Long Term Plan Year 5 2025-2026 **Abbey Hey Charter** **Virtues** **Sustainability** **Abbey Hey Curriculum** **Cross – Curricular suggestions**

Theme 2025-2026	**Investigating World Trade**	**Ancient Rome** *How did the Roman Empire change over time?*	**Roman Empire in Britain** *How did the Romans take control of Britain?*	**Looking at North America and Water**	**Climates across the World**	**Thematic Study: Quest for Knowledge** *When did Europe have a golden age in technology?*
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English 	**Text:** Wordless picture books - David Wiesner/ Shaun Tan **Outcome:** Character and setting - painting a picture with words (3 weeks) Y4 Climates Geography **Text:** *What's The Difference – Emma Strack* **Outcome:** Writing to inform & discuss - Comparative writing(2 weeks) Reception-comparing a hero from the past and present. Comparing styles of art (Y3) Year 4- Comparing and contrasting the life of Ancient Mayans with Ancient Greeks and Ancient Egyptians. Comparing different media (clay, water colours, - art all prior year groups)	**Text:** The Invention of Hugo Cabret - Brian Selznick **Outcomes:** Creating a new chapter (3 weeks) **Text:** Explanations: the way things work - David Macaulay **Outcome:** Explanations - writing explanation texts (2 weeks) How to... create printing tiles (Yr2)/make a clay sculpture (art Y3/4)	**Text:** Shackleton's Journey – William Grill **Outcome:** Creating Recounts (3 weeks) Yr 2-great fire of London recount Y2 – Hot and Cold Deserts (Geography) Moral- compassion Integrity Intellectual curiosity **Text:** Varjak Paw - SF Said. **Outcomes:** Fiction/Narrative: Creating Pace and Tension in Narrative (3 weeks) I will meet an author to inspire me to write and read. (World Book Day)	**Text:** Cloud Busting – Malorie Blackman **Outcomes:** Writing to entertain - Poetry link (3 weeks) Performance-confidence I will have the opportunity to perform in front of an audience, to build my confidence and character. **Text:** Survivors – David Long **Outcomes:** Writing Biographies (2 weeks) Yr 2-Michael Collins or Sacagawea Biography Quentin Blake (art Y3) Yayoi Kusama (art Y4) Moral – perseverance Resilient, determination, motivation	**Text:** The Water Tower – Gary Crew **Outcomes:** Writing Narrative (2 weeks) Yayoi Kusama (Yr4 art) Quentin Blake (art Y3) **Text:** Real Life Mysteries – Susan Martineau **Outcome:** Writing to inform (2 weeks) Year 3- Informing on the contributions made by the city-states of Ancient Greece, and how these influence our lives today. **Text:** Real Life Mysteries – Susan Martineau **Outcome:** Writing discussion texts(2 weeks) Earth shattering events	**Text:** Varmints by Helen Ward The Tin Forest by Helen Ward The Rabbits by John Marsden & Shaun Tan **Outcome:** Narrative andpoetry – Playing with words (3 weeks) **Text:** Research/Articles on: Global Warming **Outcome:** Persuasion - Global warming (2 weeks) Year 2 Link: Hot and cold deserts (Geography) Year 4 Geography - Rainforest

	Text: Rhythm and Poetry – Karl Nova **Outcome:** Writing and performing poetry using rhythm (1 Week)				(Y3 Geog) Volcanoes (Y3 Geog) Earthquakes (Y4 Geog) Year 4 link: What do we know by the truth? (RE) I will attend a theatrical performance.	

Maths	Place Value	Multiplication & Division	Multiplication & Division	Decimals & Percentages	Shape	Negative numbers
	Roman Numerals Numbers to 1,000,000 Powers of 10 1, 10, 100, 1000, 10,000, 100,000 more/less Rounding **Adding and subtracting** Mental strategies Round to check answers Inverse operations Worded Problems Missing numbers	Multiples Factors Prime numbers Square numbers Cube numbers Multiply and divide by 10, 100 & 1,000 **Fractions** Equivalent fractions Improper & mixed number fractions Order and compare fractions Add and subtract fractions	Multiply a 4 digit number by a 2 digit number Solve problems with multiplication Short division Divide with remainders Efficient division Solve problems with multiplication and division **Fractions** Multiply a fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole Use fractions as operators	Decimals up to 2 decimal places Equivalent fractions and decimals Thousandths on a place value chart Order and compare any decimals with up to 3 decimal places Round decimals Percentages **Perimeter & area** Perimeter of rectangles/ rectilinear shapes Perimeter of polygons Area of shapes Estimate area **Statistics** Line graphs Tables Time tables	Classify, estimate and measure angles Draw and calculate lines and angles Lengths and angles in shape Regular and irregular polygons 3D shapes **Position & direction** Read, plot and translate coordinates Problem solve with coordinates Lines of symmetry Reflection **Decimals** Add and subtract decimals Decimal sequences Multiply by 10, 100, 1000 Divide by 10, 100, 1000 Multiply and divide decimals	Understand negative numbers Count through zeros in 1 Count through multiples in 1 Compare and order negative numbers Find the difference **Converting units** Kilograms and kilometers Millimeters and milliliters Convert units **Measurement- volume** Compare and estimate volume and capacity

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Science	**Chemistry** Separating mixtures When some materials combine, they do not change permanently and can be separated again. Materials can be changed by heating and cooling	**Biology, Chemistry, Physics** Energy Many processes and phenomena are explained in terms of energy exchanges Energy cannot be created or destroyed. When energy is transferred from one object to others, the total amount of energy in the universe remains the same; the amount that one object loses is the same as the other objects gain	**Biology** Life cycles Intellectual-Curiosity Organisms produce offspring of the same kind, but in many cases offspring are not identical with each other or with their parents. Plants and animals, including humans, resemble their parents in many features because information is passed from one generation to the next. Not all information is passed on from one generation to the other in the same way; some skills and behaviour have to be learned Although organisms of the same species are very similar, they vary a little Biodiversity Pupils are taught about the effect of climate change (a term that they will have been taught in Year 4) on habitats and the organisms that live there, with a focus on pollinators	**Biology** Human development Intellectual-Curiosity Organisms produce offspring of the same kind, but in many cases offspring are not identical with each other or with their parents. Plants and animals, including humans, resemble their parents in many features because information is passed from one generation to the next. Not all information is passed on from one generation to the other in the same way; some skills and behaviour have to be learned.	**Physics** Forces The non-contact force of gravity makes things fall to Earth. There is gravitational force between all objects, but it is only felt when one or more of the objects has a very large mass. An object on Earth pulls the Earth as much as the Earth pulls the object, but because the Earth's mass is much bigger, we observe the motion of the object.	**Physics** Earth and space Intellectual-Curiosity The downward force of gravity on an object on the Moon is less than that on Earth because the Moon has less mass on Earth. Our Sun is one of many stars that make up the Universe. The distances between us and the bodies in solar system is huge, and even bigger in the Universe. I will experience visits to places that inspire me to learn more.

			and the spawning, migration and hibernation of some species. Pupils will look at pollinators in more detail and consider how a reduction in their numbers pose a threat to our own food supply.			
Geography 	**Investigating World Trade** Civic- community awareness Intellectual- judgement **Location & place:** Locating countries in North America **Geographical scale:** Trade takes place at the local, national and global scale; over time, trade has tended to become more and more global **Interconnections:** Many places at the local, national and global scale rely on trading with other places across the world Where is OUR food from- looking at produce in local shops. Climate Change Pupils will be introduced to the terms renewable			**Looking at North America and Water** Intellectual- Curiosity **Location and Place:** Understanding the water cycle and the distribution of the world's water; examining the physical and human geography around rivers in North America. Research Dorset oil pollution	**Climates across theWorld.** **Location & place:** Locating climate zones and biomes across the world; time zones Refer to our own temperate biome Biodiversity In Geography (Sum2), vulnerable biomes are introduced, with a focus on vulnerable and endangered species. The threat of climate change to habitats is revisited in this unit. Climate Change Pupils are explicitly taught about the greenhouse effect as a natural process, and about the acceleration	

	and non-renewable in the context of natural resources. They also consider food miles when learning about imports and exports, and the impact that this can have on the environment. Living Sustainably Pupils extend their knowledge of natural resources from food, water and land, to include fossil fuels. They will be taught that these natural resources are unevenly distributed across the world, and they will group natural resources as finite/infinite, and renewable and non-renewable. Living sustainably Pupils are introduced to the term food miles and imports and exports of natural resources. Pupils revisit the importance of eating seasonal foods, and we now consider the environmental impact of our demand for certain food types all year round, and the waste this industry creates.				of global warming through the enhanced greenhouse effect. They will be taught about the greenhouses gases that contribute to this, but will only name carbon dioxide(a gas that was named in Year 3). Climate Change Pupils will have been introduced to the enhanced greenhouse effect, and global warming that is being accelerated by human activity. In Geography Sum1, they will focus on three main causes: agriculture, burning fossil fuels (a term first introduced in Geography Aut) and deforestation. Climate Change Pupils are taught about the enhanced greenhouse effect. They will then consider impacts of global warming and climate change. In the UK, these will include the impacts of droughts and/or heatwaves (which pupils may have first considered in Year 1). They will consider the non-	

					human impacts too, including to vulnerable species. On a global scale, pupils will be taught about further extreme weather events and the impacts they can have, sea level rises and the wider threat to Earth's biodiversity, particularly in the world's vulnerable biomes.	

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History 		**Ancient Rome** Intellectual-Curiosity **Community & family:** Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth	**Romans Empire in Britain** Intellectual- reflection **Power, empire & democracy:** Drivers of power can be categorised into: **institutional** (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a country); **economic** (using money to give you power); **physical** (having physical strength or armies); **intellectual** (the power of knowledge and literacy); **informal** (soft power of influencing others). I will prepare a meal (bread)			**Thematic study: Quest for Knowledge** Intellectual- critical thinking/ judgement **Quest for knowledge:** The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word. **Quest for knowledge:** Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world

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Art 	**Illustration** Developing a visual response to a text, looking at comic strips, children's book illustrations and graphic novels.		**Journeys** Looking at *Shackleton's Journey* and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.		**Sculpture** Using origami to create bird sculptures out of printed designs exploring pattern and the natural world. Performance-Determination	
Design and Technology 		**Food Sauces** Building foundational cooking skills with a range of staple sauces. Ask parents from different cultural backgrounds to come in and share traditional recipes Performance-Determination		**Interactive Display** Interactive information display for a context decided by pupils. An interactive display could be used around the school for a chosen topic		**Flat Pack** Designing a flat pack toy or model that can be sold for construction by users. Go in to the nature garden and take inspiration from the outdoor equipment

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Music 	**Livin' on a Prayer**	**Classroom Jazz 1** Performance- motivation	**Make you feel my Love**	**The Fresh Prince of Bel-Air**	**Dancing in the Street** Performance- perseverance	**Reflect, Rewind and Replay**
Religion & World Views 	**SOCIAL SCIENCES** **Hindu Dharma** How are Hindu beliefs expressed in artifacts and worship? One supreme being, Brahman Trimurti, avatars. Diverse worship as form of expression. I will learn about many faith festivals.	**THEOLOGY** **Hindu Dharma** How does scripture help Hindus understand Dharma? Diverse interpretations of the Ramayana Moral- Integrity	**THEOLOGY & PHILOSOPHY** **Buddhism** How do Buddhists explain suffering in the world? Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8 fold path. I will learn about many faith festivals.	**THEOLOGY** **Christianity** How have events in history shaped Christian diversity? (Link history & Geography) Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present. I will learn about many faith festivals.	**SOCIAL SCIENCES** **Christianity** How has belief in Jesus as the Messiah impacted art & music? prophecy (Isaiah), fulfillment, New Testament, Ultimate Sacrifice. Global art. Handel's Messiah.	**PHILOSOPHY** **Where do I stand?** An exploration of pupils' personal worldviews, through artistic expression. (NATRE Spirited arts link) Moral- respect/ compassion
PSHE 	**Growth Mindset** How do we use different mindsets and what are their strengths? I will take part in a democratic vote. (ambassadors)	**Mental and Emotional Health** • What is mental health? • How do I negotiate and compromise? Moral- Gratitude	**Keeping Safe** • How do I respond to dares? What are 'habits'? • Who or what influences me? I will develop safety awareness and essential life skills to prepare me for the next stage in my life. (Bikability)	**Healthy Lifestyles** • How can we stop the spread of infection? • Why is it important to know about nutritional content of food?	**Living in the Wider World** • How are rules and law made and changed? • What is Fair Trade? • How can I develop my enterprise skills? Moral- humility	**Relationships and Sex** • What is puberty? • What are the different relationships in my life? • What is unwanted touch?

		mobile or tablet? • How can I be happy being me? (body image)				
PE 	**Basketball** Using attacking skills to maintain possession as well as defending skills to • gain possession.	**Gymnastics** • Combine action, balance and shape**Football** • Gain possession, working in a team Performance-teamwork	**Dance** •Compose my own dances in a creative way. •Perform to an accompaniment. **Basketball** • Pass in different ways and use a number of different techniques to pass, dribble, shoot	**Problem solving and team building: OAA:** Encouraging the children to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. **Athletics**: Running over longer distances, sprinting, relay, triple jump, shot put and javelin.	**Rounders:** Developing the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. Learning how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions.	**Football:** Improving defending and attacking play, developing further knowledge of the principles and tactics of each.
MFL 	Donde yo vivo: Where I live – the high street.	Direcciones: how do I get to…? Celebrations: A Spanish Christmas and New Year.	¿Qué hora? Times of the day. Revision: hobbies and Números Españoles 0-50 Performance – perseverance	En el mercado Español: The food I like and dislike. Un desayuno Español - A Spanish Breakfast.	¡Que calor!/ ¡Que frío! El Tiempo de hoy: The weather today. The Seasons Performance – resilience	Where I live: Vivo en… Direcciones: norte, este, sur y oeste. England and Spain – The differences! What do Spanish children eat at school?
Computing 	**Computing systems and networks** Sharing information	**Creating Media** Vector drawing	**Programming** Selection in physical computing DT – Mechanisms	**Programming** Selection in quizzes	**Creating media** Video editing	**Data and information** Flat file databases

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