



# St Jude's Catholic Primary School

Year 5 Long Term Plan 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RE Come and See</b>	<b><u>Domestic Church</u></b> (Ourselves)  <b><u>Baptism/Confirmation</u></b> (Life choices)	<b><u>Judaism</u></b> (Pesach)  <b><u>Advent/Christmas</u></b> (Hope)	<b><u>Local Church</u></b> (Mission)  <b><u>Eucharist</u></b> (Memorial sacrifice)	<b><u>Eucharist</u></b> (Memorial sacrifice)  <b><u>Lent/Easter</u></b> (Sacrifice)	<b><u>Pentecost</u></b> (Transformation)  <b><u>Islam</u></b> (Shahadah Ramadan, Id-ul-Fitr, Id-ul-Adha Hajj)	<b><u>Reconciliation</u></b> (Freedom & responsibility)  <b><u>Universal Church</u></b> (Stewardship)
<b>RSE</b>	<b><u>God loves us in our changing and developing</u></b> -Show knowledge and understanding of emotional relationship changes as we grow and develop		<b><u>God loves us in our changing and developing</u></b> -Show knowledge and understanding of the physical changes in puberty		<b><u>God loves us in our changing and developing</u></b> -Celebrate the joy of growing physically and spiritually	
<b>English</b>	<b>The Man Who Walked Between the Towers</b>  Biographies/ autobiographies	<b>Percy Jackson</b>  Mythical narratives Odes, Soliloquies, Setting descriptions,	<b>The Lost Thing</b>  Own version narrative Diaries, Formal letters, Adverts, Character and	<b>Beowulf</b>  Own version legends/missing chapters Letters of advice, Diaries, Dialogue,	<b>Children of the Benin Kingdom</b>  Non-chronological reports Informal letters, diaries,	<b>Curiosity</b>  Expanded explanations, NASA Proposals, Information labels, Short

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	<p>Information writing (Wikipedia pages), letters of advice (formal), Interviews, News report, Persuasive speeches</p> <p><b>Hidden Figures</b></p> <p>Memoirs Reports, Formal and informal letters, Diaries, Character descriptions, Journalistic writing</p>	<p>Additional chapters, Reports</p>	<p>setting descriptions, NC reports</p> <p><b>Freedom Bird</b></p> <p>Biographies Writing in role, Thought bubbles, Dialogue, Postcards, Recounts, Poems</p>	<p>Character and setting descriptions, Action scenes, Obituaries</p>	<p>Survival guides, Eyewitness reports, Story summaries</p> <p><b>Anne Frank</b></p> <p>Newspaper articles Letters, Short descriptions, Extended diary entries, Obituaries, Opinion pieces</p>	<p>explanations, NASA logs, News reports</p> <p><b>Firebird</b></p> <p>Fairytale narratives Formal letters, retellings, character descriptions</p>
<b>Maths</b>	<p><b>Number:</b> Place Value</p> <p><b>Number:</b> Addition and Subtraction</p> <p><b>Number:</b> Multiplication and</p>		<p><b>Number:</b> Multiplication and Division</p> <p><b>Number:</b> Fractions</p> <p><b>Number:</b> Decimals and</p>		<p><b>Geometry:</b> Shape</p> <p><b>Geometry:</b> Position and Direction</p> <p><b>Number:</b> Decimals</p>	

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	<p>Division</p> <p><b><u>Number:</u></b> Fractions</p>	<p>Percentages</p> <p><b><u>Measurement:</u></b> Perimeter and Area</p> <p><b><u>Statistics</u></b></p>	<p><b><u>Number:</u></b> Negative numbers</p> <p><b><u>Measurement:</u></b> Converting Units</p> <p><b><u>Measurement:</u></b> Volume</p>
<p><b>Science</b></p>	<p><b><u>Forces</u></b></p> <p>Pupils will explain the forces of gravity, air resistance, water resistance and friction. They will recognise that some mechanisms, allow a smaller force to have a greater effect.</p> <p><b><u>Earth and Space</u></b></p> <p>Pupils will describe the movement of the Earth, and other planets, relative to the Sun. They will describe the movement of the Moon relative to the Earth and describe the Sun, Earth and Moon as approximately spherical bodies. Pupils will learn to explain day and night and the apparent movement of the sun across the</p>	<p><b><u>Properties and changes of materials – Properties of materials</u></b></p> <p>Pupils will compare and group together everyday materials on the basis of their properties and describe some of their uses.</p> <p><b><u>Properties and changes of materials - Reversible and Irreversible changes</u></b></p> <p>Pupils will identify the process of separation, including filtering, sieving and evaporating. Pupils will understand the differences between reversible and irreversible changes.</p>	<p><b><u>Living things and their habitats – Reproduction</u></b></p> <p>Pupils will describe the life process of reproduction in some plants and animals.</p> <p><b><u>Living things and their habitats - Life cycles</u></b></p> <p>Pupils will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p><b><u>Animals, including humans</u></b></p> <p>Pupils will describe the changes as humans develop to old age.</p> <p><b><u>Sustainability - Plastic pollution</u></b></p>

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	sky.		
	<b><u>Sustainability - Global warming</u></b>		
<b>History</b>	<b><u>Anglo-Saxons and Vikings</u></b> The Anglo-Saxon kingdoms. Viking invasion and settlement. Alfred the Great and the Danelaw Old English language. The unification of England.  Do the Vikings deserve their reputation?	<b><u>Ancient Maya</u></b> Where and when the Maya civilization flourished. The Maya writing system and calendar. The Maya city states. The theories for the decline of the civilization.  What can we learn from the decline of the Maya?	
<b>Geography</b>		<b><u>Manaus</u></b> A study of South America focusing on Rivers. With an in depth study of Manaus and the Amazon River.	<b><u>Local Study – Liverpool</u></b> A local study of Liverpool with an in depth study of the River Mersey.
<b>Art and Design</b>	<b><u>Joan Miro – Artist/Sculptor</u></b> Create a sculpture using 3D shapes and objects in the style of Miro.	<b><u>Henri Rousseau - Artist</u></b> <b><u>William Morris – Designer</u></b> Create Rainforest paintings/drawings inspired by Rousseau. Explore printing and the work of Craft maker William Morris.	

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<b>Design and Technology</b>	<u><b>Bridges Structures</b></u>  Design and build a bridge after researching a variety of existing structures.		<u><b>Chocolate Product</b></u> (Cooking and Nutrition)	<u><b>Moving Toys Cam mechanisms</b></u>  Use cam mechanisms to design, make and evaluate a variety of stable, moving toys.		
<b>Computing</b>	<u><b>Create and search a database</b></u> Pupils will use Excel to create and search a database.	<u><b>Using variables</b></u>  Pupils identify different types of variables. what conditionals are and understand how variables are used in computer programming.	<u><b>Coding Using Micro:Bits</b></u>  Pupils to program Micro:Bit to make a variety of practical and usable devices.	<u><b>Stop motion animation</b></u> Pupils will learn about all aspects of stop frame animation. They will storyboard their own story before using a software package to create their own stop frame animation.	<u><b>Difference WWW/internet</b></u> Pupils will learn the difference between the WWW and the internet. They will also understand what is meant by IP address.	<u><b>3D modelling</b></u> Pupils will learn to design models using online CAD software.
<b>Online Safety – Project Evolve</b>	<u><b>Online Relationships</b></u>	<u><b>Online Bullying</b></u>	<u><b>Privacy and Security</b></u>	<u><b>Online Reputation</b></u>	<u><b>Managing Online Information</b></u>	<u><b>Health, Well-Being and Lifestyle</b></u>

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<p><b>Music</b></p>	<p><b><u>Classroom Jazz 1</u></b> (Jazz)</p>		<p><b><u>Fresh Prince of Bel Air</u></b> (Hip Hop)</p> <p><b><u>Finish This... (English National Opera Project)</u></b></p>		<p><b><u>Short Ride in a Fast Machine –</u></b> John Adams Classical</p>	
<p><b>PE</b></p>	<p><b><u>Coordination &amp; Agility</u></b> In this unit, the children will develop and apply their ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p><i>Enjoy competing with each</i></p>	<p><b><u>Dynamic Balance &amp; Counter Balance</u></b> In this unit, the children will develop and apply their dynamic balance on a line and counter balance with a partner through focused skill development sessions, modified/non-traditional games and sports and healthy</p>	<p><b><u>Dance</u></b> In this unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.</p> <p><i>Apply and develop a broad range of skills and link them to make actions and sequences of movements.</i></p>	<p><b><u>Static Balance</u></b> In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p><i>Enjoy communicating,</i></p>	<p><b><u>Dynamic Balance to Agility &amp; Static Balance</u></b> In this unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p>	<p><b><u>Coordination and Agility</u></b> In this unit, the children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition. <i>Use running, jumping, throwing and catching in</i></p>

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	<p>other and develop an understanding of how to improve in an activity. Use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>competition. Enjoy communicating, collaborating and competing with each other, and develop an understanding of how to improve in an activity. Develop strength, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and</p>	<p>Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns.</p>	<p>collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>isolation and in combination. Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for</p>
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		<i>defending.</i>			<i>attacking and defending.</i>
<b>MFL- Spanish</b>	<b><u>In the classroom</u></b> <ul style="list-style-type: none"> <li>• Spanish alphabet</li> <li>• Speaking activities</li> <li>• Graphemes &amp; Phonemes</li> <li>• (Recap from unit 3) name, age, birthday, eye &amp; hair colour</li> <li>• Classroom objects</li> <li>• Classroom verbs</li> <li>• End of unit 7 writing</li> <li>• Retrieval Quiz</li> <li>• Unit 7 test</li> <li>• Christmas in Spain</li> </ul>	<b><u>For my birthday I would like...</u></b> <ul style="list-style-type: none"> <li>• Spanish alphabet</li> <li>• Speaking activities</li> <li>• Graphemes &amp; Phonemes</li> <li>• Counting to 40</li> <li>• For my birthday I would like</li> <li>• Toys / Give the price of toys/ How much is it?</li> <li>• Express opinions – I would like/I like/I don't like</li> <li>• Articles – un, una, unos, unas, el, la, los, las</li> <li>• End of unit 8 writing</li> <li>• Unit 8 test</li> <li>• Easter In Spain</li> </ul>	<b><u>Adjectives</u></b> <ul style="list-style-type: none"> <li>• Spanish alphabet</li> <li>• Speaking activities</li> <li>• Graphemes &amp; Phonemes</li> <li>• Introduce the imperative with classroom</li> <li>• commands</li> <li>• Counting to 100</li> <li>• Revision of masculine and feminine rule and revision of the 8 articles</li> <li>• Sleeping Beauty video in Spanish</li> <li>• Adjectival agreement rules.</li> <li>• End of unit 9 writing</li> <li>• Retrieval Quiz</li> <li>• Unit 9 test</li> </ul>		
<b>PSHE</b>	<b><u>Relationships</u></b> Managing friendships and peer influence Physical contact and feeling safe Responding respectfully to a wide range of people; recognising prejudice and discrimination	<b><u>Living in the Wider World</u></b> Protecting the environment; compassion towards others How information online is targeted; different media types, their role and impact Identifying job interests and aspirations; what influences career choices; workplace	<b><u>Health and Wellbeing</u></b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Personal identity; recognising individuality and different qualities; mental wellbeing Keeping safe in different situations, including responding		

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			stereotypes		in emergencies, first aid	
<b>All are welcome (PSHE)</b>	<b>And Tango Makes Three</b> (different families/relationships and being gay)	<b>How to Heal a Broken Wing</b> (choosing to not be a bystander)	<b>Kenny lives with Erica and Martina</b> (discrimination)	<b>Rose Blanche</b> (prejudice and choices)	<b>Mixed</b> (racism, altering perceptions)	<b>Pip and Egg</b> (the importance of companionship)

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