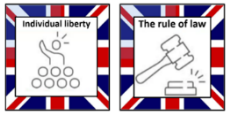
Year 5 Big Ideas
Long Term Planning 2024-2025

	Year 5 Planning Overview		
	Autumn	**Spring**	**Summer**
Topic title	**Planet Earth**	**Home from home (Vikings)**	**Egyptians**
Drivers (past present future)	**Past**: How did people use the sun, moon and stars in their everyday life? **Present**: How does the sun affect our everyday life? (time zones, 24-hour lifestyles, farming, daylight hours in different places) **Future**: How dangerous could the sun become? (sun itself, skin cancers etc, deserts, erosion, bodies of water drying up)	**Past**: Why did people invade other places? **Present:** Why do people migrate today? (jobs, war, famine, persecution) **Future:** Where will everyone go? (if our population continues to grow)	**Past**: How did the ancient Egyptians improve our world? **Present:** What has survived from the Ancient Egyptians that we still use today? **Future:** How will we be remembered? What will we still use in the future?
Curriculum of Global Discovery drivers	 **Avenues for exploration:** • the importance of the sun • how can we protect ourselves from the sun? Hat, Splat Wrap. Nivea sun care for schools • Climate Change: how do we stop our planet from overheating?	 **Avenues for exploration:** • Should everyone be able to move around freely? • How can everyone be given an equal chance?	 **Avenues for exploration:** • What advances did the Egyptians give us • What legacy do you want to leave behind?
UN Global Goal links			
British Values			

Charity Link	*The Planetary Society*					
Visit/ experience linked to the topic	*Trip to National Space Centre*		*Viking Museum Day (in school)* *London Trip with Year 6*		*New Walk Museum*	
Overall outcome for topic (showcase)	*Whole Class Assembly to parents*		*Viking Museum – inviting classes into classroom to showcase*		Create something that would symbolise life today to be shared for future generations like the pyramids are now	
Hook	*(Home learning) Paper Mache solar system project*		*(Forest school) Viking culture shelter building*		*Build an Egyptian pyramid from clay*	
Key Text suggestions	• Cosmic - Frank Cottrell • Pandora – Video • Grandpa Christmas – Michael Morpurgo • Hidden Figures: The True Story of Four Black Women and the Space Race - Margot Lee Shetterly • Sun, Earth and Moon - DK		• Arthur and the Golden Rope - Todd Stanton • Who are Refugees and Migrants? What makes people leave their homes? - Michael Rosen • How to Train a Dragon - Cressida Cowell • Viking Boy - Tony Bradman • Anglo-Saxons and Vikings – Usborne		• A Mummy Ate My Homework by Thiago de Moraes • Secrets of a Sun King - Emma Caroll • Anthony and Cleopatra – William Shakespeare (Andrew Matthews and Tony Ross) • The Genius of the ancient Egyptians • Fantastically Great Women who made History – Kate Pankhurst • The Jabberwocky – Lewis Caroll	
English/Phonics suggestions	**Power of Reading** – Cosmic **Non-Chronological Report** – DK Space! **Narrative** - Literacy Shed (video) – Pandora **Class Assembly**		**Discussion report** – History Outcome (The Write Stuff) **Narrative –** Norse Mythology (The Write Stuff)		**Biography** – Tutankhamun (The Write Stuff)	
Writing Purposes	 Writing to entertain		 Writing to inform		 Writing to persuade	 Writing to discuss
Mathematics	-Place value -Addition and subtraction	- Multiplication and division - Fractions	Multiplication and division -Fractions	-Decimals and percentages -Perimeter and area - Statistics	-Shape -Position and direction - Decimals	-Negative numbers -Coverting units -Volume

Focus Subjects				
	Block 1	**Science - Earth and Space** The children will learn and order the planets in the Solar System with the focus of the block being on the Sun, Earth and Moon. The children will explore day and night, the movement of planets and create a heliocentric model to show their understanding.	**Geography – Locate regions in UK** The children will learn how to name and locate regions and countries in the UK. Children will also be able to investigate the economic features within Leicestershire.	**History – Ancient Egypt** The children will explore when ancient civilisation began and ended. Children will be able to understand the purpose and development of the Pyramids. The children will also compare and contrast the ancient inventions with the modern-day objects
	Subject Outcome 1	Create a 3D model of the Earth, Moon and Sun and the orbital relationships between the two and film a demonstration video describing the relationship	Present a 'Location, Location, Location' style video to persuade a Viking where is best to settle (Horrible Histories style) including explanation about why the Vikings had to invade other places. This can be done through using Flipgrid	Create a time capsule to 'leave a legacy'
	Block 2	**Science – Forces (Gravity)** The children will work scientifically to explore gravity, friction and air resistance.	**History – Vikings and Anglo Saxons** The children will learn about the Anglo-Saxons and Vikings migration to Britain and understand the reasons for this. Children will explore the significance of the Battle of Hastings. They will also explore the legal system to contrast with our modern-day legal system.	**Science – Properties and changes of materials** The children will explore the properties and functions of materials and then compare and sort different materials.
	Subject Outcome 2	Design a parachute to support a Soyuz Capsule returning to Earth – thinking about shape, size etc	Create a discussion report to compare Vikings and Saxons and their impact on Britain (double page spread – English link)	Use knowledge of solids, liquids and gases to filter dirty water: who can make the cleanest water?
	Block 3	**Geography - Mountains** This module will initially introduce the children to the equator, hemispheres and vegetation belts. Following this, we will focus on physical features on Earth by locating, naming and explaining the features of mountains.	**Science - Forces** This module will continue our learning about forces with a focus on water resistance. Following this, they will explore how different mechanism impact force and effect.	**Geography - Rivers** Within this module children will be naming and locating the famous rivers around the world and to be able to understand the course of the River Nile. The children will also explore why some cities
	Subject Outcome 3	*Create a fact file about the physical features of our planet: what makes up our Earth?*	*Modify a basic sail design to make the fastest ship to move through water, considering water resistance and levers (oars)* .	*Create an explanation video to accompany a presentation to explain how a river is formed*
	Block 4	**ART - Abstract Art- A view from above** An art learning journey in sketchbooks demonstrating research and experimentation. A series of sketches linked to an abstract image from Google Earth.	**ART – Tessellations** An art learning journey in sketchbooks demonstrating research and experimentation. A series of sketches linked to the 6 styles found in Viking art. Produce a tessellation using ink and watercolour and inspired by M.C. Escher and taking inspiration from Viking designs.	**Science Living things and their habitats & Animals – including Humans** The children will learn about the different life cycles of a mammal, amphibian, insects and birds. They will focus on the different development stages of humans including the changes experienced in puberty.
	Subject Outcome 4	A 3D layered image inspired by Google Earth and Yann Arthus-Bertrand. Children to photograph their 3D work 'from above'	Produce a tessellation using ink and water colour inspired by M.C. Escher and taking inspiration from Viking designs	Record and present how life cycles are impacted by global issues (urbanisation, deforestation, climate change)

Lessons (Taught Weekly)						
RE	U2.1God – What does it mean if God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 people of God – How can following God bring freedom and justice?	U2.9 Why is the Torah important for Jewish people?	U2.4 incarnation – Was Jesus the Messiah?	U2.10 What matters most to Humanists and Christians?
PSHE	Beginning and Belonging BB56	Family and Friends FF56 Anti-bullying AB56	Diversity and Communities DC56	Relationships & Sec Education RS5 Drug Education DE56	Personal Safety PS56	Healthy Lifestyles HL56
PE	**Dance**	**Gymnastics**	**Tennis**	**Flag Football**	**Netball**	**Leadership**
Music	**Voice and Pitch** Children will arrange and sing 3 traditional songs and work in groups to create their own versions of a song		**Music Technology** Children will compose an electronic backing track to accompany a self-written rap		**Rhythm and Pulse** Children will perform and compose a piece of music and maintain a part in a group	
Computing	**Computing systems and networks - Sharing Information - Unit 1** Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.	.**Creating Media – Video Editing – Unit 2** This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.	**Programming A – Selection in Physical Computing – Unit 3** learners will design and make a working model of a fairground carousel that will incorporate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, pupils will apply the stages of programming design.	**Data and Information – Flat File Databases - Unit 4** Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.	**Creating Media – Vector Drawing – Unit 5** They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. This unit is planned using the Google Drawings app other alternative pieces of software are available.	**Programming B – Selection in quizzes - Unit 6** design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.