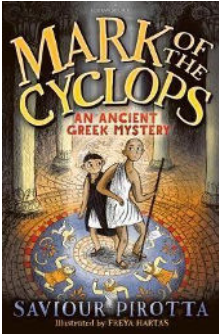
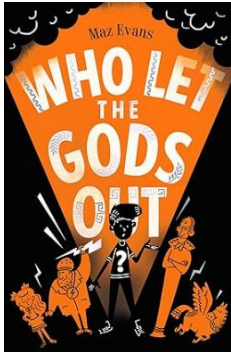
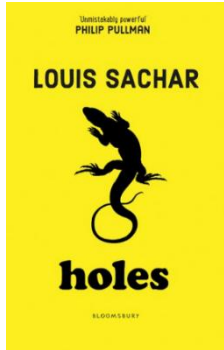
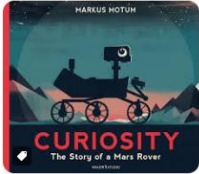
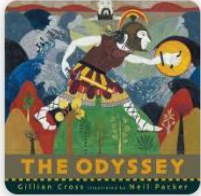
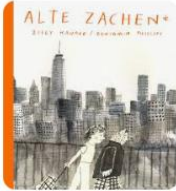
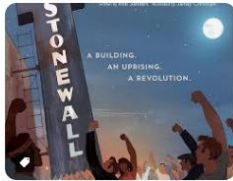
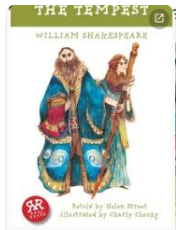




Town End Junior School

Year 5 and 6 Long Term Plan Year B - 2026-27



	Autumn Term		Spring Term		Summer Term	
Focus	Ancient Greece	Ancient Greece	North America	Rainforests	Local History: Agriculture and Industry	Mapping
Class Text	Mark of the cyclops - Saviour Pirotta 	Who Let the Gods Out? Maz Evans 	Holes By Louis Sachar 	Wonder R.J. Palacio 	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	Curiosity: the story of the Mars rover  Explanation	The Odyssey Epic  Adventure Story	Alte Zachen  Analytical Essay	Stonewall  A visitor's guide	The Tempest  Playscript	Some places more than others  Autobiography
English - Spelling	Week 1 - /d/ phoneme Week 2 - /g/ phoneme Week 3 - /f/ phoneme	Week 1 - /f/ phoneme Week 2 - ance, ancyl ence, encyl Week 3 - /z/ phoneme	Week 1 - /ear/ phoneme Week 2 - /b/ & /p/ phoneme Week 3 - /ain/ phoneme	Week 1 - -ise and -ify suffix Week 2 - /th/ phoneme	Week 1 - /l/ phoneme Week 2 - /ch/ phoneme Week 3 - /s/ phoneme Week 4 - -fer words	Week 1 - prefixes from LKS2 Week 2 - /o-e/ phoneme

	Week 4 - /shuhs/ cious tious ious Week 5 - /igh/ phoneme Week 6 - ough letter string <u>Week 7 - Review</u>	Week 4 - able, ably, ible, ibly Week 5 - /zh/ phoneme Week 6 - suffixes revision from LKS2 <u>Week 7 - Review</u>	Week 4 - -ive suffix Week 5 - /ng/ phoneme <u>Week 6 - Review</u>	Week 3 - al and en suffix Week 4 - /o/ phoneme Week 5 - /ar/ phoneme <u>Week 6 - Review</u>	Week 5 - /ure/ phoneme <u>Week 6 - Review</u>	Week 3 - Revision Week 4 - /oy/ phoneme Week 5 - /ul/ phoneme <u>Week 6 - Review</u>
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: Red Blood Cells and Preventing Coronary Heart Disease - NHS Advice Theme 4: Industrial Revolution: Thomas Edison and How Did The Industrial Revolution Affect Liverpool? Theme 5: Magic: The Last Spell Breather by Julie Pike and Nevermoor by Jessica	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 Rebecca Westcott and The London Eye Mystery by Siobhan Dowd Theme 3: Liverpool: The Cultural Impact Of The Beatles and The History of the Liverpool Docks Theme 4: Katherine Rundell: Rooftoppers and The Good Thieves Theme 5: Novels: The Star Spun Web by Sinead O'Hart and Orphans Of The Tide by Struan	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 4: Notable People: Alan Turing and Claudette Colvin Theme 5: Children's Classics: Treasure Island by Robert Louis Stevenson and Oliver Twist by Charles Dickens	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 4: Resilience: The Dot by Peter Reynolds and Drive by Incubus Theme 5: Women in Islam: The Proudest Blue and I am a Muslim Woman	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 4: The Raven: The Raven by Edgar Allen Poe Theme 5: Light: On A Beam Of Light by Jennifer Berne and The Parts Of The Eye	Theme 1: Population: Russian Population and Population Sparsity and Crowding and Dense Populations (Monaco) Theme 2: Verse Novels: Inside Out and Back Again by Thanhha Lai and Other Words For Home by Jasmine Warga Theme 3: Inspirational Women: Amna Al Haddad and Mary Kom Goodnight Stories For Rebel Girls The Bronte Sisters
Maths (Year 5/6)	White Rose Block 1: Place Value White Rose Block 2 Addition and subtraction	White Rose Block 4: Fractions A White Rose Block 5:	White Rose Block 6: Multiplication and division B cont.	White Rose Block 9: Area, Perimeter, and volume White Rose Block 10:	White Rose Block 12: Ratio White Rose Block 13: Algebra	White Rose Block 15: Position and direction White Rose Block 16: Statistics

	White Rose Block 3: Multiplication and division A	Multiplication and Division B	White Rose Block 7: Fractions B White Rose Block 8: Decimals A	Decimals B White Rose Block 11: Fractions, decimals, and percentages	White Rose Block 14: Shape	White Rose Block 17: Converting units
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Science	Earth and Space 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	Forces 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	Light 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 objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape	Electricity 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 components 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	Animals including humans (Y5) NC: describe the changes as humans develop to old age	Consolidation and Revision
History	Ancient Greece NC: A study of Greek life and achievements and their influence on the western world	Ancient Greece NC: A study of Greek life and achievements and their influence on the western world			Local History: Agriculture and Industry NC: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	
Geography			North America NC: locate the world's countries, using maps	Rainforests NC: Understand geographical		Mapping Skills NC: use maps, atlases, globes and digital/computer mapping

			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	similarities and difference human		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 and land use; economic activity; including trade links; and the distribution of natural resources including energy; food; minerals and water
Religious Education	What does it mean to be a Muslim in Britain today?	What can be done to reduce racism? Can religion help?	What matters most to Christians and Humanists?	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	If God is everywhere, why go to a place of worship?	Green religion? How and why should religious communities do more to care for the Earth?
Computing (Teach Computing Scheme)	Computer Science - Computer Systems and Networks; (Y5) Sharing Information 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	Information Technology - Creating Media; (Y5) Vector drawing NC: use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Computer Science - Programming A (Y5) Selection in physical computing NC: design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Information Technology - Data and Information; (Y5) Databases 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	Information Technology - Creating Media; (Y6) 3D Modelling 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	Computer Science - Programming B - (Y6) Sensing (variables) NC: use sequence, selection, and repetition in programs; work with variables and various forms of input and output

				and presenting data and information	presenting data and information	
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	<u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.		<u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.		<u>Take a Seat</u> Explore how craftspeople and designers bring personality to their work.	
	<u>to create sketch books to record their observations and use them to review and revisit ideas</u>					
Design Technology		<u>Mechanical Systems:</u> Automata Toys or Ancient Greek Siege Catapults		<u>Textiles:</u> Stuffed Toys		<u>Digital Worlds:</u> Navigating the World
	<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	<u>Electricity</u> NC: listen with attention to detail and	<u>Celebrations</u> NC: play and perform in solo and ensemble contexts;	<u>Garageband</u> NC: play and perform in solo and ensemble	<u>Bandlab</u> NC: improvise and compose music for a	<u>Arctic</u> NC: listen with attention to detail and	<u>WW2</u> NC: play and perform in solo and ensemble contexts; using

	recall sounds with increasing aural memory; use and understand staff and other musical notations	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	contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations	range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory	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	their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations
Modern Foreign Languages	Revisiting me/Telling the time/Everyday life (Personal info recap; numbers to 60, time phrases; daily routine conversations)	Homes and houses (Rooms in a house, furniture, describe rooms; spooky; house story; game; elf on shelf)	Playing and enjoying sport (Sport nouns; opinions; verb to play; sports descriptions)	Funfair and favourites (Funfair rides; opinions; adjectives; plan and describe theme park; favourite things; tradition)	Café culture (Café culture in France; opinions; French breakfast; hotel breakfasts; café roleplay)	Performance Time (Comedy sketch - What a waiter! Mocktails; scavenger hunt; Read all about it - Transition to KS3)
Physical Education	Football Invasion Game	Field Athletics Fundamental movements	Dance	Badminton Over the Net Game	Athletics Fundamental Movements	Rounders Fielding and Batting Game
	Handball Invasion Game	Basketball Invasion Game	Yoga (Gymnastics)	Netball Invasion Game	Tennis Over the Net Game	Golf Target Game
	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	Celebrating Difference - Perceptions of normality - Understanding disability - Power struggles	Dreams & Goals Personal learning goals; in and out of school	Healthy Me Taking personal responsibility	Relationships - Mental health - Identifying mental health worries and	Changing Me - Self-image - Body image - Puberty and feelings - Conception to birth

	• Children's universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling	• Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy	• Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments	• How substances affect the body • Exploitation, including 'county lines' and gang culture • Emotional and mental health • Managing stress	sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use	• Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition
Wider Opportunities	Residential (Y6) Harvest Festival	Christmas enterprise challenge Institute of Sport Day Pantomime				Summer performance to school and parents. Y6 Cluster Transition Project with sports Partnership