



Year 5 Long Term Overview 2026-2027

Mrs McDonnell and Mrs Higginson

	Autumn A (8)	Autumn B (8)	Spring A (6)	Spring B (6)	Summer A (5)	Summer B (7)
Topic Title	Rebels		Exploration and Discovery		One World	
Learning Behaviour	Perseverance	Imagining	Enthusiasm	Independence	Reciprocity	Reasoning
Enrichment	TBD	TBD	TBD	TBD	TBD	TBD
S+L opportunities	Presentation on Annie's journey Character improvisation and hot seating E-Safety presentation	Dragon's Den DT	Within ICT as part of digital media	Hot seat in English Debate	TV or online broadcast Persuasive arguments debates	Persuasive arguments
English text	Queen of the falls by Chris Van Allsburg Goodnight Stories for Rebel Girls by Elena Favilli <i>Pathways to write</i>	The Lost Happy Endings by Carol Ann Duffy Hansel and Gretel by Neil Gaiman Green <i>Pathways to write</i>	Arthur and the Golden Rope by Joe Todd Stanton Myths of the Norsemen by Roger Lancelyn <i>Pathways to write</i>	The Darkest Dark by Chris Hadfield Cosmic by Frank Cottrell Boyce The Boy Who Climbed into the Moon by David Almond <i>Pathways to write</i>	The Paperbag Prince by Colin Thompson The Last Wild by Piers Torday <i>Pathways to write</i>	The Hunter by Paul Geraghty The Child's Elephant by Rachel Campbell-Johnston <i>Pathways to write</i>
English outcome	Outcome Recount: series of diaries Greater Depth Series of diaries with viewpoint of other characters	Outcome Fiction: traditional tale Greater Depth Traditional tale from another character's POV	Outcome Fiction: myth Create heroes, villains and monsters Greater Depth Vary the viewpoint from which the myth is told	Outcome Recount: biography Greater Depth A first-person recount with an experience from the person's life within the biography	Outcome Persuasion/information: Hybrid leaflet Greater Depth Write an oral presentation for a TV or online broadcast as expert	Outcome Fiction: journey story Greater Depth Write a leaflet/ letter to a film director explaining why 'The Hunter' should be made into a film
Reading	Goodnight Stories for Rebel Girls by Elena Favilli Draw inferences. Make comparisons <i>Pathways to Read</i>	Hansel and Gretel by Neil Gaiman Language choice Themes and conventions Summarising <i>Pathways to Read</i>	Odd and the Frost Giants by Neil Gaiman Draw inferences Make comparisons <i>Pathways to Read</i>	Exploring Space Language Fact and opinion Summarising <i>Pathways to Read</i>	Pollution: a look behind the scenes Draw inferences Language <i>Pathways to Read</i>	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin Language Inferences Themes and conventions <i>Pathways to Read</i>
Spelling	Year 3/4/5/6 words Suffixes: ed, ing, ly Contractions ough words <i>Pathways to Spell</i>	Year 3/4/5/6 words Possessive apostrophes Prefixes: dis, mis, de, re, over Homophones	Year 3/4/5/6 words ei after c Silent letters Words ending cious or tious	Year 3/4/5/6 words Suffixes: ate, ise, ify Homophones <i>Pathways to Spell</i>	Year 3/4/5/6 words Words ending: able/ably and ible/ibly Words ending: cial, tial <i>Pathways to Spell</i>	Year 3/4/5/6 words Possessive apostrophes ei after c Prefixes: dis, mis, re, de, over

		Pathways to Spell	Pathways to Spell			Homophones Pathways to Spell
Maths	Place Value (3) Addition and Subtraction (2) Multiplication and Division (2) White rose maths	Multiplication and Division (1) Fractions A (4) Consolidation (2) White rose maths	Multiplication and Division (3) Fractions B (2) Decimals and Percentages (1) White rose maths	Decimals and Percentages (2) Perimeter and area (2) Statistics (2) White rose maths	Shape (3) Position and Direction (2) White rose maths	Decimals (2) Negative numbers (1) Converting units (2) Volume (1) White rose maths
Science	Animals including humans (humans development to old age) My Rising Stars	Living things and their habitats - life cycles My Rising Stars	Forces My Rising Stars	Earth and space My Rising Stars	Properties of materials My Rising Stars	Changes of materials My Rising Stars
Computing	Computing systems and networks - Communication and collaboration Teach Computing - DfE	Creating media - Video production Teach Computing - DfE	Programming A - Selection in physical computing Teach Computing - DfE	Data and information - Flat-file databases Teach Computing - DfE	Creating media - Introduction to vector graphics Teach Computing - DfE	Programming B - Selection in quizzes Teach Computing - DfE
History			<u>Anglo Saxons and The Vikings</u> - Who were they/come from/who came first/influence on our world today - Moving onto the struggle for the kingdom of England Chris Trevor Planning		<u>Mayans (non-European society providing contrast with British History)</u> -Link back to Anglo-Saxons -contrast with what was happening in 900 - Anglo-Saxon struggle. Chris Trevor Planning	
Geography	<u>Just North America</u> Locational and place knowledge - a region in North America (The Great Lakes and Niagara) Can you plan the route for Annie's tour? Chris Trevor Planning	<u>North America - Canada and USA</u> Continue with the rest of Geography of the rest of North America - Canada and USA Chris Trevor Planning	<u>UK counties and cities in Britain</u> - <u>Name and locate them</u> - <u>Links to history</u> How did places get their names? (from Anglo-Saxons and Vikings place name ending - who got what in the struggle for Kingdom of England) Chris Trevor Planning		<u>Mayans - link to history</u> -Links back to geography -Central America - where did the Mayans settle? -looking at longitude in more detail here - link to central America and the Mayan's settlement -Locate and discuss... Earth - Latitude Longitude Equator Time zones	

					Hemispheres Tropics of Cancer/Capricorn Chris Trevor Planning	
Art	Sculpture and 3D: Interactive installation Kapow			Painting and mixed media: Expressive portraits Kapow	Craft and design: Architecture Kapow	
DT		Mechanical systems: Gears and Pulleys Kapow	Digital world: Monitoring devices Kapow			Cooking and nutrition: Developing a recipe Kapow
RE	<u>ISLAM</u> Why are the Five Pillars important to Muslims for their daily lives? CWAC	<u>ISLAM</u> How is the Muslim way of life expressed at home and in the community? CWAC	<u>SIKHISM</u> How are the values of community and equality shown through the Sikh way of life? CWAC	<u>CHRISTIANITY</u> Which beliefs do we find hard to understand in Christianity? CWAC	<u>CHRISTIANITY</u> How and why do Christians worship? What are the benefits for believers? CWAC	<u>CHRISTIANITY</u> Bible explorers - trip through the Bible, learning the different stories of the Old Testament in particular Walk through the bible
PE	<u>OAA</u> Team building and problem solving - <u>Games</u> Tag rugby ** Complete PE	<u>Health</u> Healthy lives and healthy habits - fitness to improve strength and core muscles. <u>Games</u> Invasion games - Football ** Complete PE	<u>Dance - street Dance</u> <u>Games</u> Invasion games - basketball Complete PE	<u>Games</u> Team striking and fielding games - rounders <u>Games</u> Team striking and fielding games to include adapted version of cricket. ** Complete PE	<u>Games</u> Invasion games - hockey <u>Games</u> Racket games to include skill development through adapted version of tennis. Complete PE	<u>Athletics</u> Throwing and jumping <u>Athletics</u> Athletics Complete PE
Music	Music in nature: chords and melodies Kapow	Three-chord pop: playing in a band Kapow	West African rhythms: Create, play and perform Kapow	Music technology: Podcasts and jingles Kapow	Stage and song: Storytelling through music Kapow	Samba sounds: Rhythm and groove Kapow
French	Me and my friends at school Primary language network	Time in the city Primary language network	At the Market Primary language network	Clothes Primary language network	Out of this World Primary language network	Going to the seaside Primary language network
P4C	DREAM Team Conflict Progress Family		Sustainability Equality Poverty Society		Recycling Bullying Consent Mental Health	

	Human Rights My Happy Minds	My Happy Minds	My Happy Minds
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