Year 5 and 6 Long Term Plan 2025 – 2026 Year B

	Autumn Term September – December 2025		Spring Term January – April 2026		Summer Term May – July 2026	
English 	Poems from a Green and Blue Planet Races in Frozen Places Boy at the Back of the Class		Glitter Boy Other texts TBC		The Nowhere Emporium Other texts TBC	
Maths 	**Year 5** Place Value 4 Operations Fractions	**Year 6** Place Value 4 Operations Fractions Converting Units	**Year 5** Multiplication and Division Fractions Decimals and Percentages Perimeter and Area Statistics	**Year 6** Ratio Algebra Fractions, Decimals Percentages Perimeter, Area and Volume Statistics	**Year 5** Shape Position and Direction Decimals Negative Numbers Converting Units Volume	**Year 6** Properties of Shape Position and Direction Consolidation
History 	**Leisure and Entertainment in the 20th Century** *How do young people's lives in the 1960s compare to now?* *How has technology changed and what is its impact?* *How did cinema and football change over the 20th century?*		**Mayans** *What were the religions and who were the gods?* *What key explorations and discoveries happened?* *Why did the Mayan empire end so quickly?*		**World War II** *What was the role of women during and after the war?* *How did rationing and evacuation affect children?* *What was the Holocaust, why did it happen and what was its impact?*	
Geography 	**Trade and Economics** *What do we trade and who do we trade with?* *Fair Trade* *The Global Economy* *How has trading changed?*		**North America** *Continents, Countries and Cities* *Weather and Climate* *Comparing Places*		**Energy** *Power* *Renewable and Non-renewable Energy* *Where our food comes from* *Sustainability*	
Science 	**Light** • Recognise that light appears to travel in straight lines; • Use the idea that light travels in straight lines to explain that objects are		**Evolution and Inheritance** • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago;		**Living Things and their Habitats** • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,	

	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 as the objects that cast them. **Electricity** • 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.	• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Animals, including Humans** • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans.	including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics. **Looking After the Environment** • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • Using simple models to describe scientific ideas • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments.
Computing 	**Computing systems and networks – Communication and Collaboration** Learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they	**Creating media – Webpage creation** This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to	**Programming A – Variables in games** This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard.

	complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet. **Creating media – Vector drawing** In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.	copyright and fair use of media, the aesthetics of the site, and navigation paths. **Data and information – Spreadsheets** This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.	**Programming B – Sensing** The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.
RE Discovery RE	**What do Christians believe about the death of Jesus?** **How do rites of passage shape the lives of different Christians?**	**Is it ever right to die for something?** **Why is it important to Muslims that Muhammad is known as the seal of the prophets?**	**How far does the mosque contribute to the Muslim concept of Ummah?** **What does it mean to live a good life?**
Art 	**Pattern on Fabrics** **Visual element**: line, shape, pattern, motif, design **Artist:** traditional batik from Java, Indonesia, Mali, block printed Indian cloths, W. Morris **Process:** textiles, batik, block printing, dying fabric **Final artwork:** batik cloth, block printed fabric with repeating pattern	**South American Art** **Visual element**: shape, colour, composition **Artist:** Beatriz Milhazes **Process:** painting, collage, screen printing **Final artwork:** abstract painting or screen print (arrangement of shapes and colours)	**Wildlife** **Visual element**: line, mark, smudge, shape, form, texture **Artist:** R. Sweeney, C. Brancusi **Process:** observational drawing, printing, clay work, mixed- media 3D form **Final artwork:** 3D model of a bird
Design and Technology 	**Textiles – Clothing and Bags** Pupils will learn how cotton cloth is manufactured, then go on to look at how textiles like this are used to make clothes and other items. As they learn about the design and	**Structures: African Musical Instruments** Children will explore the rich and energetic genre of African music and use it to inspire the investigation and creation of several different	**CAD: Scratch Project (animation)** Children continue developing their skills in writing their own algorithms as well as editing and debugging existing codes. New skills are introduced to structure code and animate

	manufacturing processes of the fashion industry, they'll also develop their own skills designing and making a fashionable product of their own: a hand-stitched drawstring bag or a piece of clothing.	African instruments including the kalimba, djembe drum and the shekere.	characters and scenes, gradually building to create a short, animated story.
PE 	**Swimming** **Dance** **Hockey**	**Orienteering** **Netball** **Gymnastics**	**Athletics** **Cricket** **Rounders**
Music 	**Melody and Harmony in Music** Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. **Sing and Play in Different Styles** Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too.	**Composing and Chords** In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords. **Enjoying Musical Styles** There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.	**Freedom to Improvise** Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).
PSHE 	**TEAM** Address collaborative learning and compromise to ensure task is completed successfully, discuss different types and effects of unkind behaviour, explore strategies for helping situations by creating team support networks. Address the importance of caring for team members and the shared responsibilities a team has. **Diverse Britain** Inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the	**Safety First** Assess the risk associated with different situations and learn about what to do if they feel in danger, how to identify an emergency, what to do and how to get help when needed. Look at hazards, dangers and risks, both inside the home and outdoors, and they will identify strategies for safe use of roads, railways, water and fireworks. **One World** Enable the children to explore the ideas of sustainability, the use of the earth's natural	**Growing Up** Builds on children's knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes. **Aiming High** Learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people

	structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. Children learn about the law and the consequences of not respecting it, the workings of local and national government and the role of charities and voluntary groups in British society.	resources and the harmful effects of global warming. Children also learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.	face and barriers to success and strategies to overcome such obstacles. Stereotypes in the world of work will be addressed, jobs they would like to do and the skills needed to do those jobs considered. Reflect on personal goals and the steps they can take to achieve these.
French 	**At the Café** **At School**	**In Class**	**Me In The World**