



Broadbent Fold Primary School and Nursery

Long Term Planning - Year 5 - 2025 to 2026

Teacher: Mrs Gao

Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BV - Identify British Values	<p>We will ensure all pupils have a voice that is listened to, and demonstrate how <b>democracy</b> works. Class to vote for Pupil Leaders to represent Year 5 and to vote for other key roles such as Eco Warriors, Sports Ambassadors and class monitors.</p>	<p>Children are taught <b>the rule of the law</b>; that it is important to have rules, to ensure fairness and safety for everyone. This is evident in the school's Ready, Respectful and Safe statement. They are encouraged to establishing and setting their own class rules in the form of positive expectations.</p>	<p>Every child is valued as an individual, and we aim to allow their unique personalities to shine through. Children are encouraged to be reflective, and to learn to take responsibility for themselves. This <b>individual liberty</b> includes reflecting on their own work. Within our school community, they are able to develop an understanding of how the concept of personal liberty works within a society.</p>			<p>Children should learn to become strong, tolerant and respectful members of our society. They are encouraged to explore these ideas through PSHE and RE. They are encouraged to show <b>mutual respect</b> by celebrating and considering the needs of others, and to develop their knowledge and understanding. To show <b>tolerance of those of different faiths and beliefs</b>, children and staff are encouraged to discuss their own faith and cultural traditions, whilst exploring the faiths and beliefs of others. School visits to places of worship and other world faiths encourage tolerance and respect.</p>



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Theme Question	<u>What was life like for Victorian children?</u>	<u>Can you crack the codes to become a Spy?</u>	<u>Why should the world's rainforests matter to all of us?</u>		<u>How did the Anglo Saxons change Britain?</u>	<u>What makes South America a continent of contrasts?</u>
<b>Hooks: Trips/Visitors</b>	A visit to George Street Chapel in Oldham to experience life as a Victorian child.	A mysterious briefcase and coded letter arrives in Y5. <b>Spy Day!</b> Dress up and transform the classroom into Spy Headquarters.	Link to Climate Change Adopt a rainforest animal-WWF.		Anglo Saxon Day in school (weaving, baking, shield formation)	South American food tasting day.
<b>Texts:</b>	<b>Street Child</b> by Berlie Doherty (Historical fiction)	<b>Stormbreaker</b> by Anthony Horowitz (Adventure fiction)	<b>The Explorer</b> By Katherine Rundell (Fiction)	<b>Greta's Story</b> The Schoolgirl Who Went On Strike (Non-fiction)	Explore Anglo Saxons (Non-fiction) Beowulf by Michael Morpurgo (Fiction)	<b>Trash</b> by Andy Mulligan (Fiction - Adventure)
<b>Genre Focus:</b>	Non-chronological report Diaries Poetry	<b>Spy Narrative</b> Including Character and Setting Descriptions News Article	Balanced arguments Poetry (Haiku) Persuasive Texts and Letters (Climate change) Playscripts		<b>Myths and Legends</b> Non chronological reports	<b>Biographies</b>  Balanced Arguments
<b>Wider curriculum opportunities</b>	Diary Writing as a Victorian child (History) Space poem (Science)	Explanation or Instruction Text about <b>Spy Gadget</b> (D&T)	Persuasive letter based on 'WWF' to persuade to adopt an animal Narrative: New chapter for <b>The Explorer</b> Playscript for Assembly on Climate Change (Science)		Balanced argument Was King Arthur real? (History) Poetry: Riddles and Kennings Report re Decaying and Materials in Mobiles (Science)	Non-chronological report on a chosen South American country (Geography) Stories from another culture eg Ada's Violin The Story of the Recycled Orchestra of Paraguay (History/Geography)
<b>Significant People</b>	Queen Victoria Harriet Tubman (Black)	Alan Turing	Henri Rousseau (artist) Greta Thunberg		Alfred the Great	Brazilian footballers Beatriz Milhazes (Brazilian artist)



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	History Week)		David Attenborough	
<b>Maths</b>	<p><u>Autumn</u></p> <p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Number: Multiplication and Division</p> <p>Number: Fractions</p>		<p><u>Spring</u></p> <p>Number: Multiplication and Division</p> <p>Number: Fractions</p> <p>Number: Decimals and Percentages</p> <p>Measurement: Perimeter and Area</p> <p>Statistics</p>	<p><u>Summer</u></p> <p>Geometry: Shape</p> <p>Geometry: Position and Direction</p> <p>Number: Negative Numbers</p> <p>Measurement: Converting Units and Volume</p>



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<b>Science</b>	<b>Earth and Space</b> <ul style="list-style-type: none"><li>• Describe the movement of the Earth and other planets, relative to the Sun.</li><li>• Describe the movement of the moon in relation 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><li>• Space Week activities</li></ul>	<b>Forces</b> <ul style="list-style-type: none"><li>• Know what gravity is and its impact on our lives.</li><li>• Identify and know the effect of air and water resistance</li><li>• Identify and know the effect of friction</li><li>• Explain how levers, pulleys and gears allow a smaller force to have a greater effect.</li></ul> <p>Learn about : Isaac Newton Aristotle Galileo Copernicus.</p>	<b>Animals, including humans</b> <ul style="list-style-type: none"><li>• Describe the changes as humans develop into old age.</li><li>• Link to SRE and puberty - visit by School Nurse.</li><li>• Know the life cycle of different living things e.g. mammals, amphibians, insects and birds.</li><li>• Know the differences between different life cycles.</li><li>• Describe the life process of reproduction in some plants and animals</li></ul>	<b>Animals, including humans</b> <ul style="list-style-type: none"><li>• Describe the changes as humans develop into old age. (Link to SRE).</li></ul>	<b>Properties and changes in materials</b> <ul style="list-style-type: none"><li>• Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical &amp; thermal], and response to magnets</li><li>• Know and explain how a material dissolves to form a solution</li><li>• Know and show how to recover a substance from a solution</li><li>• Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating)</li><li>• Know and demonstrate that some changes are reversible, and some are not</li><li>• Know how some changes result in the formation of a new material and that this is usually irreversible</li></ul>
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<p><b>History</b></p>	<p><u><b>Beyond 1066</b></u> <u><b>The Victorians</b></u></p> <ul style="list-style-type: none"><li>• Recognise how the inventions of the Victorian period marked a turning point in history</li><li>• Learn about the differences between the lives of wealthy and poorer people during this time</li><li>• Explore changes in the aspects of social history - education and working children</li><li>• Explore the significant changes (1837-1901) including industrialisation, urbanisation, empire building, political awareness of Victorian Parliament - Lord Melbourne - 1<sup>st</sup> Prime Minister for Queen Victoria</li></ul>			<p><u><b>Chronology Stone Age to 1066</b></u> <u><b>Anglo Saxons</b></u></p> <ul style="list-style-type: none"><li>• Know how Britain changed between the end of the Roman occupation and 1066</li><li>• Know about how the Anglo-Saxons attempted to bring about law and order into the country</li><li>• Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li><li>• Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li><li>• Use a timeline to show Anglo-Saxon period.</li></ul>	
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<p><b>Geography</b></p>		<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know the names of and locate at least eight European countries;</li> <li>Know the names of and locate at least eight major capital cities across the world;</li> <li>Know the names of a number of European capitals.</li> </ul>	<p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Know what is meant by biomes and what are the features of a specific biome</li> </ul> <p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know the names of, and locate a number of South or North American countries.</li> </ul> <p><b><u>Geographical skills and fieldwork</u></b></p> <p>Know how to use graphs to record features such as temperature or rainfall across the world</p>			<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know the names of, and locate, a number of South American countries.</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know key differences between living in the UK and in a country in South America</li> </ul> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Know how to use graphs to record features such as temperature or rainfall across the world</li> </ul>
<p><b>Computing / Esafety</b></p>	<p><b>Research</b></p> <p>Know how to search for specific information and know which information is real, safe and secure.</p>	<p><b><u>Coding - repetition</u></b></p> <p>Develop a program that has specific variables identified.</p> <p><b><u>Coding - algorithms and debugging</u></b></p> <p>Analyse and evaluate information.</p>	<p><b><u>Reasoning:</u></b> make an accurate prediction and explain why they believe something will happen (linked to programming)</p> <p><b><u>Internet safety:</u></b></p> <p>Recognise acceptable and unacceptable behaviour using technology</p>		<p><b><u>Creating Media - Video production</u></b></p> <p>Learn how to create a video, using different camera angles. Develop the skills of capturing, editing, and manipulating video.</p>	<p><b><u>Data and Information</u></b></p> <p>Learn how a flat-file database can be used to organise data in records. Order and answer questions about data.</p> <p><b><u>Revisit Internet Safety.</u></b></p>
<p><b>P.S.H.E and S.R.E</b></p>	<p>PSHE Positive Friendships</p> <p>SRE: Health &amp; Well Being</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including</p>	<p>PSHE Responding to hurtful behaviour.</p> <p>Respecting differences and similarities.</p> <p>SRE: Living in the Wider World</p>	<p>PSHE What makes a community?</p> <p>SRE: Relationships</p> <p>To recognise and challenge</p>	<p>PSHE: How data is shared and stored.</p> <p>Making decisions about money.</p> <p>SRE: Relationships</p> <p>To judge what kind of physical contact</p>	<p>PSHE: Maintaining a balanced lifestyle. Oral hygiene and dental care.</p> <p>SRE: Relationships</p> <p>How to recognise bullying</p>	<p>PSHE: Medicines and household products. Drugs common to everyday life. Physical and emotional change.</p> <p>SRE: Health &amp; Well Being</p> <p>How their body will, and their emotions</p>



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	people they know and the media	Understand that there are basic human rights shared by all people and Societies. Children have their own special rights set out in the UN Declaration of the Rights of the Child.	stereotypes	is acceptable or unacceptable and how to respond	and abuse in all its forms (including prejudice based bullying both in person, online and through social media)	may, change as they approach and move through puberty
<b>Music</b>	<p>Sing Up Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p>"What shall we do with the drunken sailor?"</p>	<p>Sing Up Develop and practise techniques for singing and performing in a Gospel style.</p> <p>"Wade in the water."</p>	<p>Sing Up Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook</p> <p>"Wonderwall" - Oasis "Say my name" - Destiny's Child "Le Freak" - Chic "Smalltown boy" - Bronski Beat</p>	<p>Sing Up Improvise freely over a drone. Sing a song in two parts with expression and an understanding of it's origins.</p> <p>"Madinah tun nabi" - Aashiq al-Rasul "Burdah Maula ya Salli" - Mesut Kurtis "A is for Allah" - Zain Bhikha</p>	<p>Sing Up Show understanding of how a drum pattern, base line and rift fit together to create a memorable and catchy groove.</p> <p>Identifiy derum patterns, basslines, and riffs and play them both using body percussion and voices.</p> <p>"Watermelon man" "Jesus you're worthy to be praised"</p>	<p>Sing Up Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. Demonstrate an understanding of the history of Argentine Tango.</p> <p>"Epoca" - Gotan Project "Move and freeze brain breaks" - Action songs for children (The learning station) Tango dancers on the streets of Buenos Aires (Amazing world videos)</p>
<b>Art</b>	<p>Explain some of the features of art from historical periods.</p> <p>Know how to show facial expressions and body language in sketches and paintings.</p>	<p>Know how to show facial expressions and body language in sketches and paintings.</p>	<p>Know how to use line, tone, shape and colour to represent figures and forms in movement.</p> <p>Research the work of an artist and use</p>	<p>Know how to use images created, scanned and found; altering them where necessary to create art.</p>	<p>Experiment with media to create emotion in art</p> <p>Research the work of an artist and use their work to replicate a style</p>	



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	Teach the basics of portrait drawing to sketch their own portrait of Queen Victoria.	Design and sketch their own Spy and nemesis (ie with a mean expression.)	<p><i>their work to replicate style</i></p> <p><i>Know how different artists developed their specific techniques</i></p> <p>Research the work of <b>Henri Rousseau</b> and his jungle prints. Create a rainforest painting using a colour wash as a background and adding colour with plants and flowers.</p>	Research and create their own section of <b>The Bayeux Tapestry.</b>	Research the Brazilian artist <b>Beatriz Milhazes</b> and create a piece of artwork in her style.
<b>Design and Technology</b>	<p><b>Mechanisms</b> Space Buggies Link to Science topic - Earth and Space.</p> <p>To design, make and evaluate a space buggy to explore the surface of - and collect samples from - Mars, to establish whether it is a suitable location to build a new colony for human life.</p>	Design, make and evaluate a Spy gadget.	<p><b>Textiles</b> Make a Soft Toy based on an endangered animal Link to Rainforests and Climate change</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group</p>	<p><b>Food preparation</b> Use Anglo Saxon recipes to make Honey Oat cakes.</p> <p>Use a range of techniques such as peeling, chopping and slicing and know that recipes can be adapted to change the appearance, taste, texture and aroma.</p>	<p><b>Food preparation</b> Make a South American recipe (Guacamole)</p> <p>Use a range of techniques such as peeling, chopping and slicing and know that recipes can be adapted to change the appearance, taste, texture and aroma.</p>
<b>P.E.</b>	<p><u>Tag Rugby</u></p> <p><u>Hockey</u></p>	<p><u>Gymnastics</u></p> <p><u>OAA</u></p>	<p><u>Invasion games</u></p> <p><u>Basketball</u></p>	<p><u>Dance The Hakka</u></p> <p><u>Cricket</u></p>	<p><u>Football</u></p> <p><u>Rounders</u></p> <p><u>Athletics</u></p> <p><u>Tennis</u></p>



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<p><b>MFL Polish</b></p>		<p>At the beginning of the year focus will be on revisiting vocabulary taught previously. This Unit will read Dear Zoo book and focus on <b>animal names</b> and will introduce adjectives to describe animals Children will learn about Polish traditions and festivals like St Andrew's Day and Christmas.</p>		<p>In this unit, <b>days of the week</b> will be revisited and we will read. The very hungry caterpillar. The focus will be on <b>food</b> (fruit and other common food). Focus will be on plurals and sentence structure taught will be: <b>I have</b>. Pupils will also find out how Easter is celebrated in Poland.</p>		<p>In this Unit, pupils will learn <b>weather vocabulary</b>. Using simple sentences pupils will create weather reports.</p>
<p><b>R.E. 2022 new syllabus</b></p>	<p><b><u>Believing strand:</u></b> Why do some people believe that God exists? <i>Christians and non-religious (eg, Humanists).</i></p>		<p><b><u>Living strand:</u></b> Green religion? How and why should religious communities do more to care for the Earth?  <i>Link to climate change.</i></p>		<p><b><u>Expressing strand:</u></b> If God is everywhere, why go to a place of worship? <i>Christians, Hindus and/or Jewish people or Muslims.</i></p>	