



St Andrew's C of E Junior School - Year 5 – Long Term Plan 2025 - 2026

Subject	Autumn	Spring	Summer
	GG – Identity and diversity Values- UNITY	Global Goals: Sustainable Development Values – Responsibility	Global Goals: Social Justice Values – Fairness Equality
Religious Education	<p>NATRE U31 What does it mean if Christians believe God is holy and loving?</p> <p>NATRE U32 What does it mean to be a Muslim in Britain today?</p>	<p>NATRE U33 Why is the Torah so important to Jewish people?</p> <p>NATRE U34 Creation and science: conflicting or complementary?</p>	<p>NATRE U35 How can following God bring freedom and justice?</p> <p>NATRE U36 What matters most to Humanists and Christians?</p>
English	<p>At St Andrew's we use a range of texts, and visual literacies to support the teaching of writing, alongside the I Am A Clever Writer materials. Over the course of each half term, we study a range of genres and show our new skills weekly in a Star Write, which culminates in a final piece of extended writing in each area.</p>		
	<p>Texts: How to Train Your Dragon (Andy Shepherd)</p> <p>Viking Boy (Tony Bradman)</p> <p>I am the dreadful menace (unknown)</p>	<p>Texts: Varmints (Helen Ward)</p> <p>Hidden Figures (Margot Lee Shetterly)</p>	<p>Texts: Theseus and the Minotaur (retold by Warwick Hutton)</p> <p>The Highwayman (Alfred Noyes)</p>
	<p>Non-chronological reports Pupils will use their understanding of physical geography to write a non-chronological report as a double page spread about how various mountain types are formed.</p> <p>Narrative: fiction Pupils will imitate and innovate upon the opening two chapters of How to train your dragon. They will decide upon a character, setting and event, which is reflective of the Viking era.</p> <p>Film and Playscript Pupils will explore how to change</p>	<p>Narrative: issues/dilemmas Pupils will imitate and innovate upon the picture book, 'Varmints'. They will imitate the structure of the story but will select an alternative area of focus to support our Global Goal of sustainable development.</p> <p>Persuasion: letter writing Pupils will study the text, 'Hidden Figures' and will use it as a stimulus to write a persuasive letter to the King to persuade him to include Katherine Johnson on the Honours List.</p>	<p>Recount: diary entry Using the text, 'Theseus and the Minotaur' as a stimulus, pupils will look at the features of diary writing before writing their own from the mindset of a child being sent to the Minotaur.</p> <p>Narrative: older literature This unit will combine with 'Classic Poetry', in which pupils will study 'The Highwayman' by Alfred Noyes. Pupils will create an alternate ending for the poem.</p> <p>Discussion: formal debate Pupils will use their learning from our</p>

	<p>narrative into a playscript, before embarking on their own playscript to accompany their study of the text, 'Viking Boy'.</p> <p>Poems with figurative language Pupils will study the poem 'I am the Dreadful Menace'. From this study, and their work on Mountains in Geography, pupils will create their own imaginative poems.</p>	<p>Newspaper Report: Pupils will study the text 'Hidden Figures' and write a newspaper report on based on the moon landing and the women's role within this. The children include their direct and indirect speech.</p> <p>Poems with a structure: haikus, limericks Pupils will look at the features of haikus and limericks before embarking on writing their own.</p>	<p>Geography study to debate whether tourism has a positive impact on coastal communities.</p> <p>Classic Poetry See above for 'Narrative: older literature'</p>
	To ensure each child in our school makes progress, we have a guided comprehension lessons daily. We also encourage reading at home with pupils bringing home a reading book at their appropriate level monitored using reading records.		
	We follow the National Curriculum spelling framework, teaching key spelling rules for the appropriate age range using spelling shed as a resource. We also set spellings every week on spelling shed to practise at home and in school.		
	Pupils build upon grammatical features that are appropriate for the age range. This is supported by the teaching of varied sentence types. Grammar is integrated throughout the writing units.		

Mathematics	At St Andrew's, we use the White Rose Hub materials. This resource promotes a journey and long-term goal, achieved through exploration, clarification, practise and application over time. At each stage of learning, pupils should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time. We also complete 'Key Skills' every day to reinforce arithmetic skills.		
	<p>Number and place value</p> <p>Addition and Subtraction</p> <p>Multiplication and Division A</p> <p>Fractions A</p>	<p>Multiplication and Division B</p> <p>Fractions B</p> <p>Decimals and Percentages</p> <p>Perimeter and Area</p> <p>Statistics</p>	<p>Shape</p> <p>Position and Direction</p> <p>Decimals</p> <p>Negative numbers</p> <p>Converting units</p> <p>Measurement: Volume</p>

<p>Topic</p>	<p><u>Science</u> Living things and their habitats (Biology) Pupils will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. They will also describe the life process of reproduction in some plants and animals.</p> <p><u>Science</u> Forces (Physics) Pupils will explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. They will identify the effects of air resistance, water resistance and friction that act between moving surfaces. They will recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><u>Geography</u> Mountains Pupils will name and locate some of the significant mountain ranges around the world; describe features of a mountain environment and how mountains are formed. Children will focus on the area of North America and study the human and physical geography within that continent.</p> <p><u>History</u> Vikings Were the Vikings as vicious as we are led to believe? Pupils will investigate Viking attacks and their settlements: looking at the impact they had on other cultures and how they adapted to the conquered land.</p> <p><u>Computing</u> Computing systems and networks – systems and searching Pupils will discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</p> <p><u>Computing</u></p>	<p><u>Science</u> Properties and changes of materials (Chemistry) Pupils will classify living things, 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. Pupils will demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p><u>Science</u> Earth and Space (Physics) Pupils will 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 They will use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><u>Geography</u> Local Area Study Pupils will develop skills of geographical enquiry in relation to features of the local environment. They will understand map symbols and study their local area. Produce their own OS 'Explorer' map, using appropriate symbols. Children will take digital images of features to create an interactive map using mapping software.</p> <p><u>Computing</u> Programming Pupils will explore the concept of selection in programming through the use of the Crumble programming environment. They will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors).</p> <p><u>Computing</u> Data and information – Flat-file databases Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from</p>	<p><u>Science</u> Animals, including humans (Biology) I can describe the changes as humans develop to old age.</p> <p><u>Science</u> Scientists and Inventors Pupils will research different scientists that have been a part of key scientific discoveries and learn more about the world around them.</p> <p><u>History (Greek Week)</u> Ancient Greece Pupils will be taught democracy within Ancient Greece. They will examine the value and importance of fitness, sport and health; they will interpret primary sources to provide clues as to what life was like. Pupils will identify the importance of Greek Gods and how they influenced beliefs; and understand the legacy that the Ancient Greeks left.</p> <p><u>Geography</u> What it is like to live by the coast? Pupils will identify features of a coastal area in the UK and compare/contrast to a heavily populated coastline in Europe and environmentally sensitive area (Antarctica/Great Barrier Reef). They will examine physical and human features of a coastal town and describe key aspects of coasts and settlement types and land use.</p> <p><u>Computing</u> Creating media – Introduction to vector graphics Pupils will start to create vector drawings. They learn how to use different drawing tools and will use them to help create images.</p> <p><u>Computing</u> Programming B – Selection in quizzes Pupils will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'.</p> <p><u>Art</u></p>
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	<p>Creating media – video production Pupils will learn how to create short videos by working in pairs or groups. They will develop the skills of capturing, editing, and manipulating video.</p> <p>Art – Clay and sculptures Design and create a dragon eye out of clay using a range of methods to provide detail and structure.</p> <p>Art - Henri Rousseau (Post-Impressionist) Pupils will look at the artist Henri Rousseau and create work inspired by him, including collaging and painting techniques. Links well to habitats as lots of his work focuses on plants and environment – jungle.</p> <p>DT Gears and pulleys Design and make a dish using a range of ingredients (especially ones that are linked to Britain), equipment and techniques.</p> <p>French Weather and Seasons Pupils will describe the weather they might experience during the four seasons.</p> <p>Clothing Pupils will describe colours and properties of materials as studied within Science (soft, fluffy, waterproof, thick). Christmas Song to look at as a class: Il est ne le divin enfant (He is born the divine child) Whole school Christmas song: Bonhomme de neige</p> <p>PE Invasion games (netball and football)</p> <p>Music Wider opportunities – pupils will learn how to play and perform the clarinet</p>	<p>their data to help solve problems, and will also use a real-life database to answer questions.</p> <p>Art – Andy Warhol Pupils will look at the artist Andy Warhol and will create work inspired by him, including painting and printing techniques.</p> <p>DT Structures and Frameworks Create a model of a solar system using a range of equipment and materials.</p> <p>French Where you live (Links to Geography-local study) Pupils will describe where they live and what is in their town. Pupils will focus on the verb ‘go’ Directions Left, Right, Straight ahead, opposite, next to Traditional Tale: Little Red Riding hood. (Could be linked to directions i.e. to Grandmas and where little Red lives.</p> <p>PE Invasion Games (Rugby).</p> <p>Music Wider opportunities – pupils will learn how to play and perform the clarinet over the course of the academic year.</p>	<p>Pupils will examine Greek renaissance art and recreate their own, using Greek mythology as a stimulus.</p> <p>DT- Textiles - Functional Wallets Design and make a functional wallet using fabric and various stitching techniques.</p> <p>French – Champs Elysees Mille huit cent soixante Pupils will look at the historical importance of this landmark and how the French public view this place of interest. Pupils will create maps and give directions of where it is and what other facilities are nearby.</p> <p>PE Tennis (Net and ball game) and Rounders (Striking and fielding)</p> <p>Music Wider opportunities – pupils will learn how to play and perform the clarinet over the course of the academic year.</p>
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