



Long Term Plan
Year 5
Cycle B – 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Voices Through Time	Bright Ideas	Who We Are	Power Up	Heart of a Leader	Local Lives
English						
	Daily explicit teaching outside of the teaching sequence		Teach in the Writing sequence		Lesson Design	
	Handwriting Spell words using phonics and NC spellings Spell contractions and singular possession using the apostrophe Dictation of sentences for fluency		Write for a range of purposes Describe setting and character Draft sentences with a range of subordinating conjunctions Teach organisational devices and paragraphing using boxing up Teach headings, subheadings, bullet points and diagrams in non-fiction		Orally rehearse to secure tense accuracy particularly progressive form and perfect tense. Orally rehearse sentences with a wider range of subordinating conjunctions. Dictate sentences to secure sentence fluency . Compose sentences orally before writing. Compose sentences where tense changes are accurately managed e.g. dialogue in a story. Teach the rules of writing speech/dialogue. Notice when a comma for clarity is required.	
Grammar Skills	Use a subordinate clause at the start (using a comma). Clauses must have a subject and a verb Use dialogue with inverted commas and other punctuation including new line for new speaker Use full capital letters (including proper nouns), question Marks and exclamation marks.	Use dialogue to build character. Use inverted commas and other punctuation inc. new line for new speaker Use a subordinate clause at the start (using a comma). Clauses must have a subject and a verb Use relative pronouns to build relative clause. The clause will contain a subject and a verb Use adverbs for possibility	Use dialogue to advance to action. Use inverted commas and other punctuation inc. new paragraph for new speaker Use a subordinate clause in the middle (embedded) with commas . Clauses must have a subject and a verb. Use modal verbs	Vary the position of the subordinate clause; punctuating correctly. Clauses must have a subject and a verb. Use devices to build cohesion (punctuation, pronouns, adverbials) Use relative pronouns to build relative clause. The clause will contain a subject and a verb.	Vary the position of the subordinate clause; punctuating correctly. Clauses must have a subject and a verb. Use dialogue with inverted commas and other punctuation to move the action and develop character Use devices to build cohesion (punctuation, pronouns, adverbials)	Vary the position of the subordinate clause; punctuating correctly. Clauses must have a subject and a verb. Use devices to build cohesion (punctuation, pronouns, adverbials) Use relative pronouns to build relative clause. The clause will contain a subject and a verb.

	Use relative pronouns to build relative clause. The clause will contain a subject hard to be verb Use modal verbs	Use the past perfect tense	Use devices to build cohesion (punctuation, pronouns, adverbials) Use dashes for parenthesis	Use cohesive devices specifically tense including modals Use parenthesis () -- ,	Use commas, dashes, brackets for parenthesis Use correct tense, inc. perfect form	Use cohesive devices specifically tense including modals Use parenthesis () -- ,
Maths	Place Value Addition and Subtraction Multiplication and Division	Multiplication and Division Fractions	Multiplication and division Fractions, Decimals and Percentages	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Negative numbers Converting units Volume
History	What was the impact of World War 2 on the people of Britain? Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.		How has Bulford changed from prehistoric times to the present day, and why? Investigating local history, children carry out an enquiry to learn about the changes to the local area over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.		Were the Viking raiders, traders or something else? Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'.	
Geography		Why does the population change? Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these.		Where does our energy come from? Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment.		Can I carry out an independent fieldwork enquiry? Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.
Art	Drawing Make my voice heard On a journey of modern-day street art, children		Painting and mixed media Artists Study		Sculpture & 3D Making Memories Creating a personal memory box using a	

	explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.		Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.		collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.	
DT		Mechanical systems: Pop-up book Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.		Electrical systems: steady hand game Design and create a steady hand game, use nets to create the bases and apply knowledge of electrical circuits to build an operational circuit with a buzzer.		Cooking & nutrition: Come Dine with Me Research and prepare a three-course meal and taste-test and score their food. Research the journey of their main ingredient from 'farm to fork' and write a favourite recipe.
Music	We've got rhythm – rhythmic devices and structure Children will develop their understanding of rhythm and rhythmic notation. They will get to grips with time signatures, learning to 'feel' the difference between three and four beats in a bar.		Musical effects and moods Children will brush up their Italiano, improvise musical conversations, scat like Ella Fitzgerald and compose music inspired by poetry!		Celebrating songs Children will learn about the key ingredients used in songs: rhythm, melody, harmony and lyrics! They will begin to learn rounds and part songs such as School Is Nearly Over and I Got A Little Dog and identify how layers of melody can be combined to create a polyphonic texture.	
Science	Living things: Classifying Big and Small Children use knowledge of classification to notice similarities and differences across species. They begin to use classification methods to sort microorganisms, plants and animals. They will be able to give reasons for classification choices.	Energy: Light and reflection Proving that light travels in a straight line, children use this information to explain observations of reflection and shadows. They explore how our eyes allow us to see and how mirrors can be used in a variety of ways.	Living things: Evolution and inheritance Studying patterns in humans and other species, children learn about characteristics that are inherited from parents and those that are environmental. Through the eyes of Darwin and Wallace, pupils understand how observations lead to theories and explore natural selection.	Energy: Circuits, batteries and switches Using their prior knowledge of electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current and voltage. They make their own batteries, relate this to their knowledge of voltage and explore how battery research has impacted other scientific progress.	Animals: Circulation and health Studying the human circulatory system, children learn about the role of the heart, blood and blood vessels and use models to demonstrate their function. They play the role of healthcare professionals to advise patients and play games to explore how lifestyle choices affect our health.	Working Scientifically consolidation

SCARF	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and respect	Being My Best	Growing and Changing
PE	Gymnastics	Dodgeball	Swimming	Swimming	Athletics	Dance
	Orienteering	Rugby	Swimming	Swimming	Tennis	Cricket
RE		How is our country and community changing?		Is reconciliation possible?		Is there life after death?
French	Les fruits (Fruits) Pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'.		Les glaces (Ice-cream) Pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream.		As-tu un animal? (Do you have a pet) Pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have.	
Computing	Communication and collaboration Exploring how data is transferred by working collaboratively online.	Webpage creation Designing and creating webpages, giving consideration to copyright, aesthetics and navigation.	Variables in games Exploring variables when designing and coding a game.	Introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data.	3D modelling Planning, developing, and evaluation 3D computer models of physical objects.	Sensing movement #Designing and coding a project that captures inputs from physical devices.
	Online Safety L1 (Y5 unit)	Online Safety L2 (Y5 unit)	Internet safety day	Online Safety L3 (Y5 unit)	Online Safety L4 (Y5 unit)	Online Safety L5 (Y5 unit)