Long Term Plan Year 5 The New Curriculum

	Year 5	Topic
Maths and **Literacy**	See Separate Document	
Science	**Working Scientifically** During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: Planning: § planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Observing: § taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording: § recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Concluding: § reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Evaluating: § using test results to make predictions to set up further comparative and fair tests - identifying scientific evidence that has been used to support or refute ideas or arguments. **Living Things and their Habitats (biology)** David Attenborough and Jane Goodall Pupils should be taught to (Y5): § describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals. **Animals, including Humans (biology)** Pupils should be taught to (Y5): - describe the changes as humans develop to old age. **Properties and Changes (chemistry)** Spencer Silver and Ruth Benerito Pupils should be taught to (Y5): § compare and group together everyday materials on the basis of their	

	properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets § know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution § use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating § give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic § demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Earth and Space (physics)** Ptolemy, Alhazen, Copemicus, Brian Cox and Patrick Moore Pupils should be taught to (Y5): § describe the movement of the Earth, and other planets, relative to the Sun in the solar system § describe the movement of the Moon relative to the Earth § describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Forces (physics)** Galileo Issac Newton Pupils should be taught to (Y5): § explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object § identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
History	**Ancient Greece** – a study of Greek life and achievements and their influence on the western world **Changes in Britain from the Stone Age to the Iron Age** This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	

Geography	-Physical geog - coasts, water cycles (recap mountains) - **OS map skills, fieldwork to observe, measure, record and present human/physical geog features(sketch maps).** - South America - human/physical - countries, major cities - Geographical similarities and differences - human and physical between UK region (or EU) and South America (cover time zones)	
Computing	Coding: Speed, directions and coordinates Simulation and random numbers Data Handling: Creating online forms:Gathering data, creating questionnaires and handling the results. E-safety: SAFE resources: safe social networking Presenting: Creating a short film Researching: data structures: how do computers search and sort?	
P.E.	See separate plan in new curriculum folder on server	
Music	During the year children should given the opportunity to: Play and perform - Sea shanties linked to coasts topic. Improvise and compose - Use of iPads and Garageband to compose. Children to take control of the 'Music Hub'. Increased awareness of how music is recorded. Cross-curricular with ICT. Listening - Use and understand - History - stone age. Rhythm! 'Rock' and roll. Investigating historical instruments. Chain gangs? Creating rhythm instruments. Timelines.	
D & T	Being developed	
Art	Being developed	
PSHE	Class council should highlight issues to address within class. Class rules, keeping safe including internet safety, anti-bullying, how to make informed choices health and wellbeing and recognise sources of help, drugs education, respect equality. SRE (summer term) talking about puberty, becoming men and women, puberty and hygeine, menstruation and wet dreams, menstruation education for girls and building good relationships.	
R.E.	See separate document.	