St Blaise Church of England Primary School

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Long Term plan - Hazel Year – Five (2026-27)

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Topic Title	**Earth and Beyond**	**Earth and Beyond**	**Lost in the Jungle**	**Lost in the Jungle**	**Full Steam Ahead**	**Rivers and Waterways**
Hook/ trip	Star gazing evening	Rutherford Appleton Star gazing evening Planetarium	Who were the Mayans?	Science Week	Didcot Railway Centre/STEAM Museum	Culham Lock Walk along the River Thames at Abingdon
Parent Links	Meet the teacher/open classroom	Show case of work at end of topic Parent Meetings Christingle Service	School Production	Show case of work at end of topic	Parent Meetings	Show case of work at end of topic
Assessments	Assess starting point after summer	NFER assessments		NFER assessments		NFER assessments
English texts	Non-fiction texts around Space and Planets, Mars Rover, Hidden Figures and International Space Station Highwayman – Alfred Noyes	Non-fiction texts around Space and Planets, Mars Rover, Hidden Figures and International Space Station Biography writing – Hidden Figures – Dorothy Vaughn, Katherine Johnson, Mary Jackson Information reports The Promise – Nicola Davies	Non-fiction texts about the Mayan Civilization. The Chocolate Tree Lost Words Rain Player - David Wisniewski	Non-fiction texts about Rainforest, Deforestation and Climate Change Where the Forest Meets the Sea – Jeanie Baker	Non-fiction texts about GWR, Steam trains, railways and Isambard Kingdom Brunel Journey – Aaron Becker	Non-fiction texts on rivers and plants and animals living in them. Texts on River Thames from Source along with other topic related texts Flotsam – David Weisner
Class Novel	**The Magic Hour – David Wolstencroft**	**Space Oddity or Escape Room – Christopher Edge**	**The Boy at the Back of the Class – Onjali Q Rauf**	**The House with Chicken Legs – Sophie Anderson**	**Nowhere Emporium – Ross Mckenzie**	**Pig Heart Boy – Malorie Blackman**
Maths units	Counting, place value, mental calculations and times tables ongoing Reading scales (1/2 week)	Counting, place value, mental calculations and times tables ongoing Rules and Missing	Counting, place value, mental calculations and times tables ongoing Fractions (3 weeks)	Counting, place value, mental calculations and times tables ongoing Place Value (2 weeks)	*Counting, place value, mental calculations and times tables ongoing*	*Counting, place value, mental calculations and times tables ongoing* Graphs/Charts (2 weeks)

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	Multiplication (2 weeks) Division (2 weeks) Fractions (3 weeks) Unit end tests throughout practise questions	Number questions (2 weeks) Ratio and % (2 weeks) Time (2 weeks) Unit end tests throughout and practise questions	Order of Operation (1 week) Prime Numbers and Composite numbers Square and Cubed numbers (1.5week) Unit end tests throughout and practise questions	Addition and Subtraction (2 weeks) Multiplication and Division by 10, 100 and 1000 (2 weeks) Word problems (1 week) Unit end tests throughout and practise questions	Area and Perimeter (2 weeks) Geometrical Construction (2weeks) Word problems (1week)	Negative Numbers (2 weeks) Using calculators (1 week) Properties of circles (1 week) Time problems (1.5 weeks) Unit end tests throughout and practise questions
Science **See Plan Primary Science - Units of work**	**Earth and Space** 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. (Y5) **Forces** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	**Earth and Space** 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. (Y5)	**Evolution and Inheritance** Moth – Isabel Thomas and Daniel Egneus Mollie Bird – Jules Pottle ASE resources on Mary Anning – Sea Dragon Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Identify how plants and animals, are adapted to suit their environment in different ways and that adaptation may lead to evolution. Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents. (Y6)	**Animals including humans – Y5** Describe the changes as humans develop to old age (Y5)	**Animals including Humans Y6** Describe the ways in which nutrients and water are transported within animals, including humans. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function. (Y6)	**Electricity** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. (Y6)

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History See Learning Organiser	**Earth and Beyond** How was the moon formed? What is it made up of? Why can we only see one side? Why are there craters and mountains on the moon? Why do we have night and day? How does the earth and other planets move relative to the sun? Why is the moon different shapes at different times in the month Where is the International Space Station? How did Curiosity and Perseverance get to Mars and send back information?	**Earth and Beyond – Moon Landing and First Female Computers** Know that people both in the past and in the present have a point of view and that this can affect interpretation. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Evaluate evidence to choose the most reliable forms	**Lost in the Jungle – Mayan Civilization** Understand that some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain, Maya Civilisation and Anglo Saxon England. Independently order and place correctly on a timeline the dates of key events Undertake an in-depth study of a non-European society that provides contrasts with British history - The Maya civilization.		**Full Steam Ahead – Railways and the impact on Didcot and how it evolved as part of the GWR** **Isambard Kingdom Brunel** Use sources of evidence to deduce information about the past, understanding that no single source of information gives the full answer Recognise that there are reasons why people acted as they did Describe the social, ethnic, cultural and religious diversity of the past. Place events on a timeline with dates, understanding the concept of change over time Local Study - a study over time tracing how several aspects of national history are reflected in the locality The lives of significant individuals in Britain's past who have contributed to our nation's achievements.	The lives of significant individuals in Britain's past who have contributed to our nation's achievements.
Geog See Learning Organiser				**Lost in the Jungle – Rainforest, Climate Change and deforestation** Understand key aspects of physical geography including: biomes, climate zones, rivers and the water cycle Ø Understand key aspects of human geography including	Geography – maps at different time in the history of Didcot looking at how the development and introduction of GWR in turn impacted and developed the local area and how the once village of Didcot became the town we now know.	Rivers and Waterways (River Thames and Local Study) Compare 2 different regions in UK rural/urban. Linking with History, compare land use maps of UK from past with the present, focusing on land use.

				settlements and distribution of natural resources Ø Understand key similarities and differences between a region in the UK and a region in South America		Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Compare a region in UK with a region in N. or S. America (compare Thames to Amazon). Describe and understand key aspects of Physical and Human Geography. Changes over time, including the future. Debate: Consider the impact of human geography on the environmental.
Computing Using Teach Computing	Systems and Searching	Video Production	Selection in physical computing	Flat file databses	Introduction to vector graphics	Selection in quizzes
ART/DT **Using Access Art Pathways of work**	**<u>Cloth, Thread, Paint</u>** Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece. Art/DT – design and create own textile piece in the style of Karen Rose Explore the work of other artist who draw images of space – Peter Thorpe - Media – Chalk Pastel and Marker Pens	**<u>Exploring Identity</u>** Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait. DT – design their own Mars Rover to build	**<u>Fashion Design</u>** Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief. DT Quetzal Birds – These are prominent within the myths shared – create sculpture of these – plan and design deciding upon materials to create these and then paint, collage to give effect of the bird – evaluation throughout and upon completion	**<u>Activism</u>** Explore how artists use their skills to speak on behalf of communities. Make art about things you care about. DT Creating God's Eyes and understanding the significance of these Looking at Mayan masks and artwork focused on totem poles and creating individual images for a class pole Mayan Masks – create using overlaid cardboard – building up layers for effect and texture – thinking about area which should be overlaid	**<u>Mixed Media Land & City Scapes</u>** Explore how artists use a variety of media to capture spirit of the place. Pop Art – Roy Lichenstein and Andy Warhol – Mixed Media	**<u>Set Design</u>** Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.

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Music	Holtz – Planet Suite (Ten Pieces) Hans Zimmer – Earth (Ten Pieces) *Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. *Describe how lyrics often reflect the cultural context of music and have social meaning.	* Create songs with verses and a chorus. * Create rhythmic patterns with an awareness of timbre and duration. * Combine a variety of musical devices, including melody, rhythm and chords. * Thoughtfully select elements for a piece in order to gain a defined effect. * Choose, order, combine and control sounds to create an effect. Use drones and melodic ostinato (based on the pentatonic scale). * Convey the relationship between the lyrics and the melody. * Use digital technologies to compose, edit and refine pieces of music.	Showcase performance – music will be taught as songs and dance routines are learnt for this Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round.	* Create songs with verses and a chorus. * Create rhythmic patterns with an awareness of timbre and duration. * Combine a variety of musical devices, including melody, rhythm and chords. * Thoughtfully select elements for a piece in order to gain a defined effect. * Choose, order, combine and control sounds to create an effect. Use drones and melodic ostinato (based on the pentatonic scale). * Convey the relationship between the lyrics and the melody. * Use digital technologies to compose, edit and refine pieces of music.	Sibelius: Finlandia (Ten Pieces) Bizet : Benjamin Britten Storm Interlude from Peter Grimes (Ten Pieces) *Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. *Describe how lyrics often reflect the cultural context of music and have social meaning.	Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. *Read and create notes on the musical stave. *Understand the purpose of the treble and bass clefs and use them in transcribing compositions. *Understand and use the # (sharp) and ♭ (flat) symbols.
MFL **Spanish**	Taught using Language Angels See SOW for units covered					
RE **Year 5 units**	Year 5 unit How far does the mosque contribute to the Muslim concept of Ummah? Trip to mosque Islam	Understanding Christianity unit 2b.4 (core) Was Jesus the Messiah? Christianity	Understanding Christianity unit 2b.3 (Core)How can following God bring freedom and justice. Christianity	Understanding Christianity unit 2b.6 (core) What did Jesus do to save human beings? Christianity	Year 5 unit Old Diocese unit Do Muslims need the Qur'an? Islam	What does it mean to live a good life?
PHSE	Me and my relationships Safer internet day	Valuing Differences Comic/sports relief	Keeping Safe Fundraising – school project	Rights and Responsibilities Anti-bullying week Year 6 – Junior Citizens Fundraising – school project	Being my Best Autism awareness week Safer internet day Year 6 - IMPS	Growing and Changing Fundraising – international Holiday health and safety Puberty and sex ed
PE	Tag Rugby (Sports Coach) Netball	Gymnastics (Sports Coach) Cross Country	Hockey (Sports Coach) Dance (Through Production)	Handball (Sports Coach) Golf	Athletics (Sports Coach) Rounders	Cricket and Rounders (Sports Coach) OAA/Swimming

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