

Year Five Long Term Plan 2026 – 2027

Autumn Term		Spring Term	Summer Term
Autumn One: Forces of the Vikings Autumn Two: Life Amongst the Peaks		Spring One: The Tudor Dynasty Spring Two: Life Beneath the Waves	Summer One: Cosmos and Civilisations Summer Two: Desert Discoveries
English (Writing)	<u>Autumn One</u> Stimulus Text: The Adventures of Dish and Spoon Themes: Adventure/ Nursery Rhyme Spoof Writing Outcomes: • Character description • Informal letter • Narrative • News Report Cold write • Hot Write • DADWAVER descriptive paragraph Alan Peat Sentence types: • 2 ad pair sentences • Noun, who, which where sentences • 3 bad - questions sentence • Outside(inside) sentence • The more, the more sentence • Ing ed sentences • If , if then <u>Autumn Two</u> Stimulus Text: Shackleton's Journey Themes: Non- Fiction Information/Explorers Writing Outcomes: • Fact File • Non-Chronological Report • Motivational speech • Log book entry • Informal letter Alan Peat Sentence types: • Ad, same ad sentences • 3 bad - (dash) question sentences • Noun, which/who/where sentences • P.C. sentences (paired conjunctions) • O. (I.) sentences OR • Outside: Inside sentences • _ing, _ed • The more, the more sentences	<u>Spring One</u> Stimulus Text: When the Sky Falls Theme: Evacuee (WW2) / Animals Writing Outcomes: • Alan Peat Sentence types: • <u>Spring Two</u> Stimulus Text: Floodland Theme: Dystopian Chapter Book Writing Outcomes: • Setting Description • Conversation • Descriptive paragraph using DADWAVERS • Paragraph creating tension Alan Peat Sentence types: • Ad, same ad sentences • 3 bad - (dash) question sentences • Noun, which/who/where sentences • P.C. sentences (paired conjunctions) • O. (I.) sentences OR • Outside: Inside sentences • _ing, _ed • The more, the more sentences	<u>Summer One</u> Stimulus Text: The Tin Forest Theme: Environmental Picture Book Writing Outcomes: • Setting description • Character description • DADWAVER description • Diary entry • Diamante poem • Free verse poem • Non -Chronological report Alan Peat Sentence types: • Ad, same ad sentences • 3 bad - (dash) question sentences • Noun, which/who/where sentences • P.C. sentences (paired conjunctions) • O. (I.) sentences OR • Outside: Inside sentences • _ing, _ed • The more, the more sentences <u>Summer Two</u> Stimulus Street Child Theme: Chapter Book/ Victorian Era Writing Outcomes: • 3 cold writes • Non- Chronological Report • Character Description • Biography • Short Story Alan Peat Sentence types: • Children use a variety of Alan Peat Sentences from Y5 and previous years effectively

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English (Reading)	<u>Autumn One</u> Week 3: Strategy 1-Making Connection Week 4: Strategy 2-Predication Week 5: Strategy 3-Visualisation Week 6: Strategy 4-Identify important words and phrases Week 7: Strategy 5-Notice a breakdown <u>Autumn Two</u> Week 1: Strategy 6- Repair the breakdown Week 2: Strategy 7-Inference Week 3: Strategy 8: Put it all together Week 4: Strategy 1-Making Connection Week 5: Assessment Week Week 6: Strategy 2-Predication Week 7: Strategy 3-Visualisation	<u>Spring One</u> Week 1: Strategy 4-Identify important words and phrases Week 2: Strategy 5-Notice a breakdown Week 3: Strategy 6- Repair the breakdown Week 4: Strategy 7-Inference Week 5: Strategy 8: Put it all together <u>Spring Two</u> Week 1: Strategy 1-Making Connection Week 2: Assessment Week Week 3: Strategy 2-Predication Week 4: Strategy 3-Visualisation Week 5: Strategy 4-Identify important words and phrases	<u>Summer One</u> Week 1: Strategy 5-Notice a breakdown Week 2: Strategy 6- Repair the breakdown Week 3: Strategy 7-Inference Week 4: Strategy 8: Put it all together Week 5: Strategy 1-Making Connection Week 6: Strategy 2-Predication Week 7: Strategy 3-Visualisation <u>Summer Two</u> Week 1: Strategy 4-Identify important words and phrases Week 2: Strategy 5-Notice a breakdown Week 3: Assessment Week Week 4: Strategy 6- Repair the breakdown Week 5: Strategy 7-Inference Week 6: Strategy 8: Put it all together Week 7: Transition Week
English (Spelling)	<u>Autumn One</u> Week 2: Step 1- Words ending in ‘-tious’ and ‘-ious’ Week 3: Step 2- Words ending in ‘-cious’ Week 4: Step 3- Words ending in ‘-cial’ Week 5: Step 4- Words ending in ‘-tial’ Week 6: Step 5- Words ending in ‘-cial’ and ‘-tial’ Week 7: Step 6- Challenge Words <u>Autumn Two</u> Week 1: Year 5 Residential (Sayers Croft) Week 2: Step 7- Words ending in ‘-ant’ Week 3: Step 8- Words ending in ‘-ance’ and ‘-ancy’ Week 4: Step 9- Words ending in ‘-ent’ and ‘-ence’ Week 5: Assessment Week Week 6: Step 10- Words ending in ‘-able’ and ‘-ible’ Week 7: Step 11- Words ending in ‘-ably’ and ‘-ibly’	<u>Spring One</u> Week 1: Step 12- Challenge Words Week 2: Step 13- Words ending in ‘-able’, where the ‘e’ from the root word remains Week 3: Step 14- Words that are adverbs of time Week 4: Step 15- Words with suffixes where the base word ends in ‘-fer’ Week 5: Step 16- Words with ‘silent’ first letters <u>Spring Two</u> Week 1: Step 17- Words with ‘silent’ letters Week 2: Assessment Week Week 3: Step 18- Challenge Words Week 4: Step 19- Words with ‘ie’ after ‘c’ Week 5: Step 20- Words where ‘ei’ can make an /ee/ sound	<u>Summer One</u> Week 1: Step 21- Words where ‘ough’ makes an /or/ sound Week 2: Step 22- Words containing ‘ough’ Week 3: Step 23- Adverbs of possibility and frequency Week 4: Step 24- Challenge Words Week 5: Step 25- Words that are homophones or near homophones Week 6: Step 26- Words that are homophones Week 7: Step 27- Words that are homophones <u>Summer Two</u> Week 1: Step 28- Words that are homophones or near homophones Week 2: Step 29- Words that are homophones or near homophones Week 3: Step 30- Challenge Words Week 4: Step 31- Words with hyphens Week 5: Step 32- Challenge Words Week 6: Step 33- Challenge Words Week 7: Transition Week
Handwriting	<u>Autumn One</u> Week 2: Practising joining to and from the letter r copy are words Week 3: Ensuring letters are consistent in height and size copy words and add ing then ed Week 4: Developing fluency copy ire words Week 5: Ensuring the letter t is at the correct height copy inter words Week 6: Forming and joining the letter s copy words and their plurals Week 7: Consolidation	<u>Spring One</u> Week 1: Practising presentation copy ight words Week 2: More practise with presentation copy antonyms Week 3: Ensuring correct formation of the letter k ocket, icket, ucket, acket Week 4: Forming the letter y correctly bully, fully, filly, belly, welly, chilly Week 5: Practising speed and fluency add prefixes to words	<u>Summer One</u> Week 1: Practising forming and joining the letter f fa, fu, fe, fl, ft, ff Week 2: Practising writing with a slant ious, eous, cious, tious Week 3: Practising printing copy an address Week 4: Practising speedwriting copy patterns Week 5: Practising writing decorated capital letters whole alphabet Week 6: Practising writing letters copy addresses Week 7: Practising paragraphs copy a paragraph

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	<u>Autumn Two</u> Week 1: Year 5 Residential (Sayers Croft) Week 2: Practising break letters copy words containing break letters Week 3: Practising writing a play script copy stage directions Week 4: Practising printing copy country names and dates Week 5: Assessment Week Week 6: Forming ascenders correctly able, ible, ably, ibly Week 7: Consolidation	<u>Spring Two</u> Week 1: Practising punctuation : , ' - ! Week 2: Assessment Week Week 3: Ensuring consistency in letter sizes copy ough words Week 4: Practising speedwriting write words in full and short form Week 5: Forming small letters correctly copy ea words	<u>Summer Two</u> Week 1: Practising presentation copy patterns Week 2: Revising difficult joins ve, we, oe Week 3: Assessment Week Week 4: Revising difficult joins fe, re Week 5: Looking at different handwriting styles copy letters Week 6: Consolidation Week 7: Transition Week
Mathematics	<u>Autumn One</u> Weeks 2-4: Unit 1- Reasoning with large whole numbers Weeks 5-6: Unit 2- Problem solving with integer addition and subtraction Week 7: Unit 3- Line graphs and timetables <u>Autumn Two</u> Week 1: Year 5 Residential (Sayers Croft) Week 2: Unit 3- Line graphs and timetables Week 3-4: Unit 4- Multiplication and division Week 5: Assessment Week Weeks 6-7: Unit 4- Multiplication and division	<u>Spring One</u> Week 1: Unit 5- Perimeter and area Weeks 2-4: Unit 6- Fractions and decimals Week 5: Unit 7- Angles <u>Spring Two</u> Week 1: Unit 7- Angles Week 2: Assessment Week Weeks 3-5: Unit 8- Fractions and percentages	<u>Summer One</u> Weeks 1-2: Unit 9- Transformations Weeks 3-4: Unit 10- Converting units of measure Week 5-7: Unit 11- Calculating with whole numbers and decimals <u>Summer Two</u> Weeks 1-2: Unit 12- 2-D and 3-D shape Week 3: Assessment Week Week 4: Unit 13- Volume Weeks 5-6: Unit 14- Problem Solving Week 7: Transition Week
Science	<u>Autumn One</u> Forces <i>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces; and finally, they learn how to recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</i> <u>Autumn Two</u> Properties of Materials <i>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</i>	<u>Spring One</u> Changes of Materials Describe how to recover a substance from a solution; demonstrate that dissolving, mixing and changes of state are reversible changes <u>Spring Two</u> Animals, including humans The lessons have been written in sequence and are designed to challenge children to recall the knowledge and skills they have covered in the previous lesson(s)	<u>Summer One</u> Earth and Space Starting with an exploration of each planet - from Mercury to Neptune - this unit then explores how scientific ideas surrounding Earth's movement and placement have changed and developed over time. <u>Summer Two</u> Living Things and their habitats This unit builds on work from previous years and deepens the children's understanding of life cycles, reproduction and animal characteristics.
Physical Education	<u>Autumn One</u> Netball/Football <u>Autumn Two</u> Dance/Basketball	<u>Spring One</u> Outdoor and Adventurous Activities/Gym <u>Spring Two</u> Rugby/Dodgeball	<u>Summer One</u> Tennis/ Cricket/Athletics <u>Summer Two</u> Striking and Fielding/Cricket/Athletics
History	<u>Autumn One</u> Were the Vikings raiders, traders or settlers?	<u>Spring One</u> What was life like in Tudor England?	<u>Summer One</u> What did the Greeks ever do for us?

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	Exploring the Viking age by learning about Viking raids, trade, settlement and the struggle for control of Britain.	Investigating Tudor England by exploring royal portraits, progresses and inventories to learn what life was like for both ordinary people and monarchs.	Exploring ancient Greece by comparing the city-states of Athens and Sparta and investigating how they were governed.
Geography	<u>Autumn Two</u> What is life like in the Alps? <i>Investigating tourism in mountain environments by learning about the climate and features of the Alps, with a focus on Innsbruck.</i>	<u>Spring One</u> Why do oceans matter? <i>Examining the importance of oceans by learning how people use and affect marine environments.</i>	<u>Summer Two</u> Would you like to live in a desert? <i>Examining hot desert biomes by mapping the world's major deserts and investigating the physical features of the Mojave Desert.</i>
Art and Design	<u>Autumn Two</u> Sculpture and 3D: Interactive installation <i>Investigating how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett.</i>	<u>Spring Two</u> Painting and mixed media: Portraits <i>Investigating self-portraits by a range of artists, pupils use photographs of themselves as a starting point for developing their own unique self-portraits in mixed media.</i>	<u>Summer Two</u> Drawing: Depth, emotion and movement <i>Exploring how artists use space, scale and materials to create installation art that conveys ideas, transforms spaces and shapes the viewer's experience.</i>
Design and Technology	<u>Autumn One</u> Gears and pulleys <i>Investigating the history, mechanics and uses of gears and pulleys.</i>	<u>Spring Two</u> Textiles: Stuffed animal toys <i>Developing textile and sewing skills by designing and making a stuffed toy using fabric and decorative techniques.</i>	<u>Summer One</u> Cooking and nutrition: Developing a recipe Considering how recipes can be adapted to improve nutritional value by modifying a traditional Bolognese sauce.
Music (HMS- Clarinet Tuition)	Developing as a musician <i>Building Blocks:</i> Pulse: Perform at least 3 contrasting tempi, regularly and accurately, on a tuned instrument. Rhythm: Perform pieces using off-beat and dotted rhythms and single quaver rests. Melody (and notation): Perform and compose using 5 - 8 pitched notes. Capture the work in different formats so it can be recreated. <i>Strands of Learning:</i> Active Listening: Whilst listening, identify and perform syncopated/off-beat rhythms. Explain why the music uses those rhythms. Composing and Improvising: Create 4 bar melodies including some off-beat rhythms. Use different tempi and time signatures. Performing: Perform 5-8 note melodies or developed chord progressions (2+ chords per bar). Singing: Sing pieces with a range of at least 8 notes in at least 2 parts.		
Religion and World Views	<u>Autumn One</u> Why do people have to stand up for what they believe in? <i>Examining the idea of religious freedom by exploring historical and modern examples of people who have stood up for their beliefs.</i> <u>Autumn Two</u> Why doesn't Christianity always look the same? <i>Investigating why Christian worship looks different across the world when key beliefs are the same.</i>	<u>Spring One</u> What happens when we die? (Part 1) <i>Exploring beliefs about death and the afterlife by interpreting wisdom from religious and non-religious sources.</i> <u>Spring Two</u> What happens when we die? (Part 2) Comparing beliefs about what happens after death by exploring concepts such as reincarnation and enlightenment.	<u>Summer One</u> Who should get to be in charge? <i>Examining how leaders are chosen in different religions by exploring the influence of family connections, personal qualities and religious traditions.</i> <u>Summer Two</u> Why are some places in the world significant to believers? <i>Investigating why certain places are significant to religious worldviews by using maps, photographs, texts and personal responses.</i>
Spanish	<u>Autumn One</u> Talking about us, School subjects	<u>Spring One</u> Healthy eating. Going to the market, Healthy recipe	<u>Summer One</u> Out of this world

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	Autumn Two In the city, Shopping, Festive jumpers	Spring Two Clothes, colours, fancy dress	Summer Two At the seaside /Language Puzzle
Personal, Social and Health Education	Autumn One Being Me in My World Who am I and how do I fit? <i>In this Puzzle, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore leadership, motivation and how to approach challenges positively.</i> <i>Across the six Pieces, children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others. Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice.</i> <i>By the end of the Puzzle, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome.</i> Autumn Two Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique. <i>In this Puzzle, children explore cultural similarities and differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. They develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying. Across the six Pieces, children practise problem-solving, managing feelings and supporting others who experience bullying. They explore how wealth and happiness are not the same and compare lives across the world, developing empathy and respect for different communities.</i>	Spring One Dreams and Goals <i>Aspirations, how to achieve goals and understanding the emotions that go with this. Overcoming obstacles, managing frustration and helping others to succeed.</i> <i>In this Puzzle, children explore the lifestyles they hope for as adults and consider how money, careers and personal values can shape future choices. They investigate different jobs, think critically about information online and reflect on how goals can change over time. Across the six Pieces, children compare aspirations with young people in other cultures, learning about rights, opportunities and barriers. They explore ways to support others through teamwork, fundraising and community action.</i> Spring Two Healthy Me <i>Being and keeping safe and healthy.</i> <i>In this Puzzle, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. They develop basic emergency aid skills, including how to stay calm and get help. Across the six Pieces, children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle.</i>	Summer One Relationships <i>Building positive, healthy relationships.</i> <i>In this Puzzle, children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities. Across the six lessons, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn about how we can balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried.</i> Summer Two Changing Me <i>Coping positively with change.</i> <i>In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this.</i>
Computing	Autumn One Weeks 1-5: Quizzing Weeks 6-7: Databases	Spring One Weeks 1-6: Spreadsheets Spring Two	Summer One Weeks 1-6: Word Processing Week 7: Concept Maps

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	<u>Autumn Two</u> Weeks 1-2: Databases Weeks 3-7: Game Creator	Weeks 1-5: Coding	<u>Autumn Two</u> Weeks 1-3: Concept Maps Week 4-6: Micro:bit
Trips and Events (Young Entrepreneurs Project: £5 Challenge- Summer 2) Music Tuition- Clarinet (Whole Class throughout the year)	<u>Autumn One</u> - British Museum (History) - British Museum- Live schools' broadcast: the Bayeux Tapestry (14 October 2026 at 10.30) (History) <u>Autumn Two</u> - Victoria and Albert Museum (Art) 3 Day Residential: Sayers Croft (Geography) £optional <u>Whole School Theme Events</u> Aut 1- Poetry Competition European Day of Language Aut 2- Theatre Visit- Aladdin Remembrance Day EYFS, KS1 Christmas Productions, KS2 Carol Concert	<u>Spring One</u> - Hampton Court Palace (King Henry's Court)(History)£ <u>Spring Two</u> - Natural History Museum (Ocean Life and Habitat Show) (Science) <u>Whole School Theme Events</u> Spr 1- Mental Health Week Safer Internet Day Spr 2- Word Book Day Engineering Week	<u>Summer One</u> - Transition Workshop (SpringWest Academy) (English) - Visiting Planetarium- Science Dome (Oasis in Space) (Science) - British Museum (History) <u>Summer Two</u> - Lakshmi Narayan Temple, Hounslow (RE) - National Gallery (Art) - First Aid Workshop (Skillz4Life) - Young Entrepreneurs Project: £5 Challenge (PSHE/ Maths) <u>Whole School Theme Events</u> Sum 1- Earth Day Sum 2- Arts Week