

Church Hill Junior C of E School Long Term Plan 2025 - 2026

 Year 5		Autumn 1 (7 weeks & 2 days)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)	
		Theme:	Theme: Earth & Space <i>Space Planetarium - Science</i> <i>Local Geography field work at Watermead Country Park</i>	Theme: Anglo Saxons & Vikings <i>Visiting Iman - Islam - RE trip</i>	Theme: Exploration	Theme: Nature	Theme: Battle of Bosworth 1485 <i>History trip - Bosworth Heritage Centre</i>	
Christian Values		Democracy	Truthfulness	Tolerance	Fairness	Individual liberty	Responsibility	
		Courage	kindness	Thankfulness	Mutual respect	The rule of law	Koinonia	
Fluency, Problem Solving and Reasoning	Maths (Based on Rising Stars and AFL)	<ul style="list-style-type: none"> Number: Place value Number: Addition & Subtraction Statistics 	<ul style="list-style-type: none"> Number: Multiplication & Division Measurement: Perimeter and area 	<ul style="list-style-type: none"> Number: Multiplication & Division Number: Fractions 	<ul style="list-style-type: none"> Number: Decimals and Percentages Consolidation activities 	<ul style="list-style-type: none"> Number: Decimals Geometry: Properties of Shape 	<ul style="list-style-type: none"> Measurement: Converting units Measurement: Volume 	
Oracy, Communication, language and English		English	<u>Dystopian Narrative – Floodland by Marcus Sedgwick</u> Suspense narrative Shared: rowing to Ely Independent: Escape from Ely	<u>Non chronological report: Space theme</u> Research and write non-chronological report. Shared: intro and 1 info paragraph Independent: intro and 2-3 information paragraphs	<u>Historical Narrative: Viking Boy by Tony Bradman</u> Historical narrative based on the story of Viking Boy Shared: Action battle scenes of Bjorn being killed and Gunnar's mother being captured. Independent: Action battle scene of Gunnar's revenge against Skuli	<u>Non Fiction: Biography writing</u> Biography Shared: Sir Ernest Shackleton. Independent: Biography of explorer - Tom Crean - a member of Shackleton's Journey.	<u>Narrative: Adventure - Little Foxes by Michael Morpurgo</u> Shared: Based on Little Foxes Independent: story inspired by a character finding peace in nature	<u>Historical Recount – Battle of Bosworth 1485</u> Persuasive letter Shared: Persuasive letter from Henry VII to persuade the Stanleys to fight with him Independent: Persuasive letter from Richard III to persuade the Stanleys to fight with him.
		Guided Reading	Skimming & Scanning Noun phrases Conjunctions <u>Possible Texts</u> Floodlands by Marcus Sedgwick	Summarising Determiners Inference Theme <u>Possible texts</u> Class-read - Cosmic by Frank Cottrell Boyce	Visualisation Background Knowledge Linking sentences <u>Possible texts</u> Viking Boy by Tony Bradman	Pronoun tracking Working memory Close reading <u>Possible Texts</u> Reading Shackleton's Journey by W Grill Survivors by David Long	Restructuring texts Gist Inference <u>Possible texts</u> Little Foxes by Michael Morpurgo Fox by Wild & Brookes	Vocabulary in context Raising questions <u>Possible texts</u> The Fox and the Ghost King by Michael Morpurgo

	<p>GP (Ensure links to English)</p>	<ul style="list-style-type: none"> • Use a variety of subordinating conjunctions to add detail • Indicate degrees of possibility using modal verbs e.g. might, should, will must • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly • Varying sentence type and length 	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before • Use noun phrases for clear descriptions • Express action using precise and appropriate verbs 	<ul style="list-style-type: none"> • Show characterisation using dialogue • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Use expanded noun phrases for sophisticated descriptions • To develop ideas using fronted adverbials. 	<ul style="list-style-type: none"> • Use a variety of subordinating conjunctions to add detail • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly OR tense choices, e.g. he had seen her before • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly • Indicate degrees of possibility using adverbs e.g. perhaps, surely 	<ul style="list-style-type: none"> • Ensure that verbs and nouns agree in the form of standard English. • Use apostrophes for possession correctly for both singular and plural. • Use a variety of subordinating conjunctions to add detail, use commas between clauses to avoid ambiguity • Use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • Use a wide range of clause structures, sometimes varying their position within the sentence • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Ensure that verbs and nouns agree in the form of standard English. • Control the use of nouns and pronouns to avoid repetition and ambiguity
	<p>Spelling</p>	<ul style="list-style-type: none"> • Spell words that end in -sion (Y4 revisit) • Spell words that end in ous (Y4 revisit) • Spell words in the Y5 word list • Spell words ending in -ant, -ance, -ent, -ence e.g. transparent, tolerant/tolerance 	<ul style="list-style-type: none"> • Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious (S1) • Gaps identified from the Scarecrow dictation • Spell words in the Y5 word list • Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial 	<ul style="list-style-type: none"> • Spell words containing the letter-string 'ough' with /aw/ sound e.g. bought, thought • Spell words containing the letter-string 'ough' with /o/ sound e.g. though • Spell words with ee sound after c • Spell some common homophones • Spell some words with 'silent' letters e.g. knight, psalm, solemn 	<ul style="list-style-type: none"> • Spell words in the Y5 word list • Convert nouns or adjectives into verbs using suffix -ise • Convert nouns or adjectives into verbs using suffix -ate • Gaps identified from the Scarecrow dictation • Spell words containing the letter-string 'ough' with /uff/ sound e.g. tough • Spell words that end in -cian (Y4 revisit) 	<ul style="list-style-type: none"> • Spell words ending in -ancy & ency e.g. • Spell words in the Y5 word list • Understand verb prefix de- • Gaps identified from the Scarecrow dictation 	<ul style="list-style-type: none"> • Spell words that end in -tion (Y4 revisit) • Understand verb prefix over- • Spell some words with 'silent' letters e.g. knight, psalm, solemn • Gaps identified from the Scarecrow dictation
	<p>MFL</p>	<p>Local, national, global areas of interest Names of countries Revision of asking where you live linked to countries Current and Future Study and Employment Clothes Revision of colours linked to clothes</p>		<p>General Vocabulary Asking and paying for food / drink Numbers up to 41</p>		<p>Identity and Culture Parts of the body Naming sports Asking questions about sport</p>	

	Computing	E-Safety Computing Systems and Networks - Sharing Information	E-Safety Computing Systems and Networks - Sharing Information Digital mapping CC with geography local study	Programming (Scratch) - Selection in physical computing	Data & Information - Flat file databases E-Safety	Creating Media - Video editing	Programming with Hour of Code Grade E
Knowledge and Understanding of the World	Science	Forces	Earth & Space (Space Camp Day)	Properties and change of materials - intriguing ice		Living Things and Their Habitats*	Animals including humans (Gestation)
	History			Anglo Saxons & the Viking Invasion		Ancient Greece	Local History Study - Richard III Battle of Bosworth War of the Roses
	Geography	Marvellous Maps	Local area study Visit to Watermead		Rivers	Fieldwork lessons	
	RE	What does it mean if Christians believe God is holy?	Why do Christians believe Jesus is the Messiah?	What does it mean to be a Muslim in Britain today?	Why is the Torah so important to Jewish People?	Christians and how to live: What would Jesus do?	What matters most to Humanists and Christians
	Collective Worship	Follow collective worship whole school timetable					
Personal, Social, Emotional Development	PSHE Go Givers	<u>Go-Givers themes</u> 1. Climate change 2. Cultural diversity in the UK 3. Disasters: Prevention is better than cure	<u>Go-Givers themes</u> 1. Healthcare: Improving life chances 2. Magna Carta 3. Martin Luther King: Sacrificing all for the dream 4. Discrimination	<u>Go-Givers themes</u> 1. Homelessness 2. Where do you stand? 3. Keeping safe in cyberspace 4. Mary Seacole & Florence Nightingale: Pioneering nurses	<u>Go-Givers themes</u> 1. Rights & responsibilities: Getting the balance right 2. Strong societies 3. Your amazing brain: Becoming a resilient learner	<u>Go-Givers themes</u> 1. What is philanthropy? 2. Homophobia: Respecting all our differences	<u>Go-Givers themes</u> 1. Scapegoat 2. Understanding Cancer 3. Terrorism
	RSE			1. Puberty 2. The reproductive system 3. Help & support - puberty			
	PE	Baseline tests (2 wks) Yr 5 Games - Invasion Games Unit 3 (Implement and kicking)	Yr 5 Games - Unit 2 Invasion and target (Ball Handling) (5 wks) Dance - volcanoes (3 wks)	Gymnastics Yr 5 Unit U (Flight)	Fitness tests R2 (2 wks) Yr 5 Games - Unit 1 (Net/Wall & court)	Yr 5 Games - Unit 4 Striking & Fielding Games	Yr 5 - Unit 1 Athletics Fitness tests R3 (last 2 wks)

Creative Development	Art	<ul style="list-style-type: none"> • Drawing profile (T1) • Digital Map Collage - Draw Programme (2 lessons) 	<ul style="list-style-type: none"> • River Zentangle Art • Line and Pattern skills (morning art) • Tonal Planets (Planetarium Day) 	<ul style="list-style-type: none"> • Investigating pattern (morning art) • Embossing Viking Jewellery. • Viking clay masks 	<ul style="list-style-type: none"> • Explore Simon Beck's snow art - drawing skills and printing. • Drawing profile (T2) • Mothers' Day cards 	<ul style="list-style-type: none"> • Drawing skills linked to flowering plants • William Morris Water artwork 	<ul style="list-style-type: none"> • Tone and texture (morning art) • Drawing profile (T3)
	D & T		CAM Mechanisms - Mechanical moving			Sewing - Father's Day card Robot	Pizzas
	MUSIC	Unit 1 - Pulse	Unit 2 Voice Carol service preparation (TBC)	Unit 3 Rhythm Djembe Drumming WCET (whole class ensemble teaching)	Unit 4 Pitch	Unit 5 Technology - Structure and Form	Unit 6 20 th Century Music
Environmental	Outdoor Learning	Survival techniques - shelter building, building fires,		Viking Fire pit in outdoor classroom making a Viking soup/broth.	Prepping Garden & Planting seeds		Investigating patterns in nature
	Food For Life		<i>Clear flower beds of weeds, add mulch and prepare for winter</i>		Plant herbs for bread making flavours. Chives, Rosemary, mint, oregano, thyme, sage and garlic.		Learning where food comes from - healthy pizzas