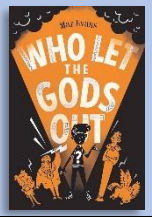
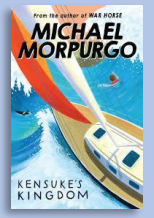
St. Thomas's C.E. Primary School Year Five Long Term Plan: 2026 - 2027

	Autumn	Spring	Summer
Theme			
Hook	Meet the Gods	Build the Solar System	Mystery box of artefacts
Enrichment	Ancient Greek buffet Greek workshop Christmas Pantomime	Class trip to Jodrell Bank Life Caravan PSHE Workshop	Forest School
Showcase	Harvest Festival	Learning Showcase: Space	iMovie

	Autumn		Spring		Summer	
Reading		**Author of the term:** Maz Evans		**Author of the term:** Frank Cottrell-Boyce		**Author of the term:** Michael Morpurgo
	Tuesday Things You Find in a Poet's Beard		The Lost Thing Old Possum's Book of Practical Cats		Information/Reference texts - Rainforests Top Gun of the Sky	

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<table>
<tr><td></td><td colspan="3">Reading Objectives taught throughout the year</td></tr>
<tr><td></td><td>Word Reading
1. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</td><td colspan="2">Comprehension
1. Maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference book or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- learning a wider range of poetry by heart.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
2. Understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- identifying how language, structure and presentation contribute to meaning.
3. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
4. Distinguish between statements of fact and opinion.
5. Retrieve, record and present information from non-fiction.
6. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
7. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
8. Provide reasoned justifications for their views.</td></tr>
<tr><td>Writing</td><td>Newspaper report-Writing to inform
Narrative: -Writing to Entertain
Press Release- Writing to Persuade
Greek Gods information leaflet-Writing to Inform
Poetry in the style of the author- Writing to Entertain</td><td>Persuasive letter- Writing to Persuade
Apollo 11 astronaut biography- Writing to inform
Narrative: What is The Lost Thing? -Writing to Entertain
Diary Entry- Writing to inform</td><td>Narrative: Life on the island-Writing to Entertain
Rainforest non-fiction book-Writing to inform
Writing to Discuss</td></tr>
</table>

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<table>
<tr><td>Grammar & Punctuation</td><td colspan="2">Writing to Inform-Grammar Use subordinating conjunctions
Use expanded Noun Phrases
Use Relative Clause
Punctuation- Use brackets, dashes and commas to explain technical vocabulary
Punctuation- semi co;ons, colons for lists
Commas for clause

Writing to entertain- Grammar Use subordinate and relative clause.
Variety of sentences
Punctuation- Use brackets, dashes and commas for parenthesis
Use dashes for additional information

Writing to Persuade- Grammar imperative and modal vebs,
Adverbials
Short sentences for emphasis.</td><td colspan="2">Writing to Inform-Grammar Use subordinating conjunctions
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Writing to Persuade- Grammar imperative and modal vebs,
Adverbials
Short sentences for emphasis.
Punctuation- Use question marks and exclamation marks for rhetorical questions
Use brackets, dashes and commas for parenthesis</td><td colspan="2">Writing to Inform-Grammar Use subordinating conjunctions
Use expanded Noun Phrases
Use Relative Clause
Punctuation- Use brackets, ,dashes and commas to explain technical vocabulary
Punctuation- semi co;ons, colons for lists
Commas for clause

Writing to entertain- Grammar Use subordinate and relative clause.
Variety of sentences
Punctuation- Use brackets, dashes and commas for parenthesis
Use dashes for additional information

Writing to discuss- Grammar- Use modal vebs
Use adverbials
Use relative clause
Use expanded noun phrases
Begin to use passive voice
Punctuation- Use brackets, dashes and commas for parenthesis
Use commas for relative clause</td></tr>
<tr><td rowspan="2">Spelling</td><td>Adding the suffix / cious /
Adding the suffix / tious /
CEW*: Split digraphs
Adding the suffix / tial /</td><td>Adding the suffix / cial /
CEW: Easy words
Adding the suffix / cious / & / tious /
Adding the suffix / tial / & / cial /</td><td>Adding the suffix / ant /
CEW / ee / sound spelt / e /
Adding the suffix / ance /
Adding the suffix / ancy /</td><td>CEW: / shun / sound spelt / tion /, / sion / & / ssion /
Adding the suffix / ent /
CEW: remembering the doubles</td><td>Adding ant & ent
Adding the suffix / ence /
Adding the suffix / ency /
CEW: remembering the doubles
Adding ance & ence</td><td>Adding ancy & ency
Adding the suffix / able /
CEW: The / s / sound using the / c / spelling
Adding the suffix / ible /
Adding able & ible</td></tr>
<tr><td colspan="5">*CEW = Common Exception Words</td></tr>
<tr><td>Maths</td><td colspan="2">Place Value (3 Weeks)
Addition & Subtraction (2 Weeks)
Multiplication & Division A (3 Weeks)
Fractions A (4 Weeks)</td><td colspan="2">Multiplication & Division B (3 Weeks)
Fractions B (2 Weeks)
Decimals & Percentages (3 Weeks)
Perimeter & Area (2 Weeks)
Statistics (1 Week)</td><td colspan="2">Shape (3 Weeks)
Position & Directions (2 Weeks)
Decimals (3 Weeks)
Negative Numbers (1 Week)
Converting Units (2 Weeks)
Volume (1 Week)</td></tr>
</table>

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RE	**Unit 5.1 - The Bible** How and why do Christians read the Bible? Link to Hinduism	**Unit 5.2 - Christmas** How do our celebrations reflect the true meaning of Christmas?	**Unit 5.3 - Jesus** Why do Christians believe Jesus was a great teacher?	**Unit 5.4 - Easter** Why do Christians believe that Easter is a celebration of victory?	**Unit 5.5 – Old Testament Women** Did she make the right choice? Link to Judaism	**Unit 5.6 – Loss, Death & Christian Hope** Is death an ending or a beginning?
Christian Value	**Respect**	**Humility**	**Creativity**	**Wisdom**	**Forgiveness**	**Thankfulness**
Science	**Forces** 1. Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object. 2. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. 3. Recognise that some mechanisms allow a smaller force to have a greater effect.	**Properties & changes of materials** 1. Compare and group together everyday material on the basis of their properties. 2. Some materials will dissolve in liquid, and describe how to recover a substance from a solution. 3. Use knowledge of solids, liquids and gases to decide how mixtures might be separated. 4. Give reasons, based on evidence, for the use of everyday materials. 5. Demonstrate that dissolving, mixing and changes of state of reversible changes. 6. Explain that some changes result in the formation of materials and that this kind of change is not usually reversible	**Earth & Space** 1. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. 2. Describe the movement of the Moon relative to the Earth. 3. Describe the Sun, Earth and Moon as approximately spherical bodies. 4. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**Animals including humans** 1. Describe the changes as humans develop to old age.	**Living things & their habitats** 1. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. 2. Describe the life process of reproduction in some plants and animals.	
Working Scientifically	**During UKS2, pupils should be taught to use the following practical scientific methods, processes and skills.**					
	1. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. 2. Taking measurements, using a range of scienticfic equipment, with increasing accuracy and precision, taking repeat reading when appropriate. 3. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 4. Using test results to make predictions to set up further comparative and fair tests. 5. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. 6. Identifying scientific evidence that has been used to support or refute ideas or arguments.					
Computing	**Online safety** 1. Understand that passwords need to be strong and that apps require some form of password. 2. Recognise some types of online communication and know who to go to if they need help with any communication matters online. 3. Search for simple information about a person, such as their birthday or key life moments. 4. Know what bullying is and that is can occur in both online and in the real world. 5. Recognise when health and well-being are being affected in either a positive or negative way through online use. 6. Offer some advice and tips to combat the negative effects of online use.	**Mars Rover** 1. Identify some of the types of data that the Mars Rover could collect. 2. Explain how the Mars Rover transmits the data back to Earth and the challenges involved in this. 3. Read any number in binary, up to eight bits. 4. Identify input, processing and output on the Mars Rovers. 5. Read binary numbers and grasp the concept of binary addition. 6. Relate binary signals (Boolean) to a simple character-based language, ASCII.	**Micro: Bit** 1. Clip blocks together and predict what will happen. Make connections with previous programming interfaces they've used. 2. Create their own images to make the animation and recognise the difference between 'on start' and 'forever'. 3. Recognise blocks they've used previously, identifying inputs and outputs use and make predictions about how variables work. 4. Choose appropriate blocks to complete the program and attempt the challenges independently. 5. Break a program down into smaller steps, suggesting appropriate blocks and match the algorithm to the program.			

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History	Ancient Greece			Comparing the Ancient Maya and Anglo-Saxons		
Geography	World countries – Biomes & environmental regions		4 & 6 figure grid references		Ordnance Survey map fieldwork	
Art	Drawing & Painting **Significant Artist:** Friedensreich Hundertwasser	Printing **Significant Artist:** Andy Warhol	Textiles & Collage **Significant Artist:** Lesley Richmond	Sculptures & Collage **Significant Artist:** Barbara Hepworth	Painting **Significant Artist:** Jim Dine	Creative Response Printmaking & Textiles Recap of textile artists and print makers
DT	Structures: **How are frames strengthened, reinforced and made rigid?** **Significant Designer:** Abraham Darby		Food & Nutrition: **Why are our diets so different?** **Significant Chef:** Georges Blanc		Mechanisms: **How can you lift a car onto a roof?** **Significant Engineer:** George Washington Gale Ferris Jnr	
PE	Mindfulness	Dance	Gymnastics	Badminton	Outdoor Education	Athletics
	Hockey	Basketball	Dodgeball	Volleyball	Fitness	Cricket

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Music	**Sea shanties** 1. Compose body percussion patterns to accompany a sea shanty. 2. Keep the beat playing a 'cup' game. 3. Sing a sea shanty expressively, with accurate pitch and a strong beat. 4. Sing in unison while playing an instrumental beat (untuned). 5. Play bass notes, chords, or rhythms to accompany singing. 6. Talk about the purpose of sea shanties and describe some of the features using music vocabulary.		**Madina tun nabi** 1. Improvise freely over a drone. 2. Sing a song in two parts with expressions and an understanding of its origins. 3. Sing a round and accompany themselves with a beat. 4. Play a drone and chords to accompany singing. 5. Listen and copy back simple rhythmic and melodic patterns.		**Kisne banaaya** 1. Compose a simple accompaniment using tuned instruments. 2. Create and perform their own class arrangement. 3. Sing and play the melody of *Kisne banaaya.* 4. Sing in a 4-part accompanied with a pitched ostinato.	
PSHE	**Me & my relationships** 1. Feelings 2. Friendship skills include compromise 3. Assertive skills 4. Cooperation 5. Recognising emotional needs	**Valuing Difference** 1. Recognising and celebrating difference, including religions and cultural. 2. Influence and pressure of social media.	**Keeping Safe** 1. Managing risk, incl. online safety 2. Norms around use of legal drugs (tobacco, alcohol). 3. Decision-making skills.	**Rights & Respect** 1. Rights, respect and duties relating to my health. 2. Making a difference. 3. Decisions about lending.	**Being my Best** 1. Growing independence and taking ownership. 2. Keeping myself healthy. 3. Media awareness and safety. 4. My community.	**Growing & Changing** 1. Managing difficult feelings. 2. Managing change. 3. How my feelings help keeping safe. 4. Getting help.
MFL	**La Fruta (Fruits)** ***	**Las Estaciones (Seasons)** **	**Las Verduras (Vegetables)** ***	**Me Presento (Presenting Myself)** *	**Mi Familia (My Family)** **	