









Year 5 Long Term Overview 2023 / 24

<p>Whole School</p> <p>Mental Health and Wellbeing</p> <p>(Whole School Approach)</p> <p>School Values</p>						
	<p>EH4MH 10-a-day Kindness Calendar</p> <p>Happier Kinder Together Action for Happiness</p> <p>https://www.normalmagic.co.uk/</p> <p>https://happymaps.co.uk/</p>					
<p>Termly and Assembly Themes</p>	<p>Kindness</p> <p>Stay connected to those you care about.</p> <p>Being kind to one another what does that look like?</p> <p>Being kind to yourself and the school community</p> <p>Protected Characteristics</p> <p>Race</p>	<p>Community</p> <p>Actively care for others</p> <p>What are our communities?</p> <p>How can we support our school community and each other</p> <p>Protected Characteristics</p> <p>Disability</p>	<p>Respect</p> <p>Be proud of your very being.</p> <p>Take a break.</p> <p>Respecting each other's views</p> <p>Respecting our community and school</p> <p>Respecting each other Sportsmanship</p> <p>Protected Characteristics</p> <p>Religion and Beliefs</p> <p>Sex</p>	<p>Relationships</p> <p>Talk about your feelings</p> <p>Ask for help</p> <p>Positive healthy relationships.</p> <p>Protected Characteristics</p> <p>Marriage and Civil Partnerships</p> <p>Protected Characteristics</p> <p>Sexual Orientation</p>	<p>Happiness</p> <p>Do something that you enjoy and are good at.</p> <p>Celebrating achievements</p> <p>Supporting each other's achievements</p> <p>Being positive and positive emotions and well being</p> <p>Protected Characteristics</p> <p>Age</p> <p>Gender Reassignment</p>	<p>Health</p> <p>Keep yourself Hydrated!</p> <p>Keep active in Mind and Body</p> <p>How to get help</p> <p>Healthy choices</p> <p>Protected Characteristics</p> <p>Pregnancy and Maternity</p>

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Skills Builder / Social Interaction Step 5			 	 		
Skills Builder Step 4 Training Area - Skills Builder Hub Educators Toolkit - Expanded Framework 2022.pdf (skillsbuilder.org)	<p>I listen to others and can tell why they are communicating with me.</p> <p>The building blocks of this step are learning:</p> <p>The key reasons why people communicate</p> <p>Why it is valuable to understand why someone is communicating with you</p> <p>What the signs are for each of those approaches</p> <p>Reflection questions</p> <p>Why do you communicate with people?</p> <p>Why do people communicate with one another?</p> <p>Why does it matter why someone is communicating with you?</p> <p>What could happen if you misunderstand the purpose of their communication?</p> <p>What are the ways of telling why someone is communicating with you?</p>	<p>I keep Trying when something goes wrong, and think about what happened.</p> <p>The building blocks of this step are learning:</p> <p>How to take a positive approach to learning from setbacks</p> <p>How to analyse when something goes wrong and learn lessons</p> <p>Reflection questions</p> <p>How can things going wrong also be chances to learn something new?</p> <p>What emotional response do you need to learn from something going wrong?</p> <p>How can we learn lessons when something goes wrong?</p> <p>What are some of the important questions we should be asking ourselves?</p>	<p>I work well with others by supporting them if I can do so.</p> <p>The building blocks of this step are learning:</p> <p>hat it means to support others</p> <p>Why supporting others is important and helpful</p> <p>How to know if you can support with something</p> <p>Reflection questions</p> <p>What does it mean to support other people?</p> <p>Why is it important to try to support other people?</p> <p>When should you not try to support someone else?</p> <p>Do you have experiences of having supported others, or been supported yourself?</p> <p>I speak effectively by thinking about what my listeners already know.</p> <p>The building blocks of this step are learning:</p> <p>Why what your listeners already know matters</p>	<p>I manage time and share resources to support completing tasks.</p> <p>The building blocks of this step are learning:</p> <p>How to manage the time of a team</p> <p>How to ensure your team have the right resources</p> <p>How to support your team</p> <p>Reflection questions</p> <p>Why is it important for a leader to be able to manage time and resources?</p> <p>What sort of resources might you have to manage?</p> <p>How can you support your team?</p> <p>What could you do if things don't go to plan?</p> <p>Do you have any examples of having managed a task like this?</p> <p>I work with a positive approach to new challenges.</p> <p>The building blocks of this step are learning:</p> <p>Why new challenges are a good opportunity</p> <p>How to find opportunities for stretch</p> <p>Reflection questions</p> <p>Why is it important to be willing to take on new challenges?</p> <p>What would happen if we avoided new challenges?</p>	<p>I explore problems by creating different possible solutions.</p> <p>The building blocks of this step are learning:</p> <p>When problems might have lots of answers</p> <p>How to come up with multiple potential solutions for those problems</p> <p>Reflection questions</p> <p>What sort of problems might have more than one answer?</p> <p>Can you give any examples?</p> <p>How can you come up with lots of possible solutions?</p> <p>Why is that sometimes more difficult than it sounds?</p>	<p>I generate ideas to improve something.</p> <p>The building blocks of this step are learning:</p> <p>Understanding the success criteria</p> <p>Making something better, using those success criteria</p> <p>Reflection questions</p> <p>What are success criteria?</p> <p>How can we work out what they are for different things?</p> <p>How can we come up with lots of ideas?</p> <p>How do we know if an idea will make something better or not?</p>

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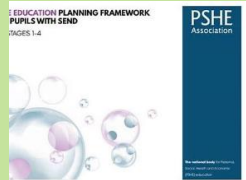
	Are there any that are more difficult to tell than others?		<p>How to build on what listeners already know when you are speaking</p> <p>Reflection questions</p> <p>Why is it helpful to know what your listeners already know before you speak?</p> <p>What would happen if your listeners understand less than you expect?</p> <p>What if they know more than you expect?</p> <p>How can you find out what listeners already know?</p> <p>How can you use this understanding?</p>	<p>Can you give any examples of when you have learnt from a new challenge?</p> <p>How can you find challenges that work for you?</p> <p>What does it mean to work in your stretch zone?</p>		
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Planning To be submitted First Friday Back from The School Holiday
There are 2 templates choose which template you prefer.



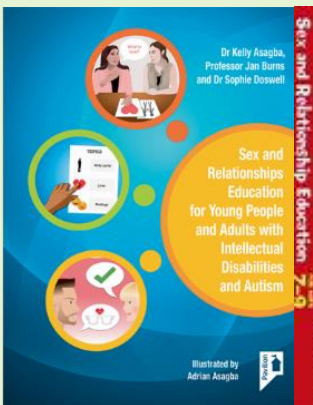
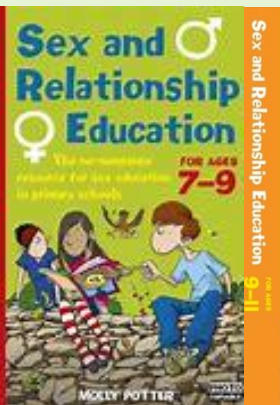
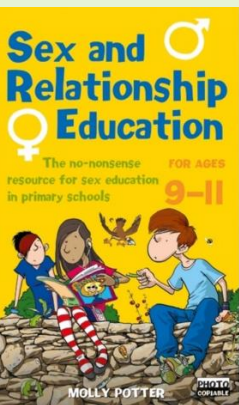

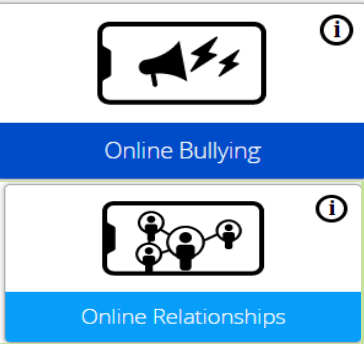

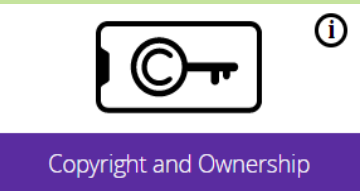
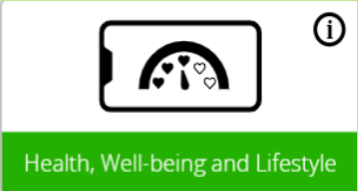

[Staff planning 2023-2024](#)

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading</p> <p>Core Text</p> <p>Text Outcomes</p> <p>Fiction</p> <p>Non-fiction</p> <p>Shared Planning</p>	 <p>(DES planned)</p> 	 <p>(DES planned)</p>  <p>(DES planned)</p>	 <p>(Teacher plan)</p>  <p>(Teacher plan)</p>	 <p>(DES planned)</p>  <p>(DES planned)</p>	 <p>(Teacher plan)</p>  <p>(DES planned)</p>	
<p>Writing</p> <p>Purpose & Genre</p> <p>Shared Planning</p>	<p>Fiction: Leon and the Place Between Outcome: Narrative with portal story.</p> <p>Non-Fiction: Earth and Space Outcome: Explanation text.</p>	<p>Fiction: A thief in the Village Outcome: To write a story about a toy that the children really want</p>	<p>Non-fiction: How to be a Tudor Outcome: to write an information text about life in the Tudor times.</p> <p>Fiction: Tudor Boy Spy Outcome: to write a diary entry.</p>	<p>Non-Fiction: Wallace and Gromit Cracking contraptions Outcome: Devise and write about your own cracking contraption to create a class Haynes Manual.</p>	<p>Fiction: Moth Outcome: to create your own imaginary animal and write a fact file about it.</p> <p>Poetry: Earth Verse</p>	<p>Non-Fiction: The Nameless holiday Outcome: To write a non-chronological report/information text about a</p>


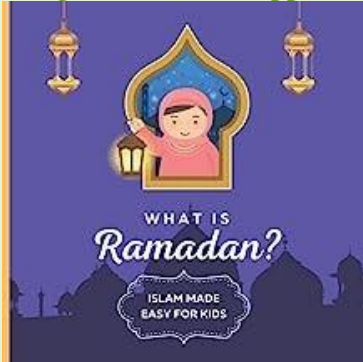

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		Non-fiction: 101 things to do to become a superhero... or evil genius Outcome: To write their own page for a book of Things to do to Become a Superhero ...or evil genius.		Non-fiction: How to invent Outcome: Choose an inventor and/or invention and create an Inventors portfolio and/or an invention timeline.	Outcome: To write haiku poetry about a natural event/process including technical vocabulary and poetic imagery.	holiday celebration, rite or ritual either invented or from learning in another subject area, e.g. R.E., geography, history.
Maths	Follow White Rose Scheme of Work Maths Whole School Long Term Overview.docx (sharepoint.com)					
	Number Place Value https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788591 https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788592 Number: Addition and Subtraction https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788593 Consolidation	Number: Multiplication and Division And Consolidation https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788595 Fractions https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788599 https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788600 Consolidation	Number: Decimals and Percentages https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788602 Measurement: Perimeter and Area https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788596 Statistics https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788594	Number: Multiplication and Division https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788598 Number: Fractions https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788600 https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788601	Number: Decimals https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788604 Measurement: Converting Units https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788608 Measurement: Volume https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788609	Geometry: Property of Shapes https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788605 https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788606 Geometry: Position and Direction https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788607 Consolidation
Science Grammarsaurus Login - Grammarsaurus Science - Gammarsaurus	Animals and Humans How do we change as we grow older?	Earth and Space What is the solar system?	Forces and Magnets Are there different types of forces?	Materials How do materials change?	Living things and Habitats How do living things reproduce and why is this important in a life cycle?	
PE	Co-Operative Games	Games: Invasion Benchball	Gym	Get Healthy Get Fit	Games Strike / Fielding Games Net / Wall Short Tennis	Athletics CK Games Strike Fielding
Outdoor Education						
PSHE 	Self-Awareness PSHE Association planning framework for SEND - KS1 & 2 Pg 9 – 10	Self-Care, Support and Safety PSHE Association planning framework for SEND - KS1 & 2 Pg 12 –14	Changing and Growing PSHE Association planning framework for SEND - KS1 & 2 Pg 16 – 17	Managing Feelings PSHE Association planning framework for SEND - KS1 & 2 Pg 15 MF2 - Managing strong feelings.	Healthy Lifestyles PSHE Association planning framework for SEND - KS1 & 2 Pg 18 – 19	The World I Live In PSHE Association planning framework for SEND - KS1 & 2 Pg 21

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PSHE Framework PSHE Association Charity and membership body for PSHE education (pshe-association.org.uk)	SA4 - People who are special to us. SA5 - Getting on with others.	SSS4 - Keeping safe online. SSS5 -Public and private.	CG2 - Changes at puberty. CG3 -Dealing with touch. CG4 -Different types of relationships.		HL2 - Taking care of physical health. HL3 - Keeping well.	WILI4 - Taking care of the environment. WILI5 - Belonging to a community. WILI6 - Money.
Additional Resources	<p>Family Planning RSHE for Teachers (fpa.org.uk) Growing up with Yasmine and Tom (fpa.org.uk)</p> <p></p> <p>NSPCC The UK children's charity NSPCC</p> <div>     </div>					
PD Whole School E-Safety Overview From Project EVOLVE Sign In to your Account ProjectEVOLVE Toolkit Resources Year 6 or below			 <p>Safer Internet Day: https://saferinternet.org.uk/ </p>	 <p>CSE Awareness Day March 18th https://stop-cse.org/national-child-exploitation-awareness-day/ </p>		
To put in the outcomes from project evolve year 5 Search and Access Resources ► Year Group ProjectEVOLVE						

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PD Life Skills	Hot and Cold Snacks Hot and cold drinks Invitations	Gardening Cleaning Sewing	Adult/Peer Interactions	Emergency Services Danger How to get help	Walking Planning a journey Shopping	Internet research and Administration Skills Application Letters
PD Careers	Belonging to the community People who help us visit Police. Identifying Jobs and skills for people who like sport Widget jobs to support KS 2 3 Jobs Widgets Lesson.pptx	Belonging to the community People who Help us Visit Doctor / Nurse Visit the fire Station Identifying Jobs and skills for people who like art Widget jobs to support KS 2 3 Jobs Widgets Lesson.pptx	Belonging to the community People who Help us lifeguard / Life Boat Identifying Jobs and skills for people who like unusual Jobs Widget jobs to support KS 2 3 Jobs Widgets Lesson.pptx			
Careers Resources						
RE	Buddhism – What is Buddhism? Religious Education.pptx	Sikhism – What is Sikhism? Religious Education.pptx	Buddhism - What is Nirvana Day? What is Wesak? Religious Education.pptx	What is Ramadan? What is Eid ul-Adha? Religious Education.pptx 	Dilemma This builds on the learning in year 3 about ‘the gospel’ This will help us in our learning in year 6 Religious Education.pptx	
Design & Technology	Fashion and Textiles Yr 5-6 DT Fashion and Textiles		Chinese Inventions Yr 5-6 DT Chinese Inventions			Building Bridges Year 5-6 DT Building Bridges
History						
Geography	 What are the similarities and differences between my region and the Western United States? Place, Physical and Human Process, culture Awareness and Diversity					
Expressive Arts						
Art	Landscape Art Yr 5-6 ART Landscape art		Sculpting Vases Year 5-6 ART Sculpting Vases		Express Yourself Yr 5-6 ART Express Yourself	
Horticulture	Clearing and Harvesting Potting Seeds Making Compost Planting Bulbs	Polytunnel Clearing and development of the area Bird Feeders and Feeding	Winter Pruning Signs of Winter Growth Birdwatching	Looking for signs of spring Looking and the difference light and dark makes to plants	Grass maintenance Planting seeds fruit and vegetables	Dawlish and OMS in Bloom judging. Preparing plants for the summer fate

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		Making Christmas wreaths	Preparing woodland grounds		Protecting plants from animals Preparing for Dawlish om Bloom and OMS in bloom	Gathering crops grown
Forest School	Tarpaulin folding group activity. Basic tool Use and Health and safety Basic fire starting and Health and safety Charcoal Pencils Woodland Diorama	Christmas decorations Woodland reindeers wreaths	Bug Hotels Developing and looking after the forest school Bird feeders Clay insects	Looking at signs of spring Developing and looking after the forest school Making hanging items Development of skills	Looking at summer and the seasonal changes Den building Securing skills	