



Fairfield Spencer Academy - Year 5 Long Term Plan - Learning Journey 2024-2025

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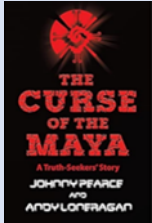
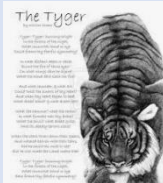
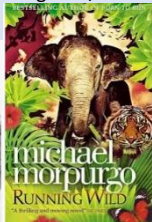
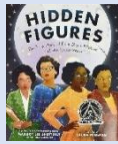
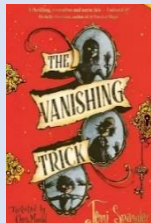
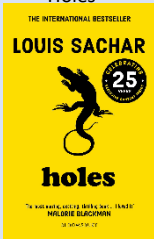
High Expectations

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half term topic name	Stone Cold classics	Changes	Welcome to the jungle	Spider Monkey Mayhem	You've got to pick a pocket or two	We're spinning round the sun
Main Narrative Focus Quality Text(s)	The Curse of the Maya 	The Curse of the Maya / A Christmas Carol 	Running Wild Hidden Figures / Poetry / Non fiction   		The Vanishing Trick 	Holes 
Supporting Quality Texts – fiction, non-fiction, poetry, videos or art	Why were Maya games so deadly? – Tim Cooke The Ancient Civilisation – Louise Spilsbury The Maya Civilisation – Louise Spilsbury Solids and Liquids – Discover it yourself	A Christmas Carol – Charles Dickens	Pictures Rainforests – 100 facts – Miles Kelly Weather and climate – Barbara Taylor Continents – infographics Benjamin Zephaniah – Poetry The lady of Shallot		Victorian Life Alfie's Adventure with the Victorians The Danger Zone – Avoid being a Victorian Victorian Nottingham – A story in	Everything under the sun – Molly Outfield Space Discoveries – Smithsonian The Stardust that made us – Colin Stuart
SHINE Experiences	Wow Experience: Maya Now Press Play. Line of Enquiry: How has the life of the Maya influenced our lives today? Speech Scenario: Role play of a Maya narrative. Active Citizenship: Election of Curriculum Leadership roles. Creative: Pop-up books.	Wow Experience: Rainforest Explorer Workshop. Line of Enquiry: Why is the Amazon Rainforest important to South America and the rest of the world? Speech Scenario/active Citizenship: Deforestation debate. Creative: Creating Mayan structures using wire and clay moulds.	Wow Experience: Visit to Museum of Making. Line of Enquiry: How did the industrial revolution change our regional landscape? Speech Scenario / Active Citizenship: To write, present and send a persuasive letter to a business (Modelez). Creative: Painting rainforest scenes and animals.	Wow Experience: Climate Zones VR Experience. Line of Enquiry: Where are the major lines of latitude located and what impact does this have? Speech Scenario: World Book Day – 'Book talk'. Active Citizenship: Looking to the future with the Careers fair. Creative: Creating a Doodler using electrical systems.	Wow Experience: Victorian Artefact Exploration Line of Enquiry: How did ordinary people live in Victorian times? Speech Scenario: Summer Musical Performance. Active Citizenship: Fringe week Creative: Developing a recipe for Bolognese sauce.	Wow Experience: Visit to Space Centre – Leicester. Line of Enquiry: What are the potential effects of space exploration on our understanding of the universe? Speech Scenario: Performance poetry. Active Citizenship: Perform own poems to wider community (school radio / local residential home). Creative: Solar system-inspired printing.



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English Language and Literacy	Whole Class Reading / Reading Plus / Daily Class Story / Poetry Oracy skills interwoven throughout Spelling: Sounds and Syllables programme Fairfield Grammar Overview (year group expectations), Fairfield Writing Knowledge Organisers, Alan Peat Exciting Sentences, SPAG Spotter (Vocabulary Ninja) & Rainbow Grammar Whole Class Reading					
	Year 5 Word Reading: Pupils should be taught to: ♣ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet					
	Y5 Inference Focus: Understand what they read by: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions , and justifying inferences with evidence (moving to more than one piece).					
	maintain positive attitudes to reading and an understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from	maintain positive attitudes to reading and an understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - making comparisons within and across books understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - predicting what might happen from details stated and implied - identifying how language, structure	maintain positive attitudes to reading and an understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - identifying and discussing themes and conventions in and across a wide range of writing understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - predicting what might happen from details stated and implied - identifying how language, structure	maintain positive attitudes to reading and an understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions understand what they read by: - checking that the book makes	maintain positive attitudes to reading and an understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	maintain positive attitudes to reading and an understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - reading books that are structured in different ways and reading for a range of purposes understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - summarising the main ideas drawn from more than 1



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	other cultures and traditions understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - predicting what might happen from details stated and implied participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously provide reasoned justifications for their views	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	and presentation contribute to meaning identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously provide reasoned justifications for their views	sense to them, discussing their understanding and exploring the meaning of words in context - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously provide reasoned justifications for their views	- asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously provide reasoned justifications for their views	paragraph, identifying key details that support the main ideas discuss and evaluate how authors use language, including figurative language, considering the impact on the reader retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
Please refer to the curriculum overview for the writing process: 1. English Curriculum Writing Overview.docx						
	Narrative (NPP Mayans) Newspaper Article	Narrative Setting description	Diary extract Information text (leaflet)	NPP Narrative (Running Wild)	Character description Narrative	Non - Fiction report about space Poetry



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			Persuasive letter	Setting description		
Grammar and Punctuation	*Using modal verbs or adverbs to indicate degrees of possibility. *Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. *Using brackets, dashes or commas to indicate parenthesis. -Sentence (relative clauses, modal verbs) -Punctuation (brackets, dashes or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity). Terminology: Modal verb / relative pronoun / relative clause / parenthesis / bracket / dash	-Text (devices to build cohesion within a paragraph, linking ideas across paragraphs using adverbials or time, place and number or tense choices). *Using commas to clarify meaning or avoid ambiguity in writing. Terminology: cohesion / ambiguity	*Using expanded noun phrases to convey complicated information concisely. *Using the perfect form of verbs to mark relationships of time and cause.	-Word (converting nouns or adjectives into verbs using suffixes, verb prefixes) *Using passive verbs to affect the presentation of information in a sentence.	*Using hyphens to avoid ambiguity. *Using semi-colons, colons or dashes to mark boundaries between independent clauses (with support). *Using a colon to introduce a list.	*Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (with support). *Punctuating bullet points consistently.
Spelling	Words with <ee/> spelled <ie> and <ei> Words with <r/> spelled <rh> and <wr> Words ending with <gn> Use knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically. Year 5-6 Word List	Year 5-6 Word List Use dictionaries to check the spelling and meaning of words.	Adjectives ending with <ant> and <ent> Nouns ending with <ant> and <ent> Year 5-6 Word List Use a thesaurus.	Words ending with <ically> Words ending with <ually> Words ending with <able> and <ible> Words ending with <eous> and <ious> Year 5-6 Word List	Continue to distinguish between homophones and other words which are often confused Year 5-6 Word List	Year 5-6 Word List
Maths - Maths no Problem	Number and Place Value: Numbers to 1 000 000 Calculations: Addition and Subtraction Calculations: Multiplication and Division Calculations: Word Problems		Fractions, Decimals and Percentages: Fractions Fractions, Decimals and Percentages: Decimals Fractions, Decimals and Percentages: Percentage Geometry – Properties of Shapes: Geometry		Geometry – Position and Direction: Position and Movement Measurement: Measurements Measurement: Area and Perimeter Measurement: Volume	



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	Statistics: Graphs		Number and Place Value: Roman Numerals	
	Regular use of fluent in 5 to support fluency. Regular times table fluency supported by TTRockstars.			
Science	WORKING SCIENTIFICALLY - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - Using test results to make predictions to set up further comparative and fair tests - 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 - Identifying scientific evidence that has been used to support or refute ideas or arguments.			
	Properties and changes in materials (Autumn 1) NC: 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 NC: Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution NC: Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating NC: Demonstrate that dissolving, mixing and changes of state are reversible changes Properties and changes in materials (Autumn 2) NC: Explain that some changes result in the formation of new materials, and that	Animals including humans (Spring 1) NC: Describe the changes as humans develop to old age. Living things and their habitats (Spring 2) NC: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. NC: Describe the life process of reproduction in some plants and animals.	Forces and Magnets (Summer 1) NC: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object NC: Identify the effects of air resistance, water resistance and friction, that act between moving surfaces NC: Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Earth and Space (Summer 2) NC: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system NC: Describe the movement of the Moon relative to the Earth NC: Describe the Sun, Earth and Moon as approximately spherical bodies NC: Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.



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	this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. NC: Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic			
Art and Design	National Curriculum: • Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history. Developing Ideas: • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. Inspiration from the Greats • Sketch and give details about the style of notable artists. • Show how their artist designer /architect has influenced society. • Create original pieces that show a range of influences and styles.			



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	Context – Transition Day Drawing Begin to include measuring skills to help with proportion in their drawings. Draw with precision using different gradient pencils or other mediums for effect Use a variety of techniques to add effects eg reflections, shadow & direction of sunlight. Use shading to create mood and feeling. Inspiration from the Greats: LS Lowry, Simon Birch	Context: Create a Maya structure using wire and clay moulds. Sculpture To explore different moulding techniques (coil and slab) Use frameworks (such as wire or moulds) to provide stability and form. To be able to explain how we can strengthen clay joins so they don't come apart easily. Inspiration from the Greats: Aneta Regel	Context: Painting rainforest scenes/animals. Painting Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. Inspiration from the Greats: David Shepherd Andy Warhol, Pablo Picasso, Vincent Van Gogh			Context: Solar System Printing Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. Inspiration from the Greats: Laurie Hastings
Design and Technology	Design: • 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 groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world Technical Knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures					



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- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

Cooking and Nutrition:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Mechanical systems:

Making a pop-up book (Autumn 1)

- Produce a suitable plan for each page of their book.
- Produce the structure of the book.
- Assemble the components necessary for all their structures/mechanisms.
- Hide the mechanical elements with more layers using spacers where needed.
- Use a range of mechanisms and structures to illustrate their story and make it interactive for the users.
- Use appropriate materials and captions to illustrate the story.

Electrical systems: Doodlers (Spring 2)

- Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function.
- Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path.
- Describe a motor as a circuit component that changes electrical energy into movement.
- Provide examples of motorised products that use movement to rotate or spin different parts.
- Remove and replace different parts of a Doodler, as part of a team.
- Suggest ways to switch the configuration to amend the form or function of the Doodler.
- Explain, in an investigation report, each of the changes they made and the effect this had on the Doodler's ability to draw scribbles (function) and appearance (form).
- Develop design criteria with consideration for the target user, the purpose of their Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft).
- Explain simply why their Doodler has a certain configuration based on the findings of their investigation (e.g. I used four pens because the Doodler would fall over with two).
- Create a functional Doodler that creates scribbles on paper with or without a switch.
- Identify and list each of the required materials, tools and circuit components required to build a Doodler.
- Explain simply the steps to assemble a Doodler as part of a set of instructions (or storyboard).
- Write instructions to build a functional circuit, explaining how to identify if it is functional or not.
- Provide suggestions to improve a peer's set of instructions after testing how effective they are at guiding someone.

Developing a recipe (Summer 1)

- Describe the process of beef production.
- Research a traditional recipe and make changes to it.
- Add nutritional value to a recipe by selecting ingredients.
- Prepare and cook a version of Bolognese sauce.



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History	<u>Working Historically: (NC)</u> - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources. Working Historically - Chronological Understanding - Make connections between time periods within British history and the wider world, constructing a detailed timeline, using mathematical skills to work out time scales - Explain how significant events and dates have impacted on a period of time - Research and explain the origins of a concept and its development through time *New vocabulary: impact, cause and consequence, contrast, trends Working Historically - Investigate and interpret the past - Compare and contrast primary and secondary sources to collect evidence about the past - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions - Know that people in the past could also have a point of view and that this can affect interpretation. - Give reasons why there may be different accounts of history Identify how history can impact on the decisions that are made i.e. government, monarchy, crime and punishment - Pose a historical hypothesis using primary and secondary sources to reach a reasoned conclusion Working Historically - Understanding of events, people and changes in the past - Research and evaluate what life was like and the key features of a given time period - Identify similarities and differences between social classes and the causes behind them, within and between time periods - Give own reasons why changes may have occurred, backed up by evidence		
	Context: To study of lives and beliefs of the Maya civilisation AD 900. NC: A non-European society that provides contrasts with British history. What Maya innovations do we still see today? Was the Maya culture cruel? Who had the power in Maya society?	Context: To visit and explore an Arkwright water-powered mill in the Derwent Valley, to gain a deeper understanding of the industrial revolution. *Visit to Museum of Making NC: A local history study: a study over time tracing how several aspects of national history are reflected in the locality How did Richard Arkwright's inventions support the Industrial Revolution in our locality? What was the impact of the Industrial Revolution on local people? At that time, how was life different for Arkwright and local mill workers?	Context: Building on our existing historical foundational knowledge, we will build narrative pictures of the past. How ordinary people lived in Victorian times. NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. What was the significance of the British Empire during the Victorian period? How did class affect the everyday lives of children during the Victorian times? How did Victorian inventions transform the life of ordinary people?
Geography - Locational knowledge (LK) - -Place knowledge (PK) - -Human and physical	Context: To explore the overview of world climate zones, biomes and vegetation belts LK: locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Context: Explore the significance of latitude and its locational impacts LK: Identify the position and significance of latitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Context: To use a range of geographic mapping systems including atlases, globes and digital maps to underpin learning around climate zones, biomes, vegetation belts and latitude GSF: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



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	Context: To explore the overview of world climate zones, biomes and vegetation belts HPG: physical geography, including: climate zones, biomes and vegetation belts. What are the key geographical features of South America? What different climates can you find in South America and how does this affect its vegetation belts? Why is the Amazon Rainforest important to South America and the rest of the world?	Context: Knowledge of longitude and how this links with time zones and day and night across the globe LK: Identify the position and significance of longitude, Prime/Greenwich Meridian and time zones (including day and night) What are lines of latitude and how do they help us locate places? Where are the major lines of latitude located and what impact does this have? What are lines of longitude and what significance do they have?	What different types of geographical tools are there to locate places around the world? What different types of map are there and what do they show? What extra information can you get from a digital map compared to a printed version?			
Computing and E-Safety - (USE OF THE LEGO) <i>Teach Computing: NCCE</i>	Computing National Curriculum (KS2): 2.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output 2.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 2.4 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 2.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 2.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 2.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
	Context: Sharing Information - Identifying and exploring how information is shared between digital systems. NC Content: 2.1, 2.2, 2.4, 2.6, 2.7	Context: To create and edit a video - planning, capturing and editing video to produce a short film. NC Content 2.5, 2.6, 2.7	Context: Flat File Databases - Using a database to order data and create charts to answer questions NC. Content 2.5, 2.6	Context - Selection in physical computing - learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. NC. Content 2.1, 2.2, 2.3, 2.6	Context: To create a vector drawing - images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. NC Content 2.6	Context- To create a digital retrieval practice quiz - Exploring selection in programming to design and code an interactive quiz. NC Content: 2.1, 2.2, 2.3, 2.6
National Online Safety	<u>Self-image and identity</u> (4) My online profile - understand that identity online can be copied, modified or altered	<u>Online relationships</u> (4) Being respectful online (5) Stay safe and have fun	<u>Online reputation</u> (2) Class discussion - information posted about them online forms part of their digital footprint and goes towards establishing their online identify.	<u>Online bullying</u> (2) Ask 5 – Answering questions to show a good understanding of online bullying.	<u>Health, wellbeing and lifestyle</u> (3) Age regulated content.	<u>Privacy and security</u> (4) Fake profiles and false identities <u>Copyright and ownership</u> (3) Understanding copyright and plagiarism.
Religious Education	The Agreed Syllabus for RE in Nottingham City and Nottinghamshire - Intentions, Implementation and Impact: 2021-2026 - Know about and understand religions and world views. - Express ideas and insights into religions and world views. - Gain and deploy the skills for learning from religions and world views.					



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	Sikhism 1 How far would a Sikh go for their religion?	Christianity Is the Christmas story true?	Sikhism 2 How are sacred teachings and stories interpreted by Sikhs today?	Christianity How significant is it for Christians to believe God intended Jesus to die?	Sikhism 3 What is the best way for a Sikh to show commitment to God?	Christianity What is the best way for a Christian to show commitment to God?
French	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - Appreciate stories, songs, poems and rhymes in the language. - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - understand basic grammar appropriate to the language being studied, key features and patterns of the language - Know how to apply these, for instance, to build sentences; and how these differ from or are similar to English. - Describe people, places, things and actions orally and in writing.					
	- Introductory conversations - Positive & negative opinions - Avoir & Être in detail - Hôtel Transylvanie	- Armistice Day Poetry - Family - Christmas Jumper	- Imaginary Pet - La Chandeleur (preparation)	- La Chandeleur (making) - Leisure Activities	- Leisure Activities (continued) - Clothes	- Mon Pull - Time on ½ hour
French Phonics	Phonics focus: a ai é/es/ez qu	Phonics focus: oi on ou	Phonics focus: au ch i	Phonics focus: an/en è j/g (before e/i/y)	Phonics focus: é r u	Phonics focus: an/en o/ô/au/eau ou
Physical Education	Core real PE- Personal Context: Ball skills and reaction and response -jumping, throwing and catching in isolation and in combination (NC) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) - compare their performances with previous ones and demonstrate improvement	Core real PE- Social Context: Dynamic balances and counter balances -running, jumping, throwing and catching in isolation and in combination (NC) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Real Gymnastics- Cognitive Context: Using hand apparatus, low apparatus, large apparatus and partner work develop flexibility, strength, technique, control and balance (NC)	Real Dance- Creative Context: Making shapes, artistry (muscularity and abstraction) and partnering with lifts perform dances using a range of movement patterns (NC)	Core real PE- Applying physical Context: Dynamic balance to agility (jumping and landing) and one leg static balance -running, jumping, throwing and catching in isolation and in combination (NC) - play competitive games, modified where appropriate (football) and apply basic principles suitable for attacking and defending (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Core real PE- Health and fitness Context: Coordination (sending and receiving) and agility (ball chasing) -Running, throwing and catching in isolation and in combination (NC) - play competitive games (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)



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Successful

High Expectations

Independence

Never Give Up

Equality

- Be Kind

	to achieve their personal best (NC)					
	Outdoor PE – Context - Handball - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Outdoor PE- Drumba - compare their performances with previous ones and demonstrate improvement - perform dances using a range of movement patterns (NC)	Outdoor PE – Context - Spring 1- Tag rugby (premier education coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	*Bikeability Outdoor PE – Context - Hockey - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running and jumping in isolation and in combination (NC)	Outdoor PE – Context - Football Football coach - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running and jumping in isolation and in combination (NC)	<i>*Sports day</i> Outdoor PE – Context - Athletics -use running, jumping, throwing and catching in isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)
RSHE (SCARF)	SCARF: Me and My Relationships Feelings, Friendship skills – including compromise, Assertive skills. Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Our emotional needs Being assertive	SCARF: Valuing difference Recognising and celebrating difference (including religions and cultural difference), Influence and pressure of social media. Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? Stop, start, stereotypes	SCARF: Keeping Myself Safe Managing risk, including staying safe online, Norms around use of legal drugs (tobacco, alcohol) Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it?	SCARF: Rights and Responsibilities Decisions about lending, borrowing and spending, Rights and responsibilities relating to my health, Rights and responsibilities. What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties	SCARF: Being My Best Growing independence and taking responsibility, Media awareness and safety. It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness	SCARF: Growing and Changing (RSE) Managing difficult feelings, Getting help, Managing change. How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager - get me out of here!



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				Spending wisely Lend us a fiver!		
Music	English Model Music Curriculum using the Charanga Music Scheme - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Listen with attention to detail and recall sounds with increasing aural memory. - Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music.					
	Musical Spotlight: Melody and Harmony in Music Step: Ghost Parade (20 th and 21 st Century Orchestral)	Musical Spotlight: Sing and Play in Different Styles Step: The Sparkle in my Life (Pop)	Musical Spotlight: Composing and Chords Step: Freedom is Coming (South African Pop)	Musical Spotlight: Instrumental Lessons / Ensemble Step: Violins 1	Musical Spotlight: Instrumental Lessons / Ensemble Step: Violins 2	Musical Spotlight: Instrumental Lessons / Ensemble Step: Violins 3
	Musical Spotlight: Instrumental Lessons / Ensemble Step: Violins 1	Musical Spotlight: Instrumental Lessons / Ensemble Step: Violins 2	Musical Spotlight: Instrumental Lessons / Ensemble Step: Violins 3	Musical Spotlight: Melody and Harmony in Music Step: Ghost Parade (20 th and 21 st Century Orchestral)	Musical Spotlight: Sing and Play in Different Styles Step: The Sparkle in my Life (Pop)	Musical Spotlight: Composing and Chords Step: Freedom is Coming (South African Pop)
					*Summer Musical Performance	*Hallé schools concert – Now Hear This – June 2026