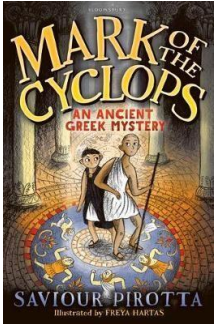
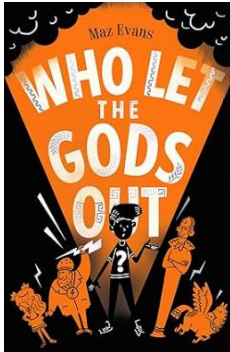
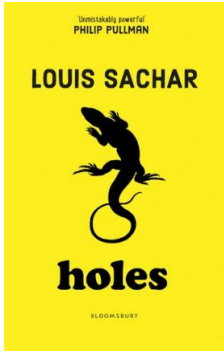

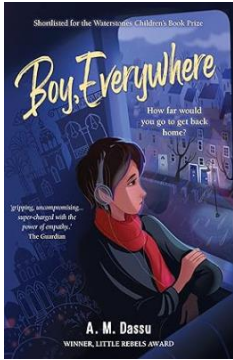
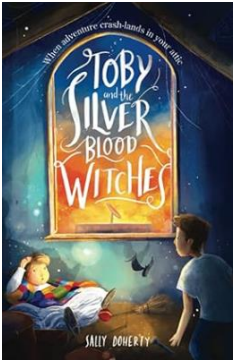











Town End Junior School

Year 5 and 6 Long Term Plan Year B – 2024-25



	Autumn Term		Spring Term		Summer Term	
Focus	Ancient Greece	Ancient Greece	North America	Rainforests	Local History: Agriculture and Industry	Mapping
Class Text	<p>Mark of the cyclops – Saviour Pirotta</p> 	<p>Who Let the Gods Out by Maz Evans</p> 	<p>Holes by Louis Sachar</p> 	<p>Wonder by R. J. Palacio</p> 	<p>Boy, Everywhere by A.M. Dassu</p> 	<p>Toby and the Silver Blood Witches by Sally Doherty</p> 
English – Writing and Grammar	<ul style="list-style-type: none"> • Greek Myths • Monsters • Balanced argument • Slavery • Narrative: Greek theme  	<ul style="list-style-type: none"> • Recount – Battle Of Marathon • Comparison – Sparta & Athens  	<ul style="list-style-type: none"> • Biography – Inventors • Explanatory text – American food • Balanced Argument – The Rainforest 	<ul style="list-style-type: none"> • Persuasive Leaflet – Adventure Holidays • Newspaper report – War Of The Worlds 	<ul style="list-style-type: none"> • Explanatory Text –British Origins • Diary – Coal Miner • Persuasive Letter – Road Development  	<ul style="list-style-type: none"> • Narrative • Assessment



English - Spelling

Week 1 - /d/ phoneme
 Week 2 - /g/ phoneme
 Week 3 - /i/ phoneme
 Week 4 - /shuhs/ cious tious ious
 Week 5 - /igh/ phoneme
 Week 6 - ough letter string
 Week 7 - Review

Week 1 - /f/ phoneme
 Week 2 - ance, ancy, ence, ency
 Week 3 - /z/ phoneme
 Week 4 - able, ably, ible, ibly
 Week 5 - /zh/ phoneme
 Week 6 - suffixes revision from LKS2
 Week 7 - Review


Week 1 - /ear/ phoneme
 Week 2 - /b/ & /p/ phoneme
 Week 3 - /air/ phoneme
 Week 4 - -ive suffix
 Week 5 - /ng/ phoneme
 Week 6 - Review

Week 1 - -ise and -ify suffix
 Week 2 - /th/ phoneme
 Week 3 - al and en suffix
 Week 4 - /o/ phoneme
 Week 5 - /ar/ phoneme
 Week 6 - Review


Week 1 - /l/ phoneme
 Week 2 - /ch/ phoneme
 Week 3 - /s/ phoneme
 Week 4 - -fer words
 Week 5 - /ure/ phoneme
 Week 6 - Review

Week 1 - prefixes from LKS2
 Week 2 - /o-e/ phoneme
 Week 3 - Revision
 Week 4 - /oy/ phoneme
 Week 5 - /ul/ phoneme
 Week 6 - Review

English - Reading


Theme 1: Spooky Openings:
Malamander by Thomas Taylor and The Dreamsnatcher by Abi Elphinstone

Theme 2: Pompeii:
Pompeii and Mount Vesuvius Non Fiction and Escape From Pompeii by Christina Balit
Theme 3: Animals including humans:


Theme 1: Children's Classics:
Holes by Louis Sachar and The Graveyard Book by Neil Gaiman

Theme 2: Autism:
Can You See Me? By Libby Scott and The London Eye Mystery by Siobhan Dowd

Theme 3: Liverpool:

Theme 1: Songs from Musicals:
Speechless from Aladdin and Old Red Eyes Is Back by The Beautiful South
Theme 2: Civil Rights:
Rosa Parks and A Change is Gonna Come by Sam Cook














Theme 3: Spies:
Silverfin by Charlie Higson and Jake Atlas by Rob Lloyd Jones

Theme 1: Electricity:
James Chadwick and How Burglar Alarms Work
Theme 2: WW2:
Once by Morris Gleitzman and Letters From The Lighthouse by Emma Carroll

Theme 3: Picture Books
Can I Build Another Me? By Shinsuke Yoshitake and The Viewer by Gary Crew


Theme 1: Evolution:
Charles Darwin and Moth by Isabel Thomas
Theme 2: Poetry:
Ozymandias by Percy Bysshe Shelley and The Moment by Margaret Atwood
Theme 3: Songs:
When You Love Someone by James TW and The Living Years by Mike and the Mechanics


Theme 1: Population:
Russian Population and Population Sparsity and Crowding and Dense Populations (Monaco)









Theme 2: Verse Novels:
Inside Out and Back Again by Thannha Lai and Other Words For Home by Jasmine Warga

	<p><u>Red Blood Cells and Preventing Coronary Heart Disease - NHS Advice</u></p>  <p>Theme 4: Industrial Revolution <u>Thomas Edison and How Did The Industrial Revolution Affect Liverpool?</u></p> <p>Theme 5: Magic: <u>The Last Spell Breather by Julie Pike and Nevermoor by Jessica</u></p>  	<p><u>The Cultural Impact Of The Beatles and The History of the Liverpool Docks</u></p> <p>Theme 4: Katherine Rundell: <u>Rooftoppers and The Good Thieves</u></p> <p>Theme 5: Novels: <u>The Star Spun Web by Sinead O'Hart and Orphans Of The Tide by Struan Murray</u></p> 	 <p>Theme 4: Notable People: <u>Alan Turing and Claudette Colvin</u></p>  <p>Theme 5: Children's Classics: <u>Treasure Island by Robert Louis Stevenson and Oliver Twist by Charles Dickens</u></p>	<p>Theme 4: Resilience: <u>The Dot by Peter Reynolds and Drive by Incubus</u></p> <p>Theme 5: Women in Islam: <u>The Proudest Blue and I am a Muslim Woman</u></p>   	<p>Theme 4: The Raven: <u>The Raven by Edgar Allen Poe</u></p>  <p>Theme 5: Light: <u>On A Beam Of Light by Jennifer Berne and The Parts Of The Eye</u></p>	<p>Theme 3: Inspirational Women: <u>Amna Al Haddad and Mary Kom Goodnight Stories For Rebel Girls and The Bronte Sisters Goodnight Stories For Rebel Girls</u></p>   
<p>Maths (Year 5)</p>	<p>White Rose Block 1: Place Value</p> <p>White Rose Block 2: Addition and subtraction</p> <p>White Rose Block 3: Multiplication and division A</p>	<p>White Rose Block 4: Fractions A</p>	<p>White Rose Block 5: Multiplication and division B</p> <p>White Rose Block 6: Fractions B</p>	<p>White Rose Block 7: Decimals and percentages</p> <p>White Rose Block 8: Perimeter and area</p> <p>White Rose Block 9: Statistics</p>	<p>White Rose Block 10: Shape</p> <p>White Rose Block 11: Position and Direction</p> <p>White Rose Block 12: Decimals</p>	<p>White Rose Block 13: Negative numbers</p> <p>White Rose Block 14: Converting units</p> <p>White Rose Block 15: Volume</p>

Maths (Year 6)	White Rose Block 1: Place Value	White Rose Block 3: Fractions A	White Rose Block 6: Ratio	White Rose Block 9: Fractions, decimals and percentages	White Rose Block 12: Shape	White Rose Block 14: Consolidation, transition and revision units
	White Rose Block 2: Addition, subtraction, multiplication and division	White Rose Block 4: Fractions B	White Rose Block 7: Algebra	White Rose Block 10: Area, perimeter and volume	White Rose Block 13: Position and direction	
		White Rose Block 5: Converting units	White Rose Block 8: Decimals	White Rose Block 11: Statistics		








Science	Earth and Space	Forces	Light	Electricity	Animals including humans (Y5)	Consolidation and Revision
	<p><u>NC: 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</u></p>	<p><u>NC: 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 recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</u></p>	<p><u>NC: recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape</u></p>	<p><u>NC: 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 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</u></p>	<p><u>NC: describe the changes as humans develop to old age</u></p> 	

			as the objects that cast them			
History	<p>Ancient Greece</p> <p><u>NC: A study of Greek life and achievements and their influence on the western world.</u></p> 	<p>Ancient Greece</p> <p><u>NC: A study of Greek life and achievements and their influence on the western world.</u></p> 			<p>Local History: Agriculture and Industry</p> <p><u>NC: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</u></p> 	
Geography			<p>North America</p> <p><u>NC: locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a</u></p>	<p>Rainforests</p> <p><u>NC: Understand geographical similarities and difference human</u></p>		<p>Mapping Skills</p> <p><u>NC: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world, human geography, including: types of settlement</u></p>





			<p>region in North or South America</p> 			<p>and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> 
Religious Education	<p>What does it mean to be a Muslim in Britain today? Part 1 (U2.6) Muslims</p> 	<p>What does it mean to be a Muslim in Britain today? Part 2 (U2.6) Muslims</p> 	<p>What matters most to Christians and Humanists? (U2.7) Christians and non-religious (Humanists)</p> 	<p>What would Jesus do? (Can we live by the values of Jesus in the 21st Century) (U2.2) Christians</p> 	<p>If God is everywhere, why go to a place of worship? (U2.4) Christians, Hindus and Jewish people</p> 	<p>If God is everywhere, why go to a place of worship? Continued (U2.4) Christians, Hindus and Jewish people</p> 
Computing (Teach Computing Scheme)	<p>Computer Science - Computer Systems and Networks: (Y5) Sharing Information</p> <p>NC: <u>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</u></p>	<p>Information Technology - Creating Media: (Y5) Vector drawing</p> <p>NC: <u>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</u></p>	<p>Computer Science - Programming A (Y5) Selection in physical computing</p> <p>NC: <u>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</u></p>	<p>Information Technology - Data and Information: (Y5) Databases</p> <p>NC: <u>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals,</u></p>	<p>Information Technology - Creating Media: (Y6) 3D Modelling</p> <p>NC <u>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including</u></p>	<p>Computer Science - Programming B - (Y6) Sensing (variables)</p> <p>NC: <u>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</u></p>

				<u>including collecting, analysing, evaluating and presenting data and information</u>	<u>collecting, analysing, evaluating and presenting data and information</u>	
Computing: Online Safety (Project Evolve)	Privacy and Security School	Online Bullying (PSHE) Self image and Identity	Online Relationships Online Reputation (PSHE)	Health, Wellbeing and Lifestyle (PSHE)	Managing Online Information	Copyright and Ownership
	<u>NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</u>					
Art	Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps. <u>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</u>	Making Monotypes Combine the monotype process with painting and collage to make visual poetry zines. <u>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</u>	Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. <u>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</u>	Mixed Media Land & Cityscapes Explore how artists use a variety of media to capture spirit of the place. <u>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</u>	Architecture: Dream Big or Small? Explore the responsibilities architects have to design us a better world. Make your own architectural model. <u>NC: about great artists, architects and designers in history.</u>	Fashion Design Explore contemporary fashion designers and create your own 2D or 3D fashion design working to a brief. <u>NC: about great artists, architects and designers in history.</u>
	<u>to create sketch books to record their observations and use them to review and revisit ideas</u>					

Design Technology	Textiles: Waistcoats <u>NC: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</u>	Electrical Systems: Steady Hand Game <u>NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</u>	Structures: Playgrounds <u>NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</u>	Digital World: Navigating the world <u>NC: apply their understanding of computing to program, monitor and control their products.</u>	Cooking: Come Dine With Me <u>NC: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</u>	Mechanical Systems: Automata Toys <u>NC: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</u>
	<u>Throughout all projects: NC: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; investigate and analyse a range of existing product evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</u>					
Music	Electricity <u>NC: listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and</u>	Celebrations <u>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,</u>	Garageband <u>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,</u>	Bandlab <u>NC: improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with</u>	Arctic <u>NC: listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical</u>	WW2 <u>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,</u>

	<p><u>other musical notations</u></p>	<p><u>fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music</u></p> 	<p><u>control and expression; use and understand staff and other musical notations</u></p>	<p><u>attention to detail and recall sounds with increasing aural memory</u></p>	<p><u>notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</u></p>	<p><u>control and expression; use and understand staff and other musical notations</u></p>
<p>Modern Foreign Languages</p>	<p>Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)</p> 	<p>Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)</p> 	<p>Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)</p> 	<p>Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)</p> 	<p>Café culture (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay)</p> 	<p>Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3)</p> 
<p>Physical Education</p>	<p>Football <u>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u></p>	<p>Sportshall Athletics <u>NC: use running, jumping, throwing and catching in isolation and in combination</u></p> <p>Basketball <u>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey,</u></p>	<p>Dance <u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns</u></p> <p>Gymnastics <u>NC: develop flexibility, strength,</u></p>	<p>Badminton <u>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</u></p>	<p>Athletics <u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; use running, jumping, throwing and catching in isolation and in combination</u></p> <p>Tennis</p>	<p>Rounders <u>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u></p>

	<p>Handball NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><u>netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u></p> <p>Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><u>technique, control and balance [for example, through athletics and gymnastics]</u></p> <p>Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><u>principles suitable for attacking and defending</u></p> <p>Netball NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><u>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u></p> <p>Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Competitive Challenges/ OAA NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	
	Please note: each term, one Y5/6 class also goes swimming.						
	Across all areas of the curriculum – NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.						
PSHE (JIGSAW)	Being me in my world	Celebrating Difference <ul style="list-style-type: none"> Cultural differences 	Dreams & Goals <ul style="list-style-type: none"> Future dreams 	Healthy Me	Relationships	Changing Me <ul style="list-style-type: none"> Self- and body image 	

	<ul style="list-style-type: none"> • Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice participating 	<p>and how they can cause conflict</p> <ul style="list-style-type: none"> • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures 	<ul style="list-style-type: none"> • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation 	<ul style="list-style-type: none"> • Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour 	<ul style="list-style-type: none"> • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules 	<ul style="list-style-type: none"> • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) • Growing responsibility • Coping with change • Preparing for transition to a new class/school 
Wider Opportunities	Institute of Sport Day	<p>Christmas enterprise challenge.</p> <p>Pantomime</p>				<p>Summer performance to school and parents.</p> <p>Residential</p> <p>Y6 Cluster Transition Project with sports Partnership</p>