths workshops) Christmas activity afternoon Christmas Fayre Christmas Carol Service	Pastries for Parents (English & Maths workshops)	Pastries for Parents (English & Maths workshops) Easter Service Easter activity afternoon	Pastries for Parents (English & Maths workshops)	Pastries for Parents (English & Maths workshops) Sport's Day Summer Fayre End of Year Celebration



## Year 5 Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	COMMUNITY DETECTIVES VICTORIAN BRADFORD	WORLD WAR I	SOUTH AMERICA	THE MAYA CIVILISATION	NATIONAL PARKS - THE YORKSHIRE DALES MAP SKILLS	
Possible Texts	Journey to Jo'Burg Beverley Naidoo  Biography Persuasive Pamphlet Non Chron Report	War Horse Michael Morpurgo  WW1 Christmas Truce	The Great Kapok Tree Lynne Cherry	Maya Myths and Legends	The Lost Happy Endings Carol Ann Duffy	Stormbreaker Anthony Horowitz  Explanation text- new weapon Formal Letter using persuasive devices Atmospheric description of car chase
'Wow' moments / Enrichment Weeks	Online Safety – Community Police  Workshop: <i>Everyone comes from Somewhere</i>  Bradford Industrial Museum:    Lifebase Workshop: <i>Growing &amp; Changing</i>	Online Safety – Community Police    Poppies for Remembrance & War Horses workshop  Children in Need Fundraising Activities  View the movie 'War Horse'	Orienteering Workshop	Comic Relief fundraising activities.		Residential to Yorkshire Dales – outdoor learning Comparing settlements – Buckden/Bradford Similarities and differences between St. Luke's Church & the church of St Michael & All angels in Hubberholme (Mousey Thompson) Adventurous Activities: • Caving • Gill scrambling • High Ropes • Low ropes • Walking Problem solving and Teamwork Sports Day

	2 weeks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Topic	Community Detectives	Victorian Bradford	World War 1	South America	The Maya Civilisation	National Parks- The Yorkshire Dales map skills.	
Book	Street Child as class read – discuss to build picture		War Horse- Illustrated Version Where the poppies now grow.	The Great Kapok Tree	History in infographics- The Mayan The rain player- retell of a game. The history of chocolates.	The lost happy endings Leaflets about national parks	The Matchbox diary The arrival
English Genre	2 weeks- <b>Writing to inform- Reports</b>  David Hockney and Titus Salt (biography)  Go to Saltaire.	2 weeks- <b>Writing to inform</b> Victorians – informative non chronological reports Sectional report  2 weeks- <b>Discussion text-</b> Opposing views, were the Victorians vile or virtuous?	1 weeks- <b>Poetry-</b> link to where the poppies now grow. (Renga style)  2 weeks- <b>Writing to entertain-</b> alternative perspective.  2 weeks- <b>Explanation text-</b> why and how did the Christmas truce happen?	2 weeks- <b>Writing to persuade-</b> Formal Letter to nestle/ McDonalds etc?  2 weeks- <b>Writing to entertain-</b> Setting description.  2 week- <b>Writing to entertain</b> Innovate the story of the great Kapok tree.	2 week- <b>Writing to entertain</b> magazine article about the events of the game- rain player  1 week- <b>Writing to Inform-how</b> to play this game instructions . (literacy tree) linked to The rain player.  3 week- <b>Writing to entertain-</b> Writing a short myth	1 week- <b>Writing to entertain:</b> - Setting description  2 week- <b>Writing to entertain:</b> -own alternative ending  2 weeks- <b>Writing to inform:</b> Informative Leaflets about National Parks	2 week- <b>Writing to entertain:</b> letter to recount the events of the story in role.  2 week- <b>Writing to persuade-</b> Informative double spread advertisement poster about Buckden  1 week- <b>Poetry-</b> Senryus

Ongoing Skills	<ul style="list-style-type: none"> <li>- Consistently produce legible joined handwriting.</li> <li>- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>- Write effectively for a range of purposes and audiences.</li> <li>- Use expanded noun phrases to convey complicated information concisely.</li> <li>- Identify the audience for a purpose of the writing, selecting appropriate form and using other similar writing models for their own.</li> </ul>						
Writing To inform	<p><b>Reports</b></p> <p>Write effectively for a range of purposes- biography audience, child of their age.</p> <p>Use paragraphs or sections to organise and structure.</p> <p>Maintain standard English form- journalistic vocab and sentence structures.</p> <p>Conjunctions</p> <p>Use verb tenses mostly consistently and correctly throughout their writing.</p> <p>Recapping punctuation: Full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation.</p>	<p><b>Reports</b></p> <p>Write effectively for a range of purposes- a sectional report on Queen Victoria/ The Victorians</p> <p>Headings/bullet points (begin to use)</p> <ul style="list-style-type: none"> <li>- Headings</li> <li>- Subheadings</li> </ul> <p>Use para sections to organise and structure.</p> <p>Maintain standard English form- journalistic vocab and sentence structures.</p> <p>Conjunctions</p> <p>Relative clauses</p> <p>Relative pronouns</p> <p>Use verb tenses mostly consistently and correctly throughout their writing.</p> <p>Recapping punctuation: Full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation.</p>			<p><b>How to play this game instructions . (literacy tree) linked to The rain player</b></p> <p>5 clearly sequences parts.</p> <p>Headings/bullet points (begin to use)</p> <ul style="list-style-type: none"> <li>- Headings</li> <li>- Subheadings</li> <li>- Bullet points</li> </ul> <p>Begin to use prepositional phrases to add detail, qualification and precision.</p> <p>Write effectively for a range of purposes and audiences.</p> <p>Use some punctuation for parenthesis (brackets, commas and dashes)</p> <p>Use relative clauses, sometimes omitting the relative pronoun.</p> <p>Using colon to introduce list.</p>	<p><b>Informative Leaflets about National Parks</b></p> <p>Headings/bullet points (begin to use)</p> <ul style="list-style-type: none"> <li>- Headings</li> <li>- Subheadings</li> <li>- Bullet points</li> </ul> <p>Write effectively for a range of purposes and audiences.</p> <p>Use commas for clarity mostly correctly.</p> <p>Past tense</p> <p>Modal verbs</p> <p>Using colon to introduce list.</p> <p>Passive verbs</p>	

Write to entertain			<p>2 weeks- alternative perspective.</p> <p>Changing vocabulary</p> <p>Use adverbs to add detail</p> <p>To use a range of clauses.</p> <p>Vocabulary choices- adverbs, adjectives, precise nouns, expressive verbs and figurative language.</p> <p>2 weeks- why and how did the Christmas truce happen?</p> <p>To use preposition phrases</p> <p>Commas for clarity mostly correctly</p> <p>To use headings, subheadings and bullet points.</p> <p>Use of flash backs through adverbials and preposition.</p> <p>To spell some Y5/6 words correctly.</p>	<p>2 weeks- - Setting description.</p> <p>To begin to create atmosphere.</p> <p>Claus structures, sometimes omitting the relative pronoun.</p> <p>2 week- -Innovate the story of the great Kapok tree</p> <p>Use relative clauses, sometimes omitting the relative pronoun.</p> <p>To begin to create atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Use of flash backs through adverbials and preposition.</p> <p>To spell some Y5/6 words correctly.</p>	<p>2 week- -magazine article about the events of the game-rain player</p> <p>Use relative clauses, sometimes omitting the relative pronoun.</p> <p>To use some punctuation for parenthesis (brackets, commas, dashes)</p> <p>3 week- - Writing a short myth</p> <p>To begin to create atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Past tense to link events.</p> <p>Action, dialogue and description used to move events forward.</p> <p>Relative clauses with commas and dashes used for additional details including omitted relative pronouns.</p> <p>To spell most Y5/6 words correctly.</p>	<p>1 week- - Setting description</p> <p>To begin to create atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Use expanded noun phrases to add detail, qualification and precision by modifying adjectives and preposition phrase.</p> <p>2 week- -own alternative ending</p> <p>Modal verbs</p> <p>Adverbs of possibility.</p> <p>To spell most Y5/6 words correctly.</p> <p>Assessing the effectiveness of them and their own and other writing.</p>	<p>2 week- Letter to recount the events of the story in role.</p> <p>First person</p> <p>To spell all Y5/6 words correctly.</p> <p>Hyphen to avoid ambiguity</p> <p>Proposing choices to vocabulary, grammar and punctuation to enhance effects and clarify meanings.</p>
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Poetry			<b>Renga</b> <ul style="list-style-type: none"> <li>• Renga poems are written by more than one poet</li> <li>• Poet A would write three lines following the structure below. Poet B would then write the last two lines of the verse following the given structure. This is repeated within a pair or small group until the poem is complete</li> <li>• The line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables Line 4: 7 syllables Line 5: 7 syllables</li> <li>• There is no set rhyme scheme</li> <li>• The themes within a verse need to be consistent</li> </ul> <p>Each line starts with a capital letter and the last line of each verse ends with a full stop</p> <p>The final leaf falls The tree branches are so bare Autumn has arrived Remember summer's warm kiss So gentle, it will be missed.</p>				<b>Senryus</b> <ul style="list-style-type: none"> <li>• The structure is identical to that of a haiku (see Y2)</li> <li>• Each line starts with a capital letter</li> <li>• Each line ends with appropriate punctuation</li> <li>• Where senryus differ from haikus is their subject: senryus are about human nature or emotions</li> <li>• They can be serious or cynical</li> </ul> <p>First day, new school year, Backpack harbours a fossil: Last June's cheese sandwich. The death of a friend Can leave one devastated. Fate is often cruel.</p>
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Writing to persuade				<p>Formal Letter to nestle/ McDonalds etc?</p> <p>Use commas for clarity mostly correctly.</p> <p>Use expanded noun phrases to add detail, qualification and precision., e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase.</p> <p>Use some punctuation for parenthesis (brackets, commas and dashes)</p> <p>Modal verbs and adverbs</p> <p>Structured paragraphs.</p> <p>Evaluate the contrast between formal and informal persuasive texts.</p>			<p>Informative double spread advertisement poster about Buckden</p> <p>Headings Sub-headings Bullet point</p> <p>Commas to avoid ambiguity.</p> <p>Use some punctuation for parenthesis (brackets, commas and dashes)</p> <p>Write effectively for a range of purposes and audiences.</p>
Writing to discuss		<p>Discussion texts: Opposing views, were the Victorians vile or virtuous? Use oppositional or additional conjunctions (on the other hand, however, additionally)</p> <p>Begin to use a range of devices to build cohesion.</p> <p>Use expanded noun phrases to add detail, qualification and precision.</p> <p>Use verb tenses mostly consistently and correctly throughout their writing</p> <p>Modal Verbs Paragraphs using adverbials.</p> <p>Perform their own composition using appropriate intonation/ volume and movements.</p>					



Classroom Secrets Year 5								
Week	1	2	3	4	5	6	7	8
Autumn 1	<b>Ready to write:</b> 1. Pronouns 2. Expanding Noun Phrases	<b>Ready to write:</b> 3. Fronted Adverbials 4. Plural and Possessive	<b>Ready to write:</b> 5. Direct and Indirect Speech	<b>Relative Causes</b> 1.Relative Pronouns 2.Recognising Relative Clauses	<b>Relative Causes</b> 3.Using Relative Clauses	<b>Relative Causes</b> 4.Omitting Relative Pronouns	<b>Modal Verbs</b> 1.Recognising Modal Verbs	<b>Assessment Week</b>
Autumn 2	<b>Modal Verbs</b> 2.Using Modal Verbs	<b>Adverbs</b> 1.Recognising Adverbs 2.Using Adverbs	<b>Adverbs</b> 3.Recognising Adverbs to Indicate Degrees of Possibility	<b>Adverbs</b> 4.Using Adverbs to Indicate Degrees of Possibility	<b>Parenthesis</b> 1.Recognising Parenthesis 2.Using Brackets to Indicate Parenthesis	<b>Parenthesis</b> 3.Using Dashes to Indicate Parenthesis	<b>Assessment Week</b>	
Spring 1	<b>Parenthesis</b> 4.Using Commas to Indicate Parenthesis	<b>Expanded Noun Phrases</b> 1.Recognising Noun Phrases	<b>Expanded Noun Phrases</b> 2.Creating Concise Noun Phrases	<b>Expanded Noun Phrases</b> 3.Writing Concise Noun Phrases 4.Using Noun Phrases	<b>Tenses</b> 1. Past or Present?	<b>Tenses</b> 2. Present Perfect Form 3. Recognising Past Perfect Form		
Spring 2	<b>Tenses</b> 4. Using the Past Perfect Form 5. Recognising the Future Perfect Form	<b>Tenses</b> 6. Using the Future Perfect Form 7. Recognising the Perfect Form in Sentences	<b>Tenses</b> 8. Using the Perfect Form in Sentences 9. Which tense?	<b>Commas</b> Using commas in list, adverbials and clauses	<b>Commas</b> Recognising commas to avoid ambiguity	<b>Assessment Week</b>		
Summer 1	<b>Cohesion</b> Pronouns to avoid repetition	<b>Cohesion</b> Relative Clauses	<b>Cohesion</b> Adverbials	<b>Cohesion</b> Parenthesis for Clarity	<b>Cohesion</b> Concise Noun Phrases			
Summer 2	<b>Cohesion</b> Using devices to build cohesion	<b>Prefixes</b> Adding 'de-', 'dis' and 'mis';	<b>Prefixes</b> Adding 're' and 'over'	<b>Suffixes</b> 1.Word Classes 2.Adding '-ate', '-ise' and '-ify'	<b>Consolidation and Assessment</b>	<b>Consolidation and Assessment</b>	<b>Consolidation and Assessment</b>	

## Year 5 Sounds-Write Word lists

Curriculum Words

Recap Year 2 Curriculum Words

Academic vocabulary

Recap of spelling patterns

GPS

Week 1 /sh/	Week 2 'shun'	Week 3 /zh/ and suffixes which sound 'zhun'	Week 4 Suffixes which sound 'shul'	Week 5 Suffixes which sound 'shus'	Week 6 Words ending in -ant, -ance/-ancy
ancient especially sufficient conscience conscious appreciate sure patient initiative insurance	profession competition explanation action condition mention passion direction emotion invention	leisure pleasure treasure vision revision collision decision provision erosion fusion	essential official emerged hence crucial partial nurture culture gesture special	delicious cautious ambitious precious vicious nutritious ferocious anxious conscious would	relevant significant relevant fragrance dominance vigilance hesitancy occupancy absorbency flippancy
Week 7 Suffix - ent, ence & ency	Week 8	Week 9 Suffix- able, -ible	Week 10 Suffix - ably, -ibly	Week 11	Week 12
decent sequence Indulgent confidence magnificent Innocent translucent dependency agency frequency	existence convenience hindrance occur orientation deny beautiful people because only	available theory conformity accessible divisible eligible edible changeable irritable avoidable	predominantly thorough borough invisibly responsibly legibly visibly durably taxably dependability	accompany category cemetery controversy forty frequently Identity immediately sincerely variety curiosity	appreciate achieve appreciate develop committee dictionary necessary secretary guarantee opportunity mischievous

## Year 5 Sounds-Write Word lists

Curriculum Words  
Recap Year 2 Curriculum Words  
Academic vocabulary  
Recap of spelling patterns  
GPS

				familiar	
Week 13	Week 14 Recap ie, e	Week 15 Recap 'oo' /u/	Week 16 Recap /s/	Week 17	Week 18
determined interfere shoulder persuade temperature climb many busy Mrs Mr	bruise authority contradiction enquiry ninety meanwhile pleasant spicy minor virus	environment, lightning, whereas cousin women country above government wonder glove	definite desperate, deduction precise inferred concert decide success device innocent	cemetery necessary secretary aggressive excellent sincere sincerely convenience existence hindrance	nuisance sacrifice embarrass harass muscle mischievous stomach break prove who
Week 19 Recap /s/	Week 20 Recap /l/	Week 21 Recap or	Week 22 Recap air	Week 23 Recap ue	Week 24 Recap ar
available relevant individual marvellous citizen sequence violence policy convinced presence	restaurant neighbour forty title vehicle illegal principle global capable everybody	individual nuisance queue reward launch alter broad corporate former organ	bargain parliament whereas extraordinary swear payer unnecessary various vary contemporary	yacht university contribute executive enthusiasm numerous pursue institute spiritual money	system symbol rhythm vehicle mischievous article enhance father architect laughter

## Year 5 Sounds-Write Word lists

Curriculum Words

Recap Year 2 Curriculum Words

Academic vocabulary

Recap of spelling patterns

GPS

Week 25 Recap j	Week 26	Week 27 Recap g	Week 28 Recap f	Week 29 Recap z	Week 30 Recap ger
government environment foreign nuisance guilty engineering generous courage regional disadvantage	average language privilege exaggerate suggest prejudice soldier vegetable sufficient foreign	government environment accommodate committee communicate community recommend programme guest water	accommodate, accompany occupy occur queue Phillip photographer phenomenon philosophy photography	correspond, interrupt, rhyme, rhythm analyse possess disease criticise recognise emphasise	criticise, recognise, disastrous alternative severe nuclear career disappear engineer clearance
Week 31 Recap sh	Week 32 Recap zh	Week 33 Recap shun	Week 34 Recap ch	Week 35 Recap shul	Week 36
twelfth negative appreciate efficient insurance patient species surely schedule impatient insurance	equip equipped equipment frequently language persuade genre measurement usual version	attached signature temperature amateur exhibition obligation associates concentration transition commission	phenomenon furniture cultural architecture temperature literature sculpture feature question naturally	crucial potential artificial financial official social specialist essential initial commercial	eye old poor pretty improve Christmas behind both steak class

<b>ENGLISH</b> <b>Reading – word</b> <b>reading</b>	<b><u>Guided Reading:</u></b> <p>Schofield and Sims</p> <p>Autumn 1 recap of Year 4 units.</p> <p>Autumn 2-Spring 2 teaching Schofield and Sims.</p> <p>Summer term- teacher to plan according to the strengths/ weaknesses and gaps of the children in that cohort.</p>
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Week	Skill	Book & Text	Genre	Curriculum Links
Autumn 1				
1	Word meaning	Year 4: Unit 18: Charlotte's Web	Fiction	
2	Word choice	Year 4: Unit 19: A Series of Unfortunate Events: The Bad Beginning	Fiction	
3	Word meaning	Year 4: Unit 20: Little Women	Fiction	
4	Retrieval	Year 5: Unit 1: <u>Dragonology</u>	Fiction	
5	Retrieval	Year 5: Unit 17: Harry Houdini	Non-Fiction	
6	Inference	Year 5: Unit 18: The Nowhere Emporium	Fiction	
Autumn 2				
1	Prediction	Year 5: Unit 6: The Wizards of Once	Fiction	
2	Inference	Year 5: Unit 7: The Polar Bear Explorers' Club	Fiction	Geography: The South Pole
3	Retrieval	Year 5: Unit 19: Plague!	Non-fiction	History link: The Great Plague/ the Black Death
4	Word meaning	Year 5: Unit 16: Once Upon a Star	Poetry	Science: Earth and Space
5	Word meaning	Year 5: Unit 13: Beetle Boy: The Beetle Collector's Handbook	Non-fiction	Science: Living things and their habitats
ASSESSMENT WEEK				

Spring 1				
1	Inference	Year 5: Unit 14: The Boy at the Back of the Class	Fiction	PSHE: Respecting self and others
2	Summarising	Year 5: Unit 3: Life in Tudor Britain	Non-Fiction	History: Tudors
3	Inference	Year 5: Unit 5: The House with Chicken Legs	Fiction	
4	Retrieval	Year 5: Unit 5: The Wolf Wilder	Fiction	Science: Animals
5	Word meaning	Year 5: Unit 4: Love Letter from Mary Tudor to Her Husband, Philip of Spain	Poetry	
Spring 2				
1	Word choice	Year 5: Unit 10: Whale Boy	Fiction	Science: Animals
2	Word meaning	Year 5: Unit 8: The Wolves of Willoughby Chase	Fiction	
3	Relationship	Year 5: Unit 11: <u>Seaworld</u> Decides to Stop Killer Whale Breeding Programme	Non-fiction	Science: Animals. PSHE: Caring for living things
4	Comparison	Year 5: Unit 2: How to train your Dragon	Fiction	History: Vikings
5	Teacher to plan own guided reading and comprehension			
ASSESSMENT WEEK				



## GPS: Taken from classroom secrets.

1 lesson a week to be taught discreetly following the outline set out below.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Relative Clauses			3. Modal Verbs		4. Adverbs			Assessments
Spring	1. Parenthesis			2. Expanded Noun Phrases			3. Tenses					Assessments
Summer	1. Commas		2. Cohesion							3. Prefixes	4. Suffixes	Assessments



# Year 5 Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	COMMUNITY DETECTIVES VICTORIAN BRADFORD	WORLD WAR I	SOUTH AMERICA	THE MAYA CIVILISATION	NATIONAL PARKS - THE YORKSHIRE DALES MAP SKILLS	
<b>MATHS</b> <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i> – <b>Shakuntala Devi</b>  <i>Mathematics Mastery</i>	Number: Place Value  Number: Addition and Subtraction	Number: Multiplication and Division (multiples / factors / primes / square numbers / $\times \div$ 10,100 and 1000)  Number: Fractions (equivalent fractions / order and compare / add and subtract)	Number: Multiplication and Division (written methods)  Number: Fractions (multiplying fractions and finding a fraction of an amount)	Number: Decimals and Percentages  Measurement: Perimeter and Area  Statistics	Geometry: Shape  Geometry: Position and Direction  Number: Decimals (adding and subtracting and $\times \div$ by 10/100/1000)	Number: Negative Numbers  Measurement: Converting Units  Measurement: Volume
<i>We follow the White Rose Maths' Hub . It provides a mastery approach to Maths' which is embedded through St Luke's Primary School.</i>	Together, we're building a whole new culture of deep understanding, confidence and competence in maths – a culture that produces strong, secure learning and real progress. No matter what their starting points, we help teachers and learners everywhere to achieve excellence. <b>Our mantra is simple: 'Everyone Can do Maths, Everyone.'</b> As we prove this to pupils and teachers alike, we're shaping assured, happy and resilient mathematicians who relish the challenge of maths. They become independent, reflective thinkers, whose skills not only liberate them in maths but also support them across the curriculum. We're committed to working together to be and give the very best, and to make a difference to every pupil.					





# Year 5 Long Term Plan 24-25

General Themes

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>COMMUNITY DETECTIVES VICTORIAN BRADFORD</b>	WORLD WAR I	<b>SOUTH AMERICA</b>	THE MAYA CIVILISATION	<b>NATIONAL PARKS - THE YORKSHIRE DALES MAP SKILLS</b>	

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

SCIENCE	Earth & Space	Living Things and Their Habitats	Forces	Properties and changes of materials	Animals Including Humans
	<ul style="list-style-type: none"> <li>*Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>*Describe the movement of the Moon relative to the Earth</li> <li>*Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>*Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<ul style="list-style-type: none"> <li>*Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>*Describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>DAVID ATTENBOROUGH</b></p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <ul style="list-style-type: none"> <li>*Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>*Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>ISAAC NEWTON</b></p>	<ul style="list-style-type: none"> <li>*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</li> <li>*Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>*Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>*Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>*Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>*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.</li> </ul> <p><b>SPENCER SILVER</b></p>	<ul style="list-style-type: none"> <li>*Describe the changes as humans develop to old age.</li> </ul> <p><b>WILLIAM JAMES BEAL</b></p>
Working Scientifically – On going across the year					




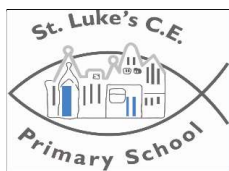
General Themes:

## Year 5 Long Term Plan 24-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>COMMUNITY DETECTIVES VICTORIAN BRADFORD</b>	WORLD WAR I	<b>SOUTH AMERICA</b>	THE MAYA CIVILISATION	<b>NATIONAL PARKS - THE YORKSHIRE DALES MAP SKILLS</b>	

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

<p><b>R.E.</b> <b><i>Believing and Belonging</i></b> <b>The Agreed Syllabus for RE</b></p> 	<p><b>Why are some journeys and places special?</b></p> <p>Explore the special journeys that people make. Pilgrimages and spiritual journeys as well as metaphorical journeys through faith. Where these journeys are to, why they are undertaken and what people learn from them. The sacrifices that people make in order to carry out the journeys and how this enriches people's lives.</p> <p>Religions studied: Christianity, Judaism, Sikhism, Islam</p> <p>8 hours</p>	<p><b>How do the stories of the Birth of Jesus differ?</b></p> <p>Compare the different versions of the Christmas story found in the Gospel.</p> <p>Identify books of the Bible, Chapters and Verses.</p> <p>7 hours</p>	<p><b>What values are shown in codes for living?</b></p> <p>Identify values in human life, and think about their own values, with special references to the values of Christians, Humanists, Muslims and Jews. Focus on the way stories and texts communicate values, and the ways in which values make a difference to our lives.</p> <p>7 hours</p>	<p><b>How do Christians reflect on the events of Holy Week?</b></p> <p>Stations of the Cross</p> <p>7 hours</p>	<p><b>Should we forgive each other?</b></p> <p>Explore the concepts of forgiveness and reconciliation in Christianity. Understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. Understand the significance of the death and resurrection of Jesus in relation of the forgiveness of sins of Christians.</p> <p>7 hours</p>	<p><b>What do Christians believe about old and new covenants?</b></p> <p>Explore different covenants between God and various key figures in the Bible in both the Old and New Testament, including Abraham, Moses, David and Jesus. Explore core beliefs of Christians regarding these covenants and their importance. Make comparisons to different faiths' views of these people.</p> <p>7 hours</p>



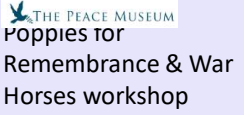


## Year 5 Long Term Plan 24-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>COMMUNITY DETECTIVES VICTORIAN BRADFORD</b>	<b>WORLD WAR I</b>	<b>SOUTH AMERICA</b>	<b>THE MAYA CIVILISATION</b>	<b>NATIONAL PARKS - THE YORKSHIRE DALES MAP SKILLS</b>	

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<b>P.H.S.E. &amp; R.S.E.</b>  <b>Coram Life Education &amp; SCARF</b>  	<u>Me and My Relationships</u>	<u>Valuing difference</u>	<u>Keeping myself safe</u>	<u>Rights and Responsibilities</u>	<u>Being My Best</u>
	<p>I can give a range of examples of our emotional needs and explain why they are important. I can explain why these qualities are important. I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p> <p>Lifibase Workshop: <i>Growing &amp; Changing</i></p> 	<p>I can give examples of different faiths and cultures and positive things about having these differences. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this</p> 	<p>I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p>	<p>I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I am responsible for to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p>	<p>I can give an example of when I have had increased independence and how that has also helped me to show responsibility. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>



## Year 5 Long Term Plan 24-25

General Themes:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>COMMUNITY DETECTIVES</b> (3 weeks) <b>VICTORIAN BRADFORD</b> (4 WEEKS)	<b>WORLD WAR I</b>	SOUTH AMERICA	<b>THE MAYA CIVILISATION</b>	<b>NATIONAL PARKS - THE YORKSHIRE DALES</b> <b>MAP SKILLS</b>	

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### HISTORY



Chronology of British Kings and Queens – Timelines.

The significance of the industrial revolution in Bradford – growth from market town to metropolis. What were the catalysts for change? Compare and contrast conditions in factories and houses at the at the beginning of Victoria's reign to those towards the end of the era. Understand the impact of the 1870 Education Act for children. Recognise that some children were 'part timers' – working ½ days and attending school ½ a day.

Place key events from the Victorian era on a timeline.

Visit to Bradford Industrial Museum.

Origins of the Great War.  
Trench warfare.  
Animals in war time.  
Pacifism and conscientious objectors/ Significant people and their roles during the war – Royal Family/government  
Timeline of key events during the Great War.

Novel and Movie:  
War Horse

Location of the Maya in Central America – compare with what was happening in Britain (Bronze Age to Tudors).  
Chronology – timeline  
British/World history.

Society –city states and the class system.  
Warfare and trade and art and architecture all important.  
Good astrologers.  
Spanish invaders brought about the end of the Civilisation. Mayan texts destroyed after the Spanish conquests.

How archaeologists in the late 19<sup>th</sup> Century discovered lost buildings and artefacts of the Maya.



General Themes:

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### GEOGRAPHY



Use maps of the local area to plan a journey:

- Map symbols
- 4-figure grid referencing
- Compass points

Is Eccleshill a good place to live? Why?  
On a walk explore the locality identifying and describing human and physical features of Eccleshill. Take photographs of features. Explore changes in the geography of the local area – link names of places to Victorians – Victoria Road/buildings including dates/VR on postbox.

Name countries and capitals of south America. Know flags and major cities. Identify physical and human features and label maps. A geographical study of Brazil and its rainforest. The children build on knowledge of the water cycle, coasts and rivers, mountains, volcanoes, earthquakes, climate zones and biomes and locate countries and oceans. Use longitude and latitude to locate places and features.

Revise location of continents and oceans. Label Equator and Tropics. British Isles Geography (GB, UK) – countries, capitals and major cities. Physical map – rivers, mountains and lakes. Explore and understand the creation of Britain's national parks. Know the history and reason behind their designation and compare with USA's first ever national park. Name and locate the 15 National Parks in England, Scotland & Wales. Compare and contrast the physical geography of Buckden in the Yorkshire Dales with Bradford (Eccleshill) - identifying human and physical features. MAP SKILLS – Use 4 and 6 figure grid-referencing to locate features and places. Know OS map symbols. Draw simple sketch maps. Understand scale. Links to Year 5 residential to Buckden House in the Yorkshire Dales.

### CLIMATE CHANGE



#### Deforestation

Explain why deforestation happens and the impact which this has on the environment  
Understand the roles that individuals can take to protect forests

BH and RS 2024



## Year 5 Long Term Plan 24-25

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	COMMUNITY DETECTIVES VICTORIAN BRADFORD	WORLD WAR I	SOUTH AMERICA	THE MAYA CIVILISATION	NATIONAL PARKS - THE YORKSHIRE DALES MAP SKILLS	
General Themes:	Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> ..					
<div><div>P.E.</div></div>	Badminton (net and wall)	Gymnastics	Dance	Games- Football (invasion)	Games- Cricket (striking and fielding)	Athletics
	SWIMMING  To master basic movements and develop balance, agility and coordination.	SWIMMING  To develop balance, agility and coordination.	To perform dances using simple movement patterns.  SWIMMING	SWIMMING  To master basic movements and begin to apply these in a range of football related activities. Participate in team games, developing simple tactics for attacking and defending.	SWIMMING  To master key movements and techniques. Participate in team games, developing simple tactics for attacking and defending.  OAA on residential	To master basic movements including running, jumping, throwing and catching. Develop balance, agility and coordination.  SWIMMING




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	Design and Technology	Art and Design	Design and Technology	Art and Design	Design and Technology	Art and Design
<b>Art and Design and D.T. Combined Kapow</b> 	<b>Drawing: I need space</b> Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.	<b>Mechanical systems: Making a pop-up book</b> Creating a four-page pop-up storybook design incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.	<b>Electrical systems: Doodlers</b> Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.	<b>Sculpture and 3D: Interactive installation</b> Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece	<b>Cooking and nutrition: What could be healthier?</b> Researching and modifying a traditional bolognese sauce recipe to make it healthier. Children cook their healthier versions, making appropriate packaging and learn about farming cattle.	<b>Painting and mixed media: Portraits</b> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.



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<b>COMPUTING</b> [Kapow Primary]	<b>Computing systems and networks:</b> Search engines	<b>Programming 1:</b> Music	<b>Data handling:</b> Mars Rover 1	<b>Skills showcase:</b> Mars Rover 2	<b>Programming 2:</b> Micro:bit	<b>Creating media:</b> Stop motion animation
	<p>Using keywords and phrases, identifying inaccurate information, learning page rank works as well. These lessons are available for both Microsoft and Google schools.</p> <p><b>Online safety: Year 5</b></p> <p>7 Potential online dangers and safety</p>	<p>Applying programming skills to create sounds and melodies leading to a battle of the bands performance</p>	<p>Data transfer and binary code</p>	<p>3D design skills</p>	<p>The meaning and purpose of programming</p>	<p>Storyboarding ideas, taking photographs and editing to create a video animation</p>

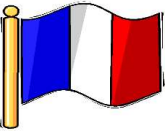




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<b>M.F.L.</b>  <b>FRENCH</b>  [Kapow Primary]	<b>French monster pets</b> Using monsters and body part vocabulary, this unit revises noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place. The children look at an authentic French text to identify key facts about an animal and characteristics of a factual text, and work towards writing paragraphs to describe their own monster creations. There is plenty of scope for linking this unit with art and science-related projects, as well as building on language detective skills and English literature and writing.	<b>Space exploration - in French</b> This unit transports children into space, developing their scientific vocabulary as well as their grammar. Pupils develop their listening and language detective skills, use figurative language and develop their sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons. Links can be made with English as they use figurative language and write poems, Science and with our KS2 computing unit on space.	<b>Shopping in France</b> Pupils learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France. They also develop their language detective skills, facing an entirely unfamiliar authentic French text	<b>French speaking world</b> Pupils discover that there are many countries in the world that speak French, and they learn to give and follow directions in French, discuss climate and use comparative language, which they practise as they explore different French-speaking countries and the cultural treasures belonging to those countries.	<b>Verbs in a French week</b> Pupils identify the infinitive form of verbs, and subject pronouns, then group French verbs into -er, -ir and -re categories before learning the -er regular verb endings, practising with a set of regular action verbs; they discover that not all verbs are regular and learn the foundation verbs 'avoir' and 'être', and finally produce a short piece of creative writing to demonstrate their learning, which they present to the class.	<b>Meet my French family</b> This unit draws on vocabulary and grammar learned in Years 3, 4 and 5, introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes. The children learn that they can compose a written composition by recycling and re-ordering known words and phrases and the unit culminates in pupils producing a piece of written work, in French, describing members of a family, their looks, their ages, their birthdays and their likes and dislikes.
						



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General Themes:

**COMMUNITY DETECTIVES  
VICTORIAN BRADFORD**

**WORLD WAR I**

**SOUTH AMERICA**

**THE MAYA CIVILISATION**

**Summer 1**

**Summer 2**

**NATIONAL PARKS - THE YORKSHIRE DALES  
MAP SKILLS**

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### **MUSIC** **[Kapow Primary]**



#### **Composition notation**

Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their composition.

Harvest Festival –  
communal hymn singing

#### **Blues**

Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose.

Carol Concert –  
communal hymn singing

#### **South and West Africa**

Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.

#### **Composition to represent the festival of Colour (Holi)**

Children explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi.

Easter Service–  
communal hymn singing

#### **Looping and re-mixing**

In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.

#### **Musical Theatre**

Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.

End of Year  
Celebration– communal hymn singing