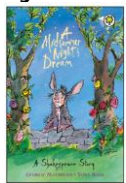
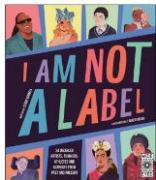




Long Term Plan Year 5 2026/27



Term	Autumn		Spring		Summer	
Dates	Inset Tues-Weds	Monday inset	Monday inset	Monday inset		
	2 days + 7wks	4 days + 6wks	4 days + 5 wks	5 wks	7wks – 1BH	6 wks + 3 day
	I do		We do		You do	
	Hook: Key question: What is diversity and how can we promote diversity in our classroom? Outcome: Be a diversity champion Create a poster or keynote that stands up to discrimination and celebrates diversity.		Key question: How can we help reduce inequalities and promote diversity locally? Grace Aid Charity – invite speaker in and organise Y5 fundraising event. Outcome: Collection of toiletries to be distributed to those in need (in the local area.)		Key question: What are some ways to explore diversity? Outcome: - Try different foods from different countries and cultures - Learn a few words in another language - Watch a film or cartoon from another country	
						
	Children understand what diversity means and take responsibility for recognising and representing differences positively, exploring their identities through the <i>Power of Me</i> project. Children understand what diversity means and demonstrate caring by respecting, valuing and supporting others' differences, exploring how their actions can promote inclusion and make	Children develop curiosity about diversity by learning about the Windrush generation, exploring their experiences and asking thoughtful questions to deepen their understanding of different cultures, histories and perspectives that shape our society. Children develop their digital skills by using animation to explore and present their	Children develop confidence as performers by participating in a class assembly, speaking clearly and respectfully in front of an audience. Children understand and appreciate differences by learning about how people live in different parts of the world, exploring similarities and differences in daily life,	Children understand the importance of giving back by taking part in a Grace Aid toiletries collection, showing kindness and responsibility by supporting vulnerable people in their community. Children learn how to stay safe in and around water by developing confidence in swimming, understanding water safety rules and recognising how to keep themselves and others safe.	Children develop a sense of adventure by exploring themes from <i>The Explorer</i>, using the story to inspire curiosity, resilience and problem-solving as they imagine and investigate unfamiliar environments. Children develop an understanding of economic wellbeing by learning how to manage money responsibly, recognising needs versus wants and understanding how financial choices can	Children develop creativity by designing and making light boxes and volcanoes, using their imagination and practical skills to explore and present their ideas. Children feel inspired about their futures by exploring different careers during Futures Week, developing aspirations and understanding how their skills and interests can shape their goals.

	everyone feel safe and valued.	ideas, creating engaging digital content.	environments, homes, food and traditions, and linking this to geographical understanding of the Amazonian Rainforest.		impact themselves and others.	
Trips and Visitors	The Tate Modern – Pop Art 		The Globe Theatre – Midsummer Night's Dream Workshop 	Wonderdome – in school experience 	Houses of Parliament 	Grand Central Mosque 
Parent/Engagement	Meet the teacher Trip volunteers	Parent and carer evening Christmas Show	Class Assembly Trip volunteers	Parent and carer evening Grace Aid Collection of toiletries	Sports' Day Trip volunteers	Trip volunteers
Forest School	Forest School Day: Fire safety and cooking		Team building; squirrels; tree identification; knots	Worms, wormeries, vermicomposting and collaboration games		
Reading (C50)	Shackleton's Journey 	Secrets of a Sun King 	A Midsummer Night's Dream  I Am Not a Label 	Boy in the Tower 	The Explorer 	Five Children and IT 
Writing (C50)	Focus: Third person story set in another culture – block A (Reading link – core text: Shackleton's Journey)	Focus: Dialogue in narrative – myths and legend – block A	Focus: Third person stories set in another culture – block B (Reading – core text: Secrets of a Sun King)	Focus: Biography- block A (Science link – Earth, sun and moon) Focus:	Focus: Playscripts – block B (Reading and writing link)	Focus: Balanced argument – block B (Global goal link – reducing inequalities)

Commented [CN1]: Hey, please can parent engagement and forest school be completed.

@Alexander McGookin @Kealy Leach

Commented [CN2]: Text images need to be added

Commented [ML3R2]:

Commented [CN4]: This needs to be formatted to show the link & colour coded in green/amber for Block As & Bs. Please see Y3s as an example

	Focus: Formal letters of application – block A (Reading link – core text: Shackleton’s Journey) Focus: Poems that use word play – block A (Spelling link – homophones. Global goal link – inequality)	(Reading link – Secret’s of a Sun King and history: Ancient Egypt) Focus: Balanced argument – block A (Geography – rainforests) Focus: Poems which explore form – block A (Power of Me Project – How can we help reduce inequalities?)	Focus: Playscripts – Shakespeare retelling – block A (Reading – core text: A Midsummer Night’s Dream)	Formal letters of application – block B (DT link - Moving Toys)	Focus: Dialogue in narrative – first person myths and legends – block B (art – inventing own mythical creatures to turn into legend) Focus: Poems that use word play – block B (Science link – animals including humans)	Focus: Biography – block B (Global Goal – reduced inequalities and RSHE inspirational people!) Focus: Poems that explore form - block B (Global goal link – futures and aspirations)	Commented [CC5]: apply to Dragon’s Den to share their invention?
Reading (CUSP) *Teaching is based on the outcome of class diagnostics	Blocks 1, 2 and 3 Block 1 Concept: Y3/4 statutory word list revisited Etymology: co / con / com Block 2 Concept: Prefixes revisited Etymology: min Block 3 Concept: Suffixes revisited Etymology: sect	Blocks 4, 5 and 6 Block 4 Concept: Homophones revisited Etymology: var Block 5 Concept: Words with endings sounding like /jan/, spell: -tion, -sion, -cian revisited Etymology: mar(ne) Block 6 Concept: Words with endings sounding like /jan/ or /jan/ or /jan/ revisited Etymology: tract Spelling Assessment	Blocks 7, 8 and 9 (half) Block 7 Concept: Statutory word list Etymology: micro Block 8 Concept: Words with endings sounding like /jal/ spell: -cial or -tial Etymology: ject Block 9 Concept: Endings which sound like /jas/ spell: -cious or -tious Etymology: vac	Blocks 9 (half), 10 and 11 Block 9 Concept: Endings which sound like /jas/ spell: -cious or -tious Etymology: vac Block 10 Concept: Statutory word list Etymology: ambi / amphi Block 11 Concept: Homophones Etymology: vis / vid Spelling Assessment	Blocks 12, 13 and 14 (half) Block 12 Concept: Words ending in -ant, -ance /-ancy, -ent, -ence /-ency Etymology: sol (alone) Block 13 Concept: Statutory word list Etymology: sol / lun Block 14 Concept: Homophones Etymology: form	Blocks 14 (half), 15 and 16 Block 14 Concept: Homophones Etymology: form Block 15 Concept: Words ending in -able and -ible Words ending in -ably and -ibly Etymology: term Block 16 Concept: Homophones Etymology: solv / solu Spelling Assessment	Commented [CN6]: The blocks need to be screen shot from CUSP and copied over.
Handwriting	Ai and ar An and am Ap and aw Er and ip le and in Assess and review	Ew and en Be and br Um and un Ux and xe Se and ze Assess and review	Ch and ck At and gh Sh and th ll and it lf and uf Assess and review	Ef and ff Bl and ut Ed and nd Ea and ig Ng and eg Assess and review	As and ss Ac and fo Oe and oi On and or Ou and ov/ow	Re and we/ve Oa and oo Wa and wo Oh and wh Wl and rl Ob and ok of	
Maths (White Rose)	Place Value (3 weeks) Addition and subtraction (2 weeks) Multiplication and division (2 week)	Multiplication and division (1 week) Fractions (4 weeks) Multiplication and division (1 week)	Multiplication and division (2 weeks) Fractions (2 weeks) Decimals and percentages (1 week)	Decimals and percentages (2 weeks) Shape (3 weeks) Position and direction (2 weeks)	Shape (2 weeks) Measurement – Volume (1 week) Statistics (2 weeks) Position and direction (2 weeks)	Decimals (3 weeks) Negative numbers (1 week) Converting units (2 weeks) Volume (1 week)	

Science	Properties & changes of materials 5 lessons  States of Matter	Properties & changes of materials 5 lessons  States of Matter	Forces 6 lessons  Forces and Magnets	Earth & space 6 lessons  Space	Animals, including humans 6 lessons  Animals including humans	Living things & their habitats 6 lessons  Living Things and their Habitats	Commented [CN7]: The new icons need to be pulled over from the power point and placed in all wider curriculum lessons.
RE	U2.1 Why do some people think God exists?  Belief and Expression		U2.4 If God is everywhere, why go to a place of worship?  Places		U2.6 What does it mean to be a Muslim in Britain today?  Community and Belonging U2.7 What matters most to Christians and Humanists?  Belief and Expression		
History		How has the Windrush generation migration helped shape modern day Britain?  Past and Present			Why were the Tudors so powerful, and what did they do with that power?  Monarchy		
Geography	Human and Physical Geography- Population and Migration (3 + 3 sessions on mapping fieldwork) Mapwork Quantitative Data  Interconnections  Scale		Environmental – Deforestation (3)  Environmental Impact Lyfta lessons (3) LYFTA Qualitative Data			Human and Physical – Volcanoes, Mountains and Earthquakes (6) LYFTA  Place Qualitative Data	

RSHE	Setting Ground Rules (1) Regulation Zones (2 lessons) Lesson from Ch 3 Time for refueling p 48 Lesson 9 My Healthy Self: How can I support my mind and body as I grow? (Lessons 1 to 4) 	Regulation Zones (2 lessons) Lesson from Ch. 3 pg 96 Lesson 12 My Healthy Self: How can I support my mind and body as I grow? (Lessons 5 and 6) Connecting With Others: Why are healthy relationships important? (Lessons 1 and 2) Antibullying week Assembly (1 lesson) 	Connecting With Others: Why are healthy relationships important? (Lessons 4 to 6) The Online World: How am I influenced by what I see online? (Lessons 1 to 3) LGBTQ Assembly First aid (1 lesson) 	Regulation Zones (2 lessons) Lessons 13 and 15 The Online World: How am I influenced by what I see online? (Lessons 4 to 6) 	How Can We Be in Control of Our Money? (Lessons 1 to 6) 	Growing Up: How can I manage the changes to my body and emotions as I grow? (Lessons 1 to 6) This unit must be taught during this half term)  Transition (1) International Day of Families assembly Water Safety assembly
Computing	Sharing Information 	Animation 2 	Code - Course E 	Databases 	Games Unit 1 	iMovie 2 
Music	<u>Intro to the Violin</u> <u>ROCK - Living on a prayer</u> <u>Classroom Jazz 1</u> 		<u>Intro to the Violin Stage 2</u> <u>Make You Feel My Love – link to violins and use for resources</u> <u>RAP - The Fresh Prince of Belair</u> 		<u>Intro to the Violin Stage 3</u> <u>Reflect, Rewind and Replay</u> <u>Use MOTOWN Dancing in the Street for more resources</u> 	
DT		<u>Pencil Cases</u> Textiles & Materials	<u>Moving toys (animals)</u>			<u>Light up signs</u>

		 Textiles	Mechanisms and Mechanical systems 			Electrical systems & Programming 
Art	Pop art The Explosion of Pop Art Roy Lichtenstein 			Exploring Expressionism Anthony Gormley 	A Study of Surrealism Paul Klee 	
Languages: French	Lingotot - Book 1 All About Me • Where I live • birthdays • months • face	Lingotot - Book 1 All About Me • face and body • eyes and hair • height.	Lingotot - Book 1 My Family • Family members • extended family • descriptions • personality traits • negatives.	Lingotot - Book 1 My Family • personality traits • negatives and conjunctions • extended writing	Lingotot - Book 1 Animals • Pets and plurals • farm animals • opinions • colours as adjectives	Lingotot - Book 1 Animals • wild animals • opinions • descriptive adjectives • Brown Bear story
PE	Games Sending skills using hands  Games	Gymnastics  Gymnastics	OAA  Outdoor Adventurous Activities	Games Tag Rugby  Games	Athletics  Athletics	Games Attack Vs Defence or Pass & Move with feet  Games

Commented [CN8]: Images of the artist/artwork needs to be added.