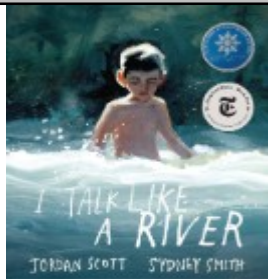
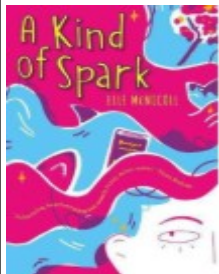
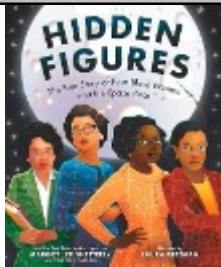
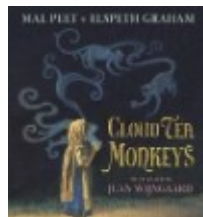
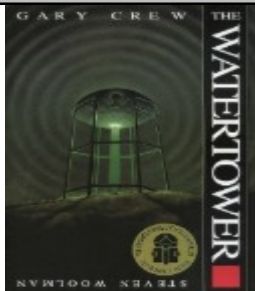
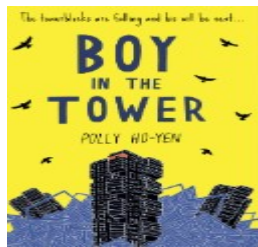


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	Autumn 1 (7 ½ weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Curriculum enrichment		Swimming				
Visit/visitor and subject link		Pantomime Leicester Space Museum Christingle- RE	RE visit? Local area	Enterprise- selling Asian dishes.	Residential	Performance in school – Drama Art Trip – Warwick School
English-core text	 	 			 	 
Writing Genres	A poem that allows the reader to empathise .	An information report about the moon landing (Neil Armstrong)	Write a folktale (narrative) which reflects on a	To describe the setting in a poem before or after the acorns are	To write a narrative with the same setting,	To write an alternative ending to the story (narrative) where the

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	A summary of the beginning chapters using different sentence openers. A description of Keedie's memory of the childminder.	A setting description to help the reader to visualise the wisp entering the story.	message/moral (short)	planted. To persuade/encourage others to make the right choice.	where the plot and characters have been developed through a clear planning process. To inspire .	plot builds suspense .
Grammar focus	Stylistic devices (expanded noun phrases, metaphors, similes, personification, onomatopoeia, alliteration) Sentence openers (simile, preposition, adverbs, conjunction, ed adjective, power of three, ing verb)	Speech, consolidating varied sentence openers. Relative clauses, parenthesis (commas, brackets and dashes)	Developing character, setting and plot. Stylistic devices, openers, speech, relative clauses, parenthesis.	Embed parenthesis with brackets, commas and dashes. Present perfect tense. Embed stylistic devices (identify similes and metaphors) Recap word classes before tense work.	The use of ; and : Personification (recap stylistic devices) Use commas to clarify meaning. Recap rules of dialogue.	Recap the use of a semi-colon. Recap parenthesis with dashes. Use punctuation to avoid ambiguity. Cohesion devices across paragraphs.
Spelling focus	Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in '-cial'	Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible'	Words with suffixes where the base word ends in 'fer' Words with 'silent' first letters Words with 'silent'	Words where 'ough' makes an /or/ sound Words containing 'ough' Adverbs of possibility and frequency Challenge Words	Words that are homophones Words that are homophones Words that are homophones or	Challenge Words Revision words

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	Words ending in '-tial' Words ending in '-cial' and '-tial' Challenge Words Words ending in '-ant'	Words ending in '-ably' and '-ibly' Challenge Words Words ending in '-able', where the 'e' from the root word remains Words that are adverbs of time	letters Challenge Words Words with 'ie' after 'c' Words where 'ei' can make an /ee/ sound	Words that are homophones or near homophones	near homophones Words that are homophones or near homophones Challenge Words Words with hyphens	
Reading opportunities	Retrieve and record information/identify key details from fiction/non-fiction. Identify how meaning is enhanced through choice of words and phrases.	Make inferences from the text/ explain and justify inferences with evidence from the text. Give/ explain the meaning of words in context.	Predict what might happen next from details stated and implied.	Identify/ explain how information/ narrative content is related and contributes to meaning as a whole.	Summarise the main ideas from more than one paragraph.	Make comparisons within the text.
Maths- Unit	Place Value Addition and Subtraction Multiplication and Division	Fractions Multiplication and Division	Fractions Decimals and percentages	Perimeter and area Statistics Shape	Shape Position and direction Decimals	Negative numbers Converting units Volume
Maths fluency	I know decimal number bonds to 1 and 10.	I know multiplication and division facts for all times tables up to 12x 12.	I can recall metric conversions.	I can identify prime numbers up to 20.	I can recall numbers up to 122 and their square roots.	I can find factor pairs of a number.
Science -unit	Forces	Earth and Space	Forces/levers, pulleys and gears	Life cycles/Animals including Humans	Materials	Materials

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Science-Disciplinary and substantive knowledge	♣ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ♣ identify the effects of air resistance, water resistance and friction, that act between moving surfaces.	♣ 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.	♣ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	♣ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ♣ describe the life process of reproduction in some plants and animals. ♣ Describe the changes as humans develop from birth to old age.	♣ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ♣ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ♣ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including	♣ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ♣ demonstrate that dissolving, mixing and changes of state are reversible changes ♣ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
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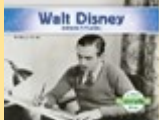
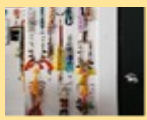


					through filtering, sieving and evaporating	
Science Skills	Carry out simple tests Observing and measuring Recording data Interpret and communicate results	Asking questions Observing and measuring Recording data Interpret and communicate results	Asking questions Carry out simple tests Observing and measuring Recording data Interpret and communicate results	Asking questions Making Predictions Observing and measuring Recording data Interpret and communicate results Evaluate tests	Carry out simple tests Observing and measuring Recording data Interpret and communicate results Evaluate tests	
Key Vocabulary	Force Gravity Earth Air resistance Water resistance Friction Mechanisms Simple machines Levers Pulleys Gears Balance Drag forces	Earth Sun Moon Spherical Solar system Rotates Star Orbit Planets Galaxy Celestial body Hemisphere Lunar calendar	Force Gravity Earth Air resistance Water resistance Friction Mechanisms Simple machines Levers Pulleys Gears Balance Drag forces	Adolescent Adult Asexual reproduction Sexual reproduction Fertilisation Death Teenager Elderly Toddler Reproduction Foetus Growth Puberty	Thermal Electrical Insulator Conductor Change of state Mixture Dissolve Solution Soluble Insoluble Filter Sieve Reversible change	

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	Mass Springs Newton meter (n) floats	Revolve Sundial	Mass Springs Newton meter (n) floats	Menstrual cycle Gestation	Irreversible change Burning Solid Liquid Gas Distilling materials	
Art -Unit	Drawing/ ICT  Walt Disney American Animator.	Textiles/ 3D  Alexander Calder American modern Sculpture mobiles.	Printing  Victoria Topping Illustrator UK contemporary	3D  Arpana Rayamajhi Nepalese Jewellery maker	Painting  Terracotta Army History inspired Batik	Collage  Derek Gores American Contemporary Magazine collage artist
Art- Disciplinary and substantive knowledge	Drawing Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show	Textiles/3D Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.	Printing Can they create an accurate print design that meets a given criteria? Can they print onto different materials? ICT Can they scan images and take	3D Do they experiment with and combine materials and processes to design and make 3D form? .	Painting Can they create all the colours they need? Can they express their emotions accurately through their painting and sketches?	Collage Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities?

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	reflections? Can they explain why they have chosen specific materials to draw with? Skills Covered in ICT Can they create digital images with animation, video and sound to communicate their ideas?		digital photos, and use software to alter them, adapt them and create work with meaning			
Key Vocabulary	code sprite Clockwise Anti-clockwise degrees motion looks sounds events control sensing Operators costumes	Needle Thread Running stitch Back stitch Cross stitch Embroidery Binca Mobile Fabric Sew Stuffing Scissors Needle threader thimble	Acrylic paint Primary colours (Red, yellow, blue) Secondary colours (orange, purple, green) Tertiary colours (Amber, Vermillion, Magenta, Violet, Turquoise/ teal, Spring green) Lino printing Roller Printing plate	Jewellery Intricate Beads Thread Colour Bolt ring Clasp Sterling Silver gold Half drilled bead Claw setting	Batik Wax resist Wax inks Iron Melt Tjanting tools Primary colours (Red, yellow, blue) Secondary colours (orange, purple, green) Tertiary colours	Magazine collage Rip Tear Colour print P.V.A glue Composition Visual Effect Far away Up close details

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			Raised surfaces Texture Effect detail		(Amber, Vermillion, Magenta, Violet, Turquoise/ teal, Spring green)	
Computing unit	Computing systems and networks - systems and searching.	Creating media - Video production	Programming A – Selection in physical computing	Data and information – Flat-file databases	Creating media - Introduction to vector graphics	Programming B – Selection in quizzes
Computing Disciplinary and substantive knowledge	Explain that computers can be connected together to form systems. Recognise the role of computer systems in our lives. identify how to use a search engine. Describe how search engines select results. Explain how search results are ranked. Recognise why the	Explain what makes a video effective. Use a digital device to record video. Capture video using a range of techniques. Create a storyboard. Identify that video can be improved through reshooting and editing. Consider the impact of the choices made when making and sharing a video.	Control a simple circuit connected to a computer. Write a program that includes count-controlled loops. Explain that a loop can stop when a condition is met. Explain that a loop can be used to repeatedly check whether a condition has been met.	Use a form to record information. Compare paper and computer-based databases. Outline how you can answer questions by grouping and then sorting data. Explain that tools can be used to select specific data. Explain that computer programs can be used to compare data	Identify that drawing tools can be used to produce different outcomes. Create a vector drawing by combining shapes. Use tools to achieve a desired effect. Recognise that vector drawings	Explain how selection is used in computer programs. Relate that a conditional statement connects a condition to an outcome. Explain how selection directs the flow of a program. Design a program that uses selection. Create a program that uses selection. Evaluate my program.

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	order of results is important, and to whom.		Design a physical project that includes selection. Create a program that controls a physical computing project.	visually. Use a real-world database to answer questions.	consist of layers. Group objects to make them easier to work with. Apply what I have learned about vector drawings.	
Key Vocabulary	System, connection, digital, input, process, output, search, search engine, refine, Index, crawler, bot, ordering, ranking, links, algorithm, search engine optimisation, searching, web crawler, content creator, selection.	Vector, drawing tools, object, toolbar, move, resize, colour, rotate, zoom, select, duplicate/copy, align, modify, layers, order, paste, group, ungroup, reuse reflection,	Video, audio, camera, talking head, panning, close up, Video camera, lens, microphone, close up, mid range, long shot, moving subject, side by side, high angle, low angle, normal angle, static camera, zoom, pan, tilt, storyboard filming, review, Import, split, trim, clip, edit, reshoot, delete,	Database, data, information, record, field, sort, order, group, value, search, criteria, graph, chart, axis, compare, filter, , presentation	Microcontrolle r, components, connection, infinite loop, output component, motor, repetition, count-controlled loop, crumble controller, components, switch, motor, LED, Sparkle, crocodile clips, connect, battery box, program,	Selection, condition, true, false, count-controlled loop, outcomes, conditional statement ,algorithm , program, debug, task, design, algorithm, input, program, question, answer, Implement, test, run, , test, setup.

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			trim, reorder, export, evaluate, share.		condition, Input, output, selection, action, debug.	
Design Technology unit		Textiles		Food		Structures
Design Technology Disciplinary and substantive knowledge				⇒ Plan a dish inspired by a culture or celebration, thinking about flavour and appearance. ⌘ Prepare and cook ingredients using techniques like kneading, frying or combining. Taste my dish and evaluate its flavour, texture and presentation. Explain what seasonality means and how food traditions link to culture. Prepare food safely and hygienically		⇒ design a structure that is strong, stable and fit for purpose. ⌘ measure, cut and join materials accurately. Test my structure and use results to improve it. Explain how triangulation and reinforcement increase strength.

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				when using different tools and methods.		
Key Vocabulary		Culture, tradition, seasonality, knead, fry, combine.		Net, tab, fold, score, shell, structure, strong		Fastener, padding, durable, backstitch, aesthetics, seam, allowance.
Geography unit		What is life like in the Alps?		Why do oceans matter?	Would you like to live in the desert?	
Disciplinary and substantive knowledge		Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.		Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to	Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert.	

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		Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'		help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.	Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a	
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					desert environment is hospitable and why.	
Key Vocabulary		atlas climate climate change coniferous trees data deciduous trees enquiry fold mountain glacier hemisphere human feature land height latitude leisure longitude method mountain climate mountain range OS map physical feature population questionnaire sea level recreational land use risk route		atmosphere biodegradable buffer coral bleaching coral reef decompose digital map disposable ecology ecosystem erosion geology habitat human footprint marine microplastics natural disaster ocean current policy renewable energy single use plastic species water cycle	agriculture airstrip arid barren biome climate desert desertification drought flash flood mesa mining mushroom rock national park natural arch nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation	

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		scale			weather	
History unit	Were the Vikings raiders, traders or something else?		What is the legacy of the ancient Greek civilisation?			What was life like in Tudor England?
Disciplinary and substantive knowledge	Explain where the Vikings came from and why they invaded Britain. Sequence events according to their significance for groups of people. Find evidence and make inferences from sources. Name Viking trade routes. Explain why trade routes were important to the Vikings. Identify the differences between Viking sagas. Evaluate the impact of Viking achievements		Describe the features of Ancient Greece. Identify the key periods in the ancient Greek civilisation. Make inferences about Greek gods. Research a Greek god. Compare Athens and Sparta. Understand the different types of democracy. Explain how Athenian democracy worked. Explain what philosophy is. Identify the achievements of the ancient Greek philosophers. Identify the ancient			Extract information about Henry VIII from sources. Explain their interpretation of Henry VIII using evidence from sources. Use secondary sources to make deductions about Henry VIII's wives and choose evidence to support their deductions, evaluating his marriage requirements in the context of the Tudor period. Reflect on the role of absolute power in the Tudor period. Describe why royal progresses are considered propaganda.

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			Greeks' legacies and their impact.			Consider the reliability of primary sources. Write an eyewitness account of Elizabeth I's Worcester Progress. Use evidence from the inventories to support their interpretations of a Tudor person's life and explain how inventories are useful to historians. Use their knowledge of inventories, to create a realistic Tudor inventory.
Key Vocabulary	exchange trade route		citizen democracy legacy			bias democracy enslaved enslaver heir merchant occupation parliament perspective propaganda reliable society sovereign state

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						tyrant
MFL						
Disciplinary and substantive knowledge	Do you have a pet? In this unit pupils will learn how to: • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the	The Date In this unit pupils will learn to: • Recognise and recall the 7 days of the week in French. • Recognise and recall the 12 months of the year in French. • Recognise and recall numbers 1-31 in French. • Ask and answer the question 'Quelle est la date aujourd'hui ?' (What is the date today?) in French. • Ask and answer the question 'C'est quand ton anniversaire ?' (When is your birthday?) in French.	My Home In this unit the children will learn how to: • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. • Tell somebody in French what rooms they have or do not have in their home. • Ask somebody else in French	The Olympics In this unit pupils will learn how to: • Listen attentively to longer passages in French about the ancient and modern Olympic Games. • Look for cognates and highlight key words when learning how to decode longer texts in gist listening and reading in French. • Recall the nouns in French for 10 key sports in the current Olympic games with their articles/determiners. • Form positive and negative sentences using the verb faire (to do) in French. • Recognise the	Clothes In this unit the pupils will learn how to: • Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French. • Describe items of clothing using colours as adjectives in French. • Use 'Je porte' (I wear/I'm wearing) and the conjunction 'et' (and) in full	Habitats In this unit pupils will learn how to: • Tell somebody in French the key elements that animals and plants need to survive in their habitat. • Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. • Tell somebody in French which animals live in these different habitats. • Tell somebody in French which plants live in these different habitats.

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	conjunctions et (“and”) or mais (“but”).		what rooms they have in their home. • Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).	concept of gendered nouns in French in regard to the male and female Olympians.	sentences. • Express what we wear in 4 different scenarios in French.	
Music						
Music Disciplinary and substantive knowledge	Composition Notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi Festival)	Looping and remixing	Musical theatre
Key Vocabulary	accuracy backing track balance composition control crotchet dotted minim ensemble	12-bar blues ascending scale backing track bar bent notes blues blues scale chord	a capella break call and response chords chord progression diction djembe	dynamics graphic score inspiration layering mood pitch represent soundtrack	accuracy backbeat body percussion fragment layers loop looped rhythm	action song backdrop book musical character song choreographer composer comic opera costumes

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	expression features fluency lyrics minim minor key notation parts pitch pitch notation quaver repeating rhythm semibreve sheet music staff notation stave structure tempo tune tuned percussion unison vocal warm-ups	convey descending scale expression features flat improvisation lyrics pitch quavers scale sharp solo staff notation	duo dynamics eight-beat break ensemble expression improvisation major chord master drummer metronome performance polyrhythms pronunciation pulse ostinato rests rhythm soloist syncopation tempo tuned percussion unaccompanied vocals	synesthesia tempo texture timbre visual representation vocal sounds	melody melody line notation ostinato remix rhythm riff structure	designer dialogue director duet ensemble hip-hop musical jukebox musical librettist libretto lyricist musical director musical theatre opera operetta performers props rock musical scene solo tempo timbre transitions
PE unit	Personal Ball skills/ reaction and response.	Social Dynamic balance/ Counter balance	Cognitive Stance/ Footwork	Creative Seated Balance/ Floorwork	Physical One leg balance/ jumping and landing.	Fitness Sending and receiving/ ball chasing

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Disciplinary and substantive knowledge	Maintaining control, I can: Sit and roll a ball along the floor around my body using 2 hands, using 1 hand (right and left). Sit and roll a ball down to my toes and back up, then around my upper body using 2 hands. From 1, 2 or 3 metres, I can: React and catch a large ball dropped from shoulder height after 1 or 2 bounces. Follow instructions. Practise safely. Work on simple tasks by myself.	Explore dynamic balance. Maintaining balance on a line, I can: Walk forwards and backwards with fluidity and minimum wobble. Explore counter balance. With a partner, maintaining balance, I can: Sit holding hands/ with 1 hand with toes touching, lean in together then apart. Sit holding hands with toes touching and rock forwards, backwards and side-to-side. Work sensibly with others. Take turns and share.	Explore stance balance. Maintaining balance, I can: Stand on a line with a good stance for 10 seconds. Stand on a line with heels up and a good stance for 5 seconds. Explore footwork. With fluency and control, I can: Side-step in both directions. Gallop, leading with dominant/ non-dominant foot. Hop on my dominant/ non-dominant foot. Skip. Combine side-steps with 180° front/ reverse pivots off either foot. Skip with knee and opposite elbow both at 90° angle.	Explore seated balance In a seated position for 10 seconds, I can: Balance with both hands and feet down. Balance with 1 hand and 2 feet down. Balance with 2 hands and 1 foot down. Balance with 1 hand and 1 foot down. Balance with no hands or feet down. Explore floor work balance. Maintaining balance, I can: Hold a mini-front support position. Reach round and point to the ceiling with either hand in a mini-front support. Explore and describe different movements. Perform a single skill or movement with some	Explore one leg balance. Maintaining balance, I can: Stand still for 10 seconds on my dominant/ non-dominant leg. Explore jumping and landing. Maintaining balance, I can: Jump from 2 feet to 2 feet forwards and backwards/ side to side	Explore sending and receiving. Against a wall or with a partner, I can: Roll a large ball with my dominant/ non-dominant hand and collect the rebound. Roll a small ball with my dominant/ non-dominant hand and collect the rebound. Throw a large ball and catch the rebound with 2 hands. Explore ball chasing. Over 10 metres and turning both ways, I can: Roll, chase and collect a ball in a balanced position facing the opposite direction. Chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction. Aware of why exercise
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			Hopscotch forwards/ backwards hopping on the same leg (right and left). Understand and follow simple rules. Name some things I am good at.	control. Perform a small range of skills and link two movements together. Perform a range of skills with some control and consistency.		is important for good health.
Key Vocabulary	Persevere, regular, complete, criss cross, fluidity, ready position, pushing off	roles, responsibilities, marching, sink hips, short base, forearm	criteria, force, various, judge, awareness, increase, Zigzag	sequences, express, tactics, stability, repeatable, stretched, posture, aligned	Flow, link actions, consistency, vigorous, base of support, stability	fitness, components, identify, cross over, circuit, opposite, long barrier
PSHE- unit	Being Me in my World Protective behaviours	Celebrating Difference Anti-racism x2 lessons	Dreams and Goals Anti-racism x2 lessons	Healthy Me Anti-racism x1	Relationships Anti-racism x1	Changing Me Anti-racism x1
Disciplinary and substantive knowledge	Face new challenges positively and know how to set personal goals. Understand my rights and responsibilities as a citizen of my	Understand that cultural differences sometimes cause conflict. Understand what racism is. Understand how rumour-spreading and	Understand that I will need money to help me achieve some of my dreams. Know about a range of jobs carried out by people I know and	Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. Know some of the risks with misusing alcohol, including anti-social behaviour, and how it	Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. Understand that	Aware of my own self-image and how my body image fits into that. Explain how a girl's body changes during puberty and understand the importance of looking

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country and as a member of my school. Make choices about my own behaviour because I understand how rewards and consequences feel. Understand how an individual's behaviour can impact on a group Understand how democracy and having a voice benefits the school community and know how to participate in this	name-calling can be bullying behaviours. Explain the difference between direct and indirect types of bullying. Compare my life with people in the developing world. Understand a different culture from my own	have explored how much people earn in different jobs. Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. Describe the dreams and goals of young people in a culture different to mine. Understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. Encourage my peers to support	affects the liver and heart. Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. Understand how the media, social media and celebrity culture promotes certain body types. Describe the different attitudes people have to food and how these can be affected by external influences. Know what makes a healthy lifestyle	belonging to an online community can have positive and negative consequences. Understand there are rights and responsibilities in an online community or social network Know there are rights and responsibilities when playing a game online. Recognise when I am spending too much time using devices. Explain how to stay safe when using technology to communicate with my friends	after yourself physically and emotionally. Describe how boys' and girls' bodies change during puberty. Appreciate how amazing it is that human bodies can reproduce in these ways. confident that I can cope with the changes that growing up will bring. Start to think about changes I will make next year and know how to go about this.
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			young people here and abroad to meet their aspirations, and suggest ways we might do this,			
RE unit	Who is Jesus?	Who is Jesus?	Why might ancient stories still be so important for religion and worldviews today?	Why might ancient stories still be so important for religion and worldviews today?	Do religions change or do they stay same?	Do religions change or do they stay same?
Disciplinary and substantive knowledge	• Jesus was Jewish and of Arabic ethnicity. He had darker skin as someone living in the Middle East in the 1st Century AD. Those with Jewish worldviews do not regard Jesus as the Messiah as Christians do. • Christianity is a global religion and people around the world like to represent the incarnation through diverse images of Jesus from different cultures, for example, some African Christian worldviews include seeing Jesus as ancestor. • Jesus is an important prophet in Muslim worldviews and is mentioned in the Qur'an. Muslims do not share Christian beliefs in regarding Jesus as the Son of God. • Jesus can be important to those with differing worldviews as a good moral teacher, an inspirational figure or a great role model		• Hermeneutics means the art or skill of interpretation and humans are interpreting beings. • Interpretations of sacred texts can be passed on via tradition and new interpretations can come from revelation. • Those with Muslim worldviews believe the holy Qur'an was revealed to Muhammad (PBUH) via the Angel Gibril as God's word. • The Tanakh and the Old Testament of the Bible contain the same stories. • The Midrash is a collection of often contradictory interpretations of stories from the Tanakh. • Some of the stories in the Qur'an are similar to those in the Tanakh/Old Testament and figures have different names. • Those with Christian worldviews interpret		• Religions change over time for a variety of reasons including significant events, influences from different people and power dynamics. • Governments collect data about people's beliefs and worldviews as part of a census and this shows numerical changes. Social scientists try to interpret why these changes have happened and what they might mean for society as a whole. • Religions and worldviews can have shared practices and values e.g. charity work or teachings on morality. Sikhi is a good example of this with its teachings on equality based on its founder, Guru Nanak, and the focus on the langar. • People do not always change their views or practices, in spite of institutional	

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		the Creation and Flood stories literally, symbolically or metaphorically but this does not make the stories less meaningful. • Many scholars and those with Abrahamic worldviews may see certain stories as being myths, such as the Creation story and the story of Noah/Nuh and the flood. • The flood stories in the Bible and Qur'an are very similar to an earlier epic poem from ancient Mesopotamia called The Epic of Gilgamesh. • The Bhagavad Gita is an important story for those with Hindu worldviews and it tells the story of a great battle between cousins and an epic conversation between Arjuna and Krishna. • The three gunas are states of energy that can be mastered in order to achieve moksha (enlightenment and freedom from rebirth) and food and yoga alongside devotion to Brahman can help those with Hindu worldviews to achieve this. • Hindu sacred texts are shruti (revealed and unchanging) and smriti (remembered and adaptable). • People with non-religious worldviews may find some stories from sacred texts inspiring but they may also find other stories important and inspirational for living.	changes to their religion or worldview. • Religions may change and adapt as they interact with specific cultures. Buddhist traditions are a good example of this. • Change can sometimes be at local level before it happens at an institutional level. • Religion and science are not polar opposites, scientists can follow a religion or be religious. • Christian worldviews are very diverse and have been changed over centuries of historical change as well as the influence of geographical location and culture.
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Key Vocabulary	Jesus Christ	Hermeneutics	Interpretation	Census
	Messiah	Mesh	Tradition	Gurdwara
	Prophet	Revelation	Midrash	Langar
	Fulfilment	Bible	Qur'an	Oneness of humanity
	Succession	Bhagavad Gita	Myth	Diversity
		Literal	Symbolic	Renaissance
		Abrahamic	Deluge	Reformation
		Sacred	Surah	Enlightenment
		Gunas	Moksha	Agnostic
		Shruti	Smriti	Atheist
				Theist
				Ethics
				Values