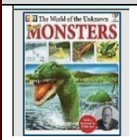
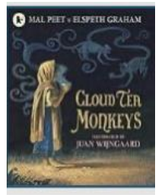
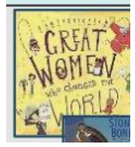
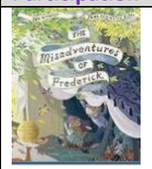
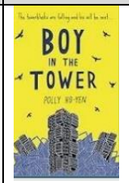
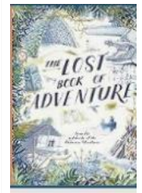
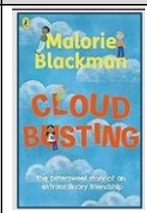
THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN YEAR 5: 2024-25 TEACHER: Miss Clifford

Term	Autumn		Spring		Summer	
RE **Come and See**	**Topic 1** **Ourselves -** Who am I? Prior learning: The family of God in Scripture Know and understand: • A deepening awareness of 'Who I am' – Explore • Ourselves as made in the image and likeness of God – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond **Life and Dignity of the Human Person** **Family, Community and Participation** Whatever the experience, family still remains the first place for growth and development, the basic social unit. **Topic 2** **Life Choices** - Is commitment important? Prior learning: Confirmation: a call to witness Know and understand: • Showing care and commitment – Explore • The call to life and love within the community; marriage – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond **Family, Community and Participation** **Solidarity** **Rights and Responsibilities** Our lives are marked by many different experiences of being welcomed into new situations and groups.	**World View** **Islam –** Ramadan and Pilgrimage **Life and Dignity of the Human Person** **Family, Community and Participation** **Rights and Responsibilities** **Topic 3** **Hope -** What does it mean to live in hope? Prior learning: Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus Know and understand: • Waiting hopefully – Explore • Advent is the Church's season of waiting in joyful hope for the coming of Jesus, the promised One, at Christmas and at the end of time – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond **Life and Dignity of the Human Person** **Family, Community and Participation** **Solidarity** Gifts, given and received, are a sign and expression of love.	**Topic 4** **Mission -** Do we all have a mission in life? Prior learning: knowledge and understanding of the life of the local Christian community Know and understand: • The mission of inspirational leaders – Explore • Dioceses continue the work and mission of Jesus including ecumenism – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond **Option for the Poor and Vulnerable** **Life and Dignity of the Human Person** **Family, Community and Participation** The experience of community is an essential and enjoyable part of life for people of every age and faith. **Topic 5** **Memorial -** Why do we need memories? Prior learning: the Eucharist challenges and enables living and growing in communion Know and understand: • How memories are kept alive – Explore • The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way – Reveal Acquire the skills of assimilation celebration and application of the above – Respond **Solidarity** Being thoughtful for life, for people and gifts, is a vital part of	**World View** **Judaism –** Passover **Life and Dignity of the Human Person** **Family, Community and Participation** **Rights and Responsibilities** **Topic 6** **Sacrifice -** Why do we need to make sacrifices? Prior learning: celebrating growth to new life Know and understand: • Giving or refusing to give; appreciating the cost of giving – Explore • Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond **Family, Community and Participation -** Life, especially family life, or life in school, is full of opportunities for self-giving. **Life and Dignity of the Human Person** **Care for God's Creation**	**Topic 7** **Transformation -** How can energy transform? Prior learning: the new life of the Easter message is spread through the power of the Holy Spirit Know and understand: • Transforming energy – Explore • Pentecost, the celebration of the Spirit's transforming power – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond **Care for God's Creation** Each of us, by the way we live our lives, the way we treat others, and by our words and actions, show if we have an attitude of service. **Topic 8** **Freedom and Responsibility -** How do rules bring freedom? Prior learning: the importance of admitting wrong and being reconciled with each other and God Know and understand: • Freedom involves responsibility – Explore • God's rules for living freely and responsibly – the Commandments – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond **Option for the Poor and Vulnerable** Networks of friendships and relationships enable human beings to live together. **Life and Dignity of the Human Person**	**World View** **Hinduism -** Brahman Belief in one God Pilgrimage **Family, Community and Participation** **Life and Dignity of the Human Person** **Rights and Responsibilities** **Topic 9** **Stewardship -** Can I be a steward of creation? Prior learning: different saints show people what God is like Know and understand: • Caring for the earth – Explore • The Church is called to stewardship of Creation – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond **Care for God's Creation** Climate, our world and what we can do to be good stewards of it. **Life and Dignity of the Human Person** **Family, Community and Participation** **The Dignity of Work and the Rights of Workers**

'As a family we live, love. Learn and celebrate with Jesus.'

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN YEAR 5: 2024-25 TEACHER: Miss Clifford

	We recognise the importance of welcome, of feeling comfortable with new situations and belonging to new groups. We belong to families, to workplaces and to social groupings.		our relationships with one another **Life and Dignity of the Human Person** **Family, Community and Participation**		**Family, Community and Participation** If human beings are to live together in relationships, there is always need for reconciliation.	
English	 Writing outcome: Non-chronological report about monsters.  Writing outcome: Descriptive passage to describe settings, character and atmosphere.	 Writing outcome: Poetry  Writing outcome:  Writing outcome: A biography	 Writing outcome: A persuasive letter.  Writing outcome: A non chronological report.  	 Writing outcome: Narrative/ suspense.  Writing outcome: Poetry	 Writing outcome: Explanation Text	 Writing outcome: Poetry  Writing outcome: Narrative – descriptive writing.
Spelling Essential Spelling	• Review frequently misspelt words including some homophones and near homophones • Review plurals – adding –s, -es, -ies, -ves • Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly • Review suffixes beginning with vowel letters to words • Focus on morphology	• Review suffixes beginning with vowel letters to words with unstressed syllables • Focus on words that double the final consonant from the Y3/4 or 5/6 statutory word list • Review soft c- words in statutory list • Explore words with the /i:/ sound spelt ei after c • Review word endings that sound like el	• Explore words with -cial or -tial endings • Explore words ending in –cially or -tially • Review words from Y34 statutory word list • Explore words ending with –able and -ible • Explore words ending with –ably and -ibly	• Explore words with -cious or -tious endings • Explore words ending in -ent, -ence, -ency • Explore words ending in -ant,-ance, -ancy • Focus on words with affixes from Y3/4 and Y5/6 statutory word list • Review commonly used and frequently misspelt words	• Explore words with silent letters such as b,k, or g • Explore words containing the letters ough • Focus on words with unstressed vowels from the statutory word list • Review use of apostrophe for contraction • Review use of apostrophe for possession •	• Explore homophones and near homophones • Explore use of hyphen to create compound wordsFocus on morphology and etymology

'As a family we live, love. Learn and celebrate with Jesus.'

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN YEAR 5: 2024-25 TEACHER: Miss Clifford

Guided Reading	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic
Maths	5LS1 -Place Value and Rounding of Large Numbers 5LS2- Interpret Negative Numbers 5LS3-Place Value of Numbers with up to Three Decimal Places 5LS4 - Multiply and Divide by 10, 100 and 1,000 5LS5 - Properties of Number – Multiples, Factors and Common Factors 5LS6 - Prime and Composite Numbers 5LS7 - Multiply and Divide Mentally 5LS8 -Solve Problems Involving Knowledge of Key Facts	Add and Subtract Using a Range of Strategies 5LS9 – Add and subtract using a range of strategies 5LS10 -Add and Subtract Using Formal Written Methods 5LS11 – Formal Written Method for Multiplication 5LS12 – Formal written method of short division. 5LS13 - Equivalent Fractions	Formal Written Method of Short Division 5LS14 - Compare and Order Fractions 5LS 15 - Adding and Subtracting Fractions 5LS 16 - Problem Solving – All Four Operations 5LS17 Multiply Fractions by Whole Numbers 5LS18 - Fraction Problem Solving	Measure – Converting Units of Measure 5LS 19 – Measures 5LS20 - Area 5LS21 Volume and Capacity 5LS 22 - Percentages 5LS23 - - Problem Solving – Percentages 5LS 24 - 3-D Shapes from 2-D Representations	Formal Methods for Division and Multiplication in Increasingly 5LS 25 -Reflection and Translation, 5LS 26 - Perimeter 5LS 27 - Estimate, Compare, Measure and Draw Angles 5LS 28 - Identify Unknown Angles 5LS29 – Formal methods for division and multiplication. 5LS30 – Strategies for multiplication and division (mental and written) 5LS 31 – Solving problems involving scaling by Simple Fractions and Rates C5LS 32 - Conversion of Imperial and Metric Units of Measure 5LS 33 - Fractions, Decimals and Percentages Problem Solving	Solve Problems involving the Four Operations 5LS34 - Reading Timetables and Calculating with Time 5LS 35 – Solve problems involving the four operations. 5LS 36 - Distinguish between Regular and Irregular Polygons 5LS 37 - Use Properties of Rectangles 5LS 38 - Statistics – Solve Comparison, Sum and Difference Problems using Information in a Line Graph 5LS 39Statistics – Interpreting and Evaluating Information Presented in Charts and Tables 5LS 40 - Roman Numerals
Maths fluency	• Estimation and number magnitude with larger numbers • Rounding – to nearest 10, 100, 1000 with 4-digit numbers and building to rounding to nearest 10, 100, 1000 with any number • Secure recall of multiplication and division facts up to 12 × 12 • Find and/or recall factor pairs • Efficient strategies for addition and subtraction Properties of shapes with a focus on triangles		• Multiplication mental strategies • Add and subtract fractions • Multiply and divide by 10, 100 and 1000 • Mental and written multiplication and division strategies • Read, write and convert time – Y4 revision Roman Numerals – Y4 revision		• Understanding decimals as part of our number system • Prime numbers and other properties of numbers • Calculating missing angles • Finding percentages of a number • Converting between metric units (and time units) Multiplying proper fractions and mixed numbers	
Science	**Materials, Mixtures and separation**. Pupils explore different types of mixtures and the different methods that can be used to separate them. They dissolve a range of substances, identify different solutions and investigate how temperature affects the time taken to dissolve. They design and create a water filter, sieve soil and evaporate solutions	**Materials, Properties and changes** Broadening their experience of the properties of materials, children investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials. They explore reversible changes, including dissolving and changes of state. Children compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda.	**Forces and space: Earth and space** Children explore the movement of the celestial bodies in our Solar System, including the Earth and other planets and the Moon. They discover how the rotation of the Earth causes night and day and how sundials work. Pupils find out about the uses of satellites and the problem with space junk.	**Living Things Lifecycles and reproduction** Comparing the life cycles of plants, mammals, birds, amphibians and insects. Investigating asexual reproduction in plants and comparing sexual and asexual reproduction.	**Forces and space, unbalanced forces** Building on their knowledge of contact and non-contact forces, children explore gravity, friction, air resistance and water resistance in more depth and consider the effect of these forces being unbalanced. They plan investigations to further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system.	**Animals: human timeline** Studying human development and changes, children identify key stages and consider what data may help determine if a child is growing normally. They describe how puberty affects girls and boys and produce graphs to compare how gestation periods vary across different mammals, including humans.

'As a family we live, love. Learn and celebrate with Jesus.'

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN YEAR 5: 2024-25 TEACHER: Miss Clifford

Geography		**What is it like in the Alps?** Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.	**Why do oceans matter?** Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.			**Would you like to live in the desert?** Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.
Learning Outside the classroom	**Team building** How to make a paper aeroplane. **Art** Landscape drawings Photography **Maths** Natural equations	**Geography** Drawing scaled map of school grounds.	**DT** Making shelter in forest school **Geography** Look at changes in our local environment **Science** Make a sundial	**Science** Living Things and Their Habitats **History** Act out a Greek Myth **Maths** Estimate and measure the area and perimeter of the playground.	**Maths** Fractions **Science** Investigating forces and fraction	**PE – OAA (Outdoor Adventurous Activities)** Learn to orientate and navigate using a map. Fire making
Educational experiences		**Fair trade representative**	**Bikeability** **Astronomy roadshow – Space dome**	**Ancient Greece workshop British Museum**	**Careers Fair**	**Taster day at JHM** **Summer production.**
History	**Were the Vikings raiders, traders or something else?** Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.			**What did the Greeks do for us?** Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.	**What was life like in Tudor England?** Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.	
Computing	**Online Safety** Children have a secure knowledge of common online	**Coding** Children may attempt to turn more complex real-life	**Spreadsheets** Children search with greater complexity for digital content	**Databases** Children understand the value of computer networks but are	**Game Creator** Children can translate algorithms that include sequence, selection	**3D Modelling** **Concept Maps**

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN YEAR 5: 2024-25 TEACHER: Miss Clifford

	safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others. **Coding** When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables	situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code. Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.	when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.	also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.	and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.	Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email
Music	**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 compositions, developing their understanding of staff notation	**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. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.	**South and West African** Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.	**Composition to represent the festival of colour** Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.	**Looping and Remixing** 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.
Art/DT	**Electrical systems Doodler** The doodler unit explores series circuits and introduces motors. Children 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.	**Drawing: I need space** Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image	**Mechanical systems** **Making a pop-up book** Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms	**Sculpture and 3D: Interactive installation** Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art	**Painting and mixed media: Portraits** 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	**Cooking and nutrition** Developing a recipe Our refreshed Y5 cooking and nutrition unit including opportunities for children to learn a simple bolognese recipe and adapt it to improve nutritional content

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN YEAR 5: 2024-25 TEACHER: Miss Clifford

PE Get Set PE	**Swimming** Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve: ● their swimming strokes, ● learn personal survival techniques and how to stay safe around water. ● to keep afloat and propel themselves through the water. ● to be creative, designing their own personal survival course and creating a synchronised swimming sequence. ● team games, collaborating and communicating with others. **Fitness** To analyse fitness data to identify areas of improvement To choose the best pace for a running events To encourage and motivate others To work with others to manage activities	**Yoga** To create yoga flow working safely with a partner To move with control from one pose to another demonstrating good balance To use breath to move from pose to pose.	**Dance** Physical: performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions Social: collaboration, consideration and awareness of others, inclusion, respect, leadership Emotional: empathy, confidence Thinking: creating, observing and providing feedback, using feedback to improve, selecting and applying skills	**Athletics** To choose the best pace for a running event To identify good athletic performance To perform a range of jumps To show control at take-off and landing.	**Tennis** Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.	**OAA** I can navigate around a course using a map I can orientate a map confidently I understand the need for tactics I know the rules of the fame
RSE		**Story Sessions:** Calming the Storm **Session 1:** Gifts and Talents **Session2:** Girls 'Bodies **Session 3**: Boys' Bodies **Session 4**: Spots and Sleep	**Session 1:** Body Image **Session2:** Funny Feelings **Session 3:** Emotional Changes **Session 4**: Seeing Stuff Online **Session 5:** Menstruation	**Session 1**: Is God Calling you? **Session 1:** Under pressure **Session 2:** Do You Want a Piece of Cake? **Session 3:** Self – Talk	**Session 1:** Sharing isn't Always Caring **Session 2:** Cyberbullying **Session 3:** Types of Abuse **Session 4:** Impacted lifestyles **Session 5:** Making Good Choices **Session 6:** Giving Assistance	**Session 1**: The Trinity **Session 2:** Catholic Social Teaching **Session 1:** Reaching Out
French Language Angels	**Do you have a pet?** Unit Objective: To say what pet you have and do not have in French ● Know the nouns and indefinite articles for 8 common pets. ● Ask somebody if they have a pet and give an answer back.	**What is the date?** Unit Objective: To be able to say the date in French ● Recognise and recall the 12 months of the year in French. ● Ask what the date is and say the date in French. ● Ask somebody when their birthday is and say when	**The Weather** Unit Objective: To be able to describe the weather in French ● Recognise and recall the 9 weather expressions in French from memory. ● Ask what the weather is today and give a reply in French.	**Habitats** Unit Objective: To speak and write about different habitats, plants and animals in French ● Say and write the key elements that animals and plants need to survive. ● Name the 5 most common types of habitats.	**The Olympics** Unit Objective: To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb faire. ● Understand the key facts of the ancient and modern Olympics recounted in French.	**Clothes** Unit Objective: To describe what clothes you are wearing by colour in French. ● Recognise and recall from memory 21 items of clothing. ● Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you

'As a family we live, love. Learn and celebrate with Jesus.'

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN YEAR 5: 2024-25 TEACHER: Miss Clifford

		• Say in French what pet we have/do not have and give our pet's name. Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.	their own birthday is in French.	• Describe the weather in France, in French using a weather map with symbols.	• Name an animal and a plant that live and grow in each type of habitat.	• Learn 10 nouns and articles for common Olympic sports. • Explore the full present tense conjugation of the high frequency verb FAIRE. • Look at the adjectival changes involved when you describe a male Olympian or female Olympian.	and possibly somebody else is wearing. • Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.	