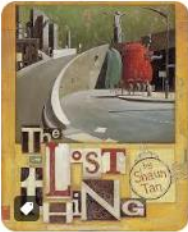
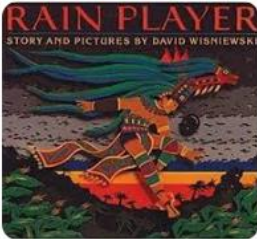
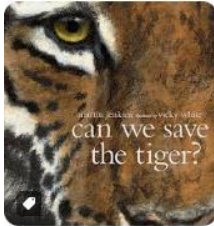
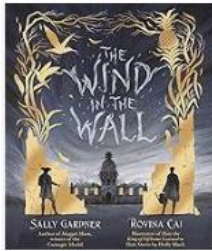




Town End Junior School

Year 5 and 6 Long Term Plan Year A - 2025-26



	Autumn Term		Spring Term		Summer Term	
Focus	World War II	World War II	Ancient Maya	South America	Angry Earth	Angry Earth
Class Text	Goodnight, Mr. Tom By Michelle Magorian 	Carrie's War by Nina Bawden 	The Jaguar Stone (Middleworld) by J&P Voelkel 	The Explorer by Katherine Rundell 	Teachers' Choice! A book selected to showcase a particular author or genre. 	Children's Choice! A book selected by children. This may be something they have particularly enjoyed this year (e.g., sequel) or a particular book from certain authors / genres. 
English - Writing and Grammar	Writing Revision  Focus: revision of prior foundational knowledge Suffragette: The Battle for Equality 	Anne Frank  Newspaper Article	The Lost Thing  Fantasy Narrative	Rain Player  Analytical Essay	Can we save the tiger?  Discussion Text	The Wind in the Wall  Gothic Narrative

	Persuasive Campaign					
English - Spelling	Wk 1 /a/ phoneme Wk 2 /ay/ phoneme Wk 3 Year Group Specific - fer Wk 4 /ew/ phoneme Wk 5 /oo/ phoneme Wk 6 Year Group Specific - able/ably/ibly Wk 7 Review and Word List	Wk 1 /ow/ phoneme Wk 2 /e/ phoneme Wk 3 /ee/ phoneme Wk 4 Year Group Specific - suffixes Wk 5 /u/ phoneme Wk 6 /ue/ phoneme Wk 7 Review	Wk 1 /h/ phoneme Wk 2 Year Group Specific - ity Wk 3 /j/ phoneme Wk 4 Year Group Specific - ate Wk 5 /kw/ phoneme Wk 6 Review	Wk 1 /sh/ phoneme Wk 2 Year Group Specific - ough Wk 3 /shun/ phoneme Wk 4 /w/ phoneme Wk 5 /m/ phoneme	Wk 1 /k/ phoneme Wk 2 /z/ phoneme Wk 3 /aw/ phoneme Wk 4 /r/ phoneme Wk 5 /er/ phoneme Wk 6 Review	Wk 1 /n/ phoneme Wk 2 /p/ phoneme Wk 3 Year Group Specific - shuhs Wk 4 /t/ phoneme Wk 5 /y/ phoneme Wk 6 Review
English - Reading	Theme 1: Great Openings: <u>The Clockwork Crow</u> by Catherine Fisher and <u>The Storm Keeper's Island</u> by Catherine Doyle Theme 2: Life Cycles: <u>The Circle Of Life</u> and <u>Life Cycle Of A Butterfly</u> Theme 3: Notable People: <u>Lilian Bader</u> and <u>Helen Sharman</u> Theme 4: Songs from Musicals: <u>A Conversation from Mary Poppins Returns</u> and <u>Do You Hear The</u>	Theme 1: Brazil: <u>Pele and Journey To The River Sea</u> by Eva Ibbotson Theme 2: Energy and Forces: <u>William Kamkwamba and How Parachutes Work</u> Theme 3: Children's Classics: <u>The Hobbit</u> by JRR Tolkien and <u>The Jungle Book</u> by Rudyard Kipling Theme 4: Disney Songs: <u>I've Got A Dream (Tangled)</u> and <u>Be Prepared (The Lion King)</u>	Theme 1: Medieval Monarchs <u>Henry II and Henry V</u> Theme 2: Titanic <u>RMS Titanic: Information Sheet 41 and The Unsinkable Molly Brown</u> Theme 3: Poetry: <u>The Highwayman</u> by Alfred Noyes Theme 4: Changing Materials: <u>Chromatography and Mentos</u> Theme 5: Kate DiCamillo: <u>Flora and Ulysses</u> and <u>Raymie Nightingale</u>	Theme 1: Beetles: <u>Beetles - Non Fiction and Beetle Boy</u> by MG Leonard Theme 2: Notable People: <u>Ada Lovelace</u> and <u>Tim Berners-Lee</u> Theme 3: Rainforests: <u>Running Wild</u> by Michael Morpurgo and <u>The Explorer</u> by Katherine Rundell Theme 4: Novels Volume 2 <u>Wonder</u> by RJ Palacio and <u>Street Child</u> by Berlie Doherty Theme 5: Frank Cottrell-Boyce: <u>Cosmic</u> and <u>The Unforgotten Coat</u>	Theme 1: Islands and Leprosy: <u>Leprosy and The Island At The End Of Everything</u> by Kiran Millwood Hargrave Theme 2: Space: <u>Margaret Hamilton and The Jamie Drake Equation</u> by Christopher Edge Theme 3: Circuses: <u>Leon and the Place Between</u> by Angela McAllister and <u>Wild Boy</u> by Rob Lloyd-Jones Theme 4: Middle Eastern Countries:	Theme 1: Poetry: <u>The Walrus and the Carpenter</u> by Lewis Carroll and <u>Do Not Stand At My Grave And Weep</u> by Mary Elizabeth Frye Theme 2: Children's Classics: <u>Peter Pan</u> by JM Barrie Theme 3: Michael Morpurgo <u>War Horse</u> and <u>Kensuke's Kingdom</u> Theme 4: Sia <u>Titanium</u> and <u>Alive</u>

	<u>People Sing from Les Misérables</u> Theme 5: Novels: <u>The Gauntlet</u> by Karuna Riazi and <u>Floodland</u> by Marcus Sedgwick	Theme 5: Christmas <u>'Twas The Night Before Christmas</u> by Clement Clarke Moore and <u>A Christmas Carol</u> by Charles Dickens			<u>The Breadwinner</u> by Deborah Ellis and <u>Searching For Hidden Beauty Across The Middle East</u> Theme 5: Children's Classics: <u>The Wind In The Willows</u> by Kenneth Grahame and <u>The Secret Garden</u> by Francis Hodgson Burnett	
Maths (Year 5/6)	White Rose Block 1: Place Value White Rose Block 2: Addition and subtraction White Rose Block 3: Multiplication and division A	White Rose Block 4: Fractions A White Rose Block 5: Multiplication and Division B	White Rose Block 6: Multiplication and division B cont. White Rose Block 7: Fractions B White Rose Block 8: Decimals A	White Rose Block 9: Area, Perimeter, and volume White Rose Block 10: Decimals B White Rose Block 11: Fractions, decimals, and percentages	White Rose Block 12: Ratio White Rose Block 13: Algebra White Rose Block 14: Shape	White Rose Block 15: Position and direction White Rose Block 16: Statistics White Rose Block 17: Converting units

Science	Animals including humans (Y6) NC: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood, recognise the impact of	Living things and their habitats (Y5) <u>NC: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; describe the life process of</u>	Properties and changes of materials <u>NC: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency,</u>	Evolution and inheritance <u>NC: recognise that living things have changed over time and that fossils provide information about living</u>	Living things and their habitats (Y6) <u>NC: describe how living things are classified into broad groups according to common observable characteristics and</u>	Consolidation and Revision
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	diet, exercise, drugs and lifestyle on the way their bodies function, describe the ways in which nutrients and water are transported within animals, including humans	<u>reproduction in some plants and animals</u>	<u>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 through filtering, sieving and evaporating 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</u>	<u>things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</u>	<u>based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics</u>	
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History	Social change since 1930 to Battle of Britain. NC: <u>Local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality; A study of history that extends British History beyond 1066.</u>	Social change since 1930 to Battle of Britain. NC: <u>Local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality; A study of history that extends British History beyond 1066.</u>	Ancient Maya NC: <u>a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</u>			
Geography				South America NC: <u>climate NC: Understand geographical similarities and difference human and physical geography of the UK and South America</u>	Angry Earth NC: <u>describe and understand key aspects of: physical geography, including: volcanoes and earthquakes, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</u>	Earthquakes NC: <u>describe and understand key aspects of: physical geography, including: volcanoes and earthquakes, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</u>
Religious Education	Why do some people think God exists? (U2.1) Christians and nonreligious (Humanists)	What difference does it make to believe in Ahimsa, Grace and/or Ummah? (U2.8) Christians, Muslims and Hindus (recap)	Is it better to express your beliefs in arts and architecture or in charity and generosity? (U2.5) Christians, Muslims and nonreligious (Humanists)	Is it better to express your beliefs in arts and architecture or in charity and generosity? Continued (U2.5) Christians, Muslims and nonreligious (Humanists)	What do religions say to us when life gets hard? (U2.3) Christians, Hindus and non-religious (Humanists)	What do religions say to us when life gets hard? Continued (U2.3) Christians, Hindus and non-religious (Humanists)

Computing (Teach Computing Scheme)	Computer Science - Computer Systems and Networks: (Y6) Communication <u>NC: 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>	Information Technology - Creating Media: (Y5) Video Editing <u>NC: 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 collecting, analysing, evaluating and presenting data and information</u>	Computer Science - Programming B: (Y5) Selection in Quizzes <u>NC: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</u>	Information Technology - Creating Media: (Y6) Webpage creation <u>NC: 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 collecting, analysing, evaluating and presenting data and information</u>	Information Technology - Data and Information: (Y6) Spreadsheets <u>NC: 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 collecting, analysing, evaluating and presenting data and information</u>	Computer Science - Programming A: (Y5) Variables in games <u>NC: use sequence, selection and repetition in programs; work with variables and various forms of input and output</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	2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	Brave Colour Exploring how artists use light, form and colour to create immersive environments. <u>NC: to improve their mastery of art and design techniques,</u>	Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.	Take a Seat Explore how craftspeople and designers bring personality to their work.	Shadow Puppets Explore how traditional and contemporary artists use cutouts and shadow puppets. <u>NC: to improve their mastery of art and design techniques, including drawing, painting</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]	NC: about great artists, architects and designers in history,	including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	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]	NC: about great artists, architects and designers in history,	and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
	to create sketch books to record their observations and use them to review and revisit ideas					
Design Technology	Textiles: Stuffed Toys 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	Electrical systems: Doodlers NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	Structures: Bridges 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]	Digital World: Monitoring Devices NC: apply their understanding of computing to program, monitor and control their products;	Cooking: Develop a Recipe 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	Mechanical systems: Pop Up book NC: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
	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					
Music	Africa	Vikings	Plants	Rock and Roll	Melodies of Divinity	Animal Kingdom

	<u>NC: listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations</u>	<u>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music</u>	<u>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations</u>	<u>NC: improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory</u>	<u>NC: listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical 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>	<u>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations</u>
Modern Foreign Languages	Talking about us/school subjects (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	Time in the city (French city, buying a ticket, directions, descriptions, shopping, festive jumper)	Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	Out of this world (ID cards, personal info, conversations, names of planets, adjectives, prior learning, recall, planet creations)	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach)
Physical Education	Outdoor Adventurous Activity <u>NC: take part in outdoor and adventurous activity challenges both individually and within a team</u> Fitness	Fitness <u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</u> Hockey <u>NC: play competitive games, modified where appropriate [for example, badminton,</u>	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> Gymnastics	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> Dodgeball	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>	Tennis <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> Volleyball

	<u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</u> Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team	<u>basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u> Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team	<u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</u> Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team	<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> Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team	Cricket 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 Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team	<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> Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team
	Please note: each term, one Y5/6 class also goes swimming.					
	<u>Across all areas of the curriculum - NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u>					
PSHE (JIGSAW)	Being me in my world - Identifying goals for the year - Global citizenship - Children's universal rights - Feeling welcome and valued	Celebrating Difference - Perceptions of normality - Understanding disability - Power struggles - Understanding bullying - Inclusion/exclusion - Differences as conflict, difference as celebration	Dreams & Goals - Personal learning goals, in and out of school - Success criteria - Emotions in success - Making a difference in the world - Motivation	Healthy Me - Taking personal responsibility - How substances affect the body - Exploitation, including 'county lines' and gang culture	Relationships - Mental health - Identifying mental health worries and sources of support - Love and loss - Managing feelings - Power and control	Changing Me - Self-image - Body image - Puberty and feelings - Conception to birth - Reflections about change - Physical attraction - Respect and consent - Boyfriends/girlfriends - Sexting

	• Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling	• Empathy	• Recognising achievements • Compliments	• Emotional and mental health • Managing stress	• Assertiveness • Technology safety • Take responsibility with technology use	• Transition
Wider Opportunities	Institute of Sport Day Residential	Christmas enterprise challenge Pantomime				Summer performance to school and parents. Y6 Cluster Transition Project with sports Partnership