



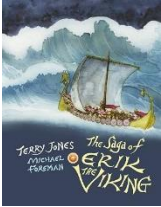
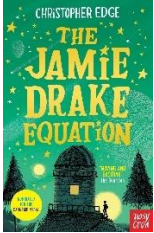
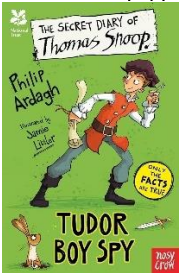
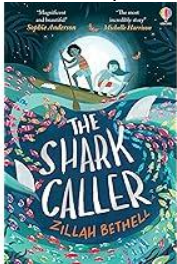
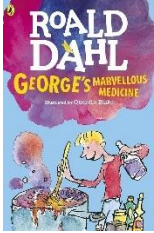
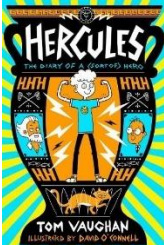
Year 5 Long term Scheme of Work

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Viking: Heroes or Invaders? Driver Subject: History	Out of This World Driver Subject: Science	The Terrific Tudors Driver Subject: History	Wild Worlds (Habitats) Driver Subject: Science	God, Myths and Mortals Driver Subject: History	
Values	Mutual Respect	Compassion	High expectations and Aspirations	Hard work	Discipline	Bravery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	Mutual Respect	Democracy	Rule of Law	Individual Liberty	Democracy	Tolerance
Stunning Start (DfE Activity Passport link)	Make long boats	Make papier mache planets	Tudor immersion day	Soundscape Game	Olympic	
English (Writing)	Arthur and the Golden Rope Joe Todd Stanton How to Train your Dragon by Cressida Cowell The Legend of Viking Thunder by Tony Bradman	Cosmic by Frankie Cotterell-Boyce Curiosity The Story of Mars Rover by Markus Motum	Treason by Berlie Docherty	The Jungle Book by Rudyard Kipling	Who Let the Gods Out by Maz Evans	



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Writing Outcomes	Extended writing: Diary entry Instructional text Short burst writing: Commands Informal vs formal	Extended writing: Narrative Persuasive letter Information text Short burst writing: Setting / character description Use of inverted commas for speech	Extended writing: Non-chronological report Biography Poetry Short burst writing: Factual writing (paragraphs) Figurative language / poetry types	Extended writing: Narrative (Shi Khan's origin story) Play script Short burst writing: Setting / character description Use of inverted commas for speech	Extended writing: Formal letter News report (speech element) Short burst writing: Direct and reported speech Formal vs informal	Extended writing: Diary entry An alternative resolution and ending Short burst writing: What makes a good ending (author examples) Exploring multiple events for an ending
SPaG Focus	Proper nouns Modal verbs Nouns to adjectives Tenses (progressive and perfect) Possessive apostrophes Expanded noun phrases	Adverbs Modal verbs Prefixes Standard English Inverted commas	Prepositions More prefixes Coordinating conjunctions Inverted commas Parenthesis Commas for meaning and clarity -	Determiners More suffixes Subordinating conjunctions Linking paragraphs with adverbials Direct and indirect speech -	Pronouns and possessive pronouns Word families Subordinate clauses Writing cohesive paragraphs Parenthesis (commas) Homophones	Adverbials and fronted adverbials Dictionary work Relative clauses Editing and evaluating Parenthesis with dashes
Destination Reader	The Saga of Erik the Viking by Terry Jones 	The Jamie Drake Equation Christopher Edge 	The Tudor Boy Spy Philip Ardagh 	The Shark Caller by Zilla Bethell 	George's Marvellous Medicines by Roald Dahl 	Hercules by David O'Connell and Tom Vaughan 



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Maths	<u>Number – Place Value Within 1,000,000 (1)</u> This unit builds on Year 4 work on numbers within 10,000 to further develop children’s sense of larger numbers, working with numbers up to 1,000,000. It is essential for children to have a secure understanding of place value in order to estimate, make decisions when calculating and work with measurements. Therefore, it is important that by the end of this unit, children know how to partition any number. They will continue to represent numbers in different forms. This secure understanding is essential for work in Unit 2, where they will compare and order numbers as well as find their position on number lines. <u>Number – Place Value Within 1,000,000 (2)</u> In this unit, children will build on their understanding of numbers up to 1,000,000 by developing further fluency with these numbers by partitioning and recognising between which two multiples a number lies. Children will develop their understanding of number by recognising a number’s position on a number line and identify numbers up to 1,000,000, going on to compare and order them. They will then develop their understanding of rounding numbers, with particular focus on 6-digit numbers. Throughout this unit, children will become more confident in dealing with much larger numbers and this will provide the foundation for work later in the year. <u>Number – Addition and Subtraction</u> This unit builds on children’s work in Year 4, where they learnt to add and subtract 4-digit numbers. It will extend their knowledge of addition and subtraction using formal written methods for numbers with up to five digits. It will give children the opportunity to build confidence with problem solving and to explore efficient methods for addition and subtraction calculations, including those that can be solved mentally <u>Number – Multiplication and Division (1)</u> This unit will develop children’s multiplicative reasoning. Children will begin by developing their understanding of multiples, common multiples, factors and common factors, recognising what they are and how they are found. These concepts will be closely linked to familiar and new concrete and pictorial representations to secure their understanding. Following this, children will learn about prime numbers and how they are different to composite numbers. Children will then investigate square and cube numbers, linked to their concrete understanding of the shape namesakes. <u>Number – Fractions (1)</u> This unit builds on previous learning about equivalent fractions and converting between mixed numbers and improper fractions.	<u>Number – Multiplication and Division (2)</u> In this unit, children extend their understanding of multiplication and division using a range of methods to calculate with up to 4-digit numbers, multiplying by 2-digit numbers or dividing by 1-digit numbers while dealing with exchange. Children continue to develop reasoning and problem-solving skills while interpreting remainders. <u>Number – Fractions (3)</u> In this unit, children are introduced to the concept of multiplying fractions and mixed numbers by whole numbers and extend their learning of fractional amounts using visual and written strategies. Children will continue to build their confidence with problem solving and explore efficient methods for fractions as operators. <u>Number – Decimals and Percentages</u> This unit builds upon the previous three units on fractions and on the work children have done on decimals in Year 4. Children should have a firm understanding of basic decimals and fractions before they start this unit, which will build upon their knowledge and introduce them to percentages. <u>Measurement – Perimeter and Area</u> This unit provides children with numerical strategies to calculate the perimeter and area of polygons, squares, rectangles and other rectilinear shapes. They will be introduced to simple formulae such as perimeter = $2 \times (\text{length} + \text{width})$ and area = $\text{length} \times \text{width}$. Application of these methods will include working inversely and using a systematic approach to find rectangles with a given perimeter or area. <u>Statistics – Graphs and Tables</u> This unit builds on children’s statistics work from earlier units in both Year 3 and Year 4. The work covered also allows children to apply their knowledge of place value and number operations to solve simple problems based on the data presented in tables and line graphs. Children will look at examples of line graphs that display discrete and continuous data and at dual line graphs. For the first time, children will also make, complete and interpret two-way tables, which allow children to break down data into more categories.	<u>Geometry – Properties of Shape</u> This unit builds on children’s work from Year 4 where they identified properties of angles. They will also be given the grounding to work on the following unit where they will be asked to reason about the lengths and angles of quadrilaterals. <u>Geometry – Position and Direction</u> This unit builds on skills children will have gained in Year 4 – using coordinates in the first quadrant to plot points on a grid – and in Year 5 Unit 12, where children learned about the properties of shapes. It enables them to use these skills to plot reflections and translations. In Year 6, children will use coordinates in all four quadrants to complete reflections and translations, using them to solve problems. <u>Number – Decimals</u> This unit builds on children’s work in Years 4 and 5 of adding and subtracting whole numbers, and multiplying and dividing whole numbers by 10, 100 and 1,000. It also extends children’s work with number patterns. By considering the place value of each digit, children will broaden their understanding of adding and subtracting using formal written methods, and of multiplying and dividing decimal numbers. <u>Number – Negative Numbers</u> In this unit, children will explore what happens if they go below 0 on the number line. Up to this point children have only met positive values. Some children may be aware that negative numbers exist because they have seen them in real life, however this is the first time they have met them formally. Children will develop their understanding of negative numbers and how they relate and compare to positive numbers. They will use this understanding to calculate with both negative and positive numbers. Finally, they will use their ability to count in regular steps to help them identify rules in number sequences and accurately follow and complete them, including ones that go through 0. <u>Measurement – Converting Units</u> This unit consolidates children’s existing knowledge of units of measurement and develops it further. It is a very practical unit in the sense that the skills children learn will be clearly applicable to real-life measurement situations. Many of the problems will be ones children will face at some point in life. For example, conversion
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Science	In this unit, children will apply this learning and move on to comparing and ordering fractions, including those greater than 1. Number – Fractions (2) This unit introduces children to adding and subtracting related fractions by finding a common denominator. The particular focus is on examples where one number is a multiple of another. This is the first time children will have met such a concept and visual representations of fractions should help children grasp this fundamental topic. Children will extend their knowledge to adding and subtracting simple mixed numbers as well as proper and improper fractions. It is important that children develop their confidence and flexibility with fractions so that they are confident exploring the most efficient methods in problem solving with fractions. These skills will be key for Year 6 and beyond as children add together or subtract any two or more fractions.						between units (both metric and imperial), including conversion and scaling of amounts; and, when using timetables, including converting between units of time when the conversion does not result in a whole number answer. Measurement – Volume and Capacity This unit builds on children’s understanding of the properties of cubes, cuboids and different solids. It extends children’s basic comprehension of how to measure and calculate the area of a shape to estimating the amount of space taken up by an object and the amount a container can hold.	
	Properties and uses of materials In this unit, children will investigate the properties of materials and explore how	Earth and Space In this unit, children will explore the Earth’s place in the Solar System and learn about the movement of the Earth, Moon and Sun. They will investigate day	Forces and mechanisms In this unit, children will investigate different forces and the effects they have on objects. They will explore gravity, air resistance, water resistance and friction, and learn how simple mechanisms such as levers, pulleys and gears make work	Plant and Animal Life Cycles In this unit, children will explore the life cycles of plants, mammals, amphibians, insects and birds. They will compare how living things grow and reproduce, investigate the stages of different life	Separating Mixtures and Changing Material In this unit, children will investigate how mixtures	Human Growth In this unit, children will learn about the stages of human growth and development from infancy to old age. They will explore the physical and		



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	these properties make them suitable for different uses. They will compare and test materials, consider why particular materials are chosen for specific purposes, and develop their scientific enquiry skills through planning and carrying out fair tests.	and night, discover how the planets orbit the Sun, and use models and evidence to develop their understanding of space and the wider universe.	easier. Through practical investigations, children will develop their understanding of how forces act in everyday life.	cycles, and develop an understanding of how organisms change throughout their lives.	can be separated and how materials change. They will explore reversible and irreversible changes, use a range of separation techniques, and develop their understanding of how and why materials can change through scientific enquiry and observation.	emotional changes that occur throughout life and develop an understanding of how humans grow, change and mature over time.
History	The Vikings In this unit, children will learn where the Vikings came from and why they invaded and settled in Britain. They will explore key events of the Viking Age, use historical sources to make inferences about Viking life, and investigate Viking trade routes and their importance. Children will also examine Viking sagas, compare different interpretations of the past, and evaluate the impact of Viking achievements on Britain and the wider world.		What was life like in Tudor England? In this unit, children will investigate life in Tudor England through the lives of Henry VIII, his wives and Elizabeth I. They will explore how Tudor monarchs used power and propaganda, examine a range of primary and secondary sources, and consider how reliable these sources are. Using evidence such as inventories, portraits and accounts, children will develop interpretations of Tudor life and gain an understanding of society, religion and daily life during the Tudor period.		The Legacy of the Ancient Greeks In this unit, children will explore the achievements and influence of Ancient Greece. They will learn about key periods of Greek civilisation, investigate Greek gods and beliefs, and compare life in Athens and Sparta. Children will also examine the origins of democracy, explore the ideas of Greek philosophers, and evaluate the lasting impact of Ancient Greek achievements on the modern world.	
Geography		What is life like in the Alps? In this unit, children will explore the Alps as a major European mountain region. They will locate the Alps and the countries they span, investigate the physical and		Why do Oceans matter? In this unit, children will explore the importance of the world's oceans and their impact on life on Earth. They will learn about the water cycle, investigate how oceans regulate climate and support human activities, and study the Great Barrier Reef as a unique marine		Would you like to live in a desert? In this unit, children will explore hot desert biomes and investigate what life is like in these challenging environments. They will



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		human features of the region, and study life in Innsbruck. Using maps, fieldwork and data collection, children will compare the Alps with their local area and develop an understanding of how geography, climate and tourism influence life in mountain environments.		environment. Children will also examine the effects of human actions on oceans and consider how individuals and communities can help protect these vital ecosystems through enquiry and fieldwork.		locate the world's major deserts, study the physical and human features of the Mojave Desert, and learn how people adapt to living and working in desert regions. Children will also examine the impact of human activity on desert environments and consider the benefits and challenges of living in a desert.
Art and design	Drawing Depth, Emotion and Movement In this unit, children will explore how artists use line, colour, tone and composition to create emotion, movement and depth in their artwork. They will study the work of a range of artists, experiment with expressive drawing and printing techniques, and develop their own ideas through sketchbooks. Children will learn how artists use focal points, balance and shading to create impact and will refine their work to produce a final piece that communicates a chosen mood or feeling.				Portraits In this unit, children will explore how artists use portraits to represent identity and express ideas. They will investigate a range of portrait styles, experiment with photography, painting, printing and mixed media techniques, and develop their own self-portrait. Through studying the work of artists and refining their ideas in sketchbooks, children will learn how colour, composition and materials can be used to create meaning and impact for the viewer.	Architecture In this unit, children will explore how architects and designers create buildings and monuments that are both functional and visually appealing. They will develop observational drawing and printing skills, study the work of architect Friedensreich Hundertwasser, and investigate how shape, pattern, texture and form are used in architecture. Children will then apply their learning to design their own building and monument, explaining their creative choices and evaluating their work and the work of others.
Design and Technology		Developing a Recipe In this unit, children will explore where food comes from and how recipes can be adapted to improve their nutritional value. They will investigate the farm-to-fork journey of beef, research	Gears and Pulleys In this unit, children will explore how gears and pulleys are used in everyday mechanical systems to transfer force and movement. They will investigate examples of these mechanisms, carry out market research, and develop a design brief for	Structures – Bridges In this unit, children will explore how bridges are designed and constructed to be strong and stable. They will investigate different types of bridges, including beam, arch and truss bridges, and learn how shapes such as triangles		



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		traditional recipes, and evaluate ingredients to make healthier choices. Using food preparation and cooking skills, children will develop and make their own version of a Bolognese sauce while learning about food hygiene, cross-contamination and the purpose of food packaging.	an eco-gadget bike. Using their understanding of design, construction and evaluation, children will design, make and test a working gear and pulley system while considering functionality, sustainability and user needs.	can strengthen structures. Using practical construction skills and a range of tools and materials, children will design, build and evaluate their own bridge, considering how to improve its strength, durability and effectiveness.		
Computing	Mars Rover 1	Mars Rover 2	Online Safety	Music	Microbits	Stop Motion
PE Outdoor	Tag Rugby	Netball	Hockey	Tennis	Athletics	Cricket
PE Indoor	Gymnastics	Dance	Badminton	Volleyball	Basketball	Gymnastics/Dance
RE	What inner force affects how we think and behave?	How is Christmas celebrated around the world?	How do Christian people try to follow Jesus's example?	Why is Muhammad and the Quran important to Muslim people?	Should all creatures be treated equally?	What do religions and worldviews believe about God?
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
PSHE/RSHE	Being Me in my World	Healthy me	Relationships	Dreams and goals	Celebrating difference	Changing Me
French	Getting to Know You	All About Ourselves	That's Tasty	Family and Friends	School Life	Time Travelling