

**YEAR 5/6**  
**LONG TERM PLAN 2025-2026**

| SUBJECT                              | AUTUMN   |   | SPRING   |  | SUMMER   |  |
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| <b>LITERACY</b>                      | Narrative story writing and description<br>The Running Boy/Lost in a Forest<br>Descriptive writing -The island in Grammar, Punctuation and Spelling<br>Poetry – Mysterious Islands –(Hi Brazil)  | Persuasion and argument –<br>Creating a balanced argument<br>Creative Writing –<br>a dark Xmas tale<br>Poetry – a Tempest<br>Descriptive Writing -<br>Grammar, Punctuation and Spelling   | Book and Film Reviews –<br>effective reviews<br>Traditional Stories – The Gothic world -Clockwork (Narrative)<br>Poetry and Art – A visit to the gallery<br>Grammar, Punctuation and Spelling  | The Time Machine HG Wells<br>– Journal creation<br>Creative Writing – Wordless book – Arrival – emotive writing<br>Grammar, Punctuation and Spelling   | Narrative – Revisiting , editing and improving<br>Grammar, Punctuation and Spelling<br>Myths and Legends – The Kraken – Tennyson and Poetry<br>Information/Instructional Text – How-to Guide   | Script Writing<br>Persuasion – Advertising Campaign – selling an app<br>Poetry – Legend of Black Dog<br>Class Drama Performance<br><br>Grammar, Punctuation and Spelling   |
| <b>NUMERACY</b>                      | <b>Maths Mastery Plan for mixed years groups</b><br>Maths plan for year found in maths planning document (on curriculum page on website)<br><br><b>Opportunities to apply mathematics to other subjects</b><br>Science - Light – Position and direction, angles<br>Science – Materials – scales, conversion, statistics<br>Geography – Maps – Measurement, scales , distance, units of measurement, conversion, estimation<br>DT – Cooking – Measurement |   | <b>Maths Mastery Plan for mixed years groups.</b><br><br>Maths plan for year found in maths planning document (on curriculum page on website)<br><br><b>Opportunities to apply mathematics to other subjects</b><br>Science – Statistics , analyzing data<br>Statistics reading and interpreting data.<br>Broaden – foci – cams – using a compass<br><br>MOCK SATs Week will give Children prior experience of what is to be expected in May |  | SATs week<br><br><b>Maths Mastery Plan for mixed years groups</b><br>Maths plan for year found in maths planning document (on curriculum page on website)<br><br><b>Opportunities to apply mathematics to other subjects</b><br>Science –scales, extension – algebra (simple electricity equations)<br>PE – Cricket scoring - averages, Athletics, distance estimation           |  |
| <b>SCIENCE</b>                       | Light:<br><br>Big Idea: We can use evidence found in practical experiment to support an idea in science<br><br>Q: Are there rules which govern how light works?<br><br>Light travels in straight lines<br>Light is made up of a visible spectrum of different colours<br>Light reflects at an identical angle  | Electricity<br><br>Big Idea: Planning and carrying out an enquiry by changing a variable can answer a scientific question<br><br>Q: How does changing a circuit affect what is observed?<br><br>What is electricity<br>How is electricity created?<br>Identifying components in a circuit and how to draw a circuit diagram.<br>Making changes in a circuit to affect changes in how a bulb lights. | Animals incl. humans(y6)–<br><br>Big Idea: Recording data and results in different ways can help explain our findings in a scientific enquiry<br><br>Q: How does exercise affect how the human body operates<br><br>The circulatory system<br>The impact of lifestyle, drugs, diet and exercise<br>Transportation of nutrients and water within animals incl. humans   | Properties and changes of materials(y5)<br><br>Big Idea: Carrying out a fair test ensures that results are more accurate<br><br>Q: How do different materials react and change when subjected to different processes<br><br>Everyday materials and their properties<br>Dissolving and solutions<br>Separating through filtering<br>Carrying out a fair test<br>Writing up a scientific experiment<br>Reversible and non-reversible changes | Evolution and inheritance<br><br>Big Idea: Time can affect how living things can change in more, or less significant ways .<br><br>Q: Why may the offspring of living things be different from their parents<br><br>Fossils and how they give insight into how animals have evolved<br>Variations in offspring to their parents.<br>Adaptations of animals to their environment. | Living things and their habitats(y6)<br><br>Big Idea: Classifying and grouping things can help support our scientific understanding<br><br>Q: Why are certain characteristics significant in creating classification groups<br><br>Classification of species – micro-organisms,plants and animals<br>The work of Carl Linnaeus |
| <b>Computing</b>                     | Online safety. – Yr 5 and 6<br>Coding skills – Yr 5 and 6  | Information Technology (IT):<br>Spreadsheets<br>Use2Calculate   | IT: Databases (Yr5)<br>Computer Science:<br>Text Adventures (Yr 6)   | Computer Science:<br>Games Creator (Yr 5)<br>Computer Science:<br>Networks (Yr 6)  | IT:<br>3D Modelling (Yr 5)<br>Quizzing (Yr 6)  | IT:<br>Word Processing (Yr 5)<br>Spreadsheets (Yr6)  |
| <b>RE</b><br><b>Full week blocks</b> | Festivals – Human and Social Science Focus<br>Q:How do festivals bring people together?<br><br>Judaism – Rosh Hashanah<br>Christianity - Easter  | Lead the Xmas Church Service  | Christianity belief.<br>Q:How Can Xmas be Symbolized?<br><br>Xmas Service – Lead and conduct the Xmas Christingle service for the school in Wrenningham church   | What does the cross mean to Christians? – Theology focus<br>Q:What did Jesus do to save humans beings?<br>Show how Christians put their beliefs into practice.<br><br>Easter Service – Lead and conduct the Easter Christingle   | Who is God? – Philosophy focus<br>Q:Do the arguments people use to say that God exists make sense?<br><br>Christianity, Islam and Humanism   |  |

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|                  |   |   |  | service for the school in<br>Wrenningham church Easter<br>Service - Lead  |  |   |
| <b>HISTORY</b>   | <p>The Mayan Civilization</p> <p>Big Idea: Ancient civilizations were more advanced than we might think</p> <p>Q: What was life like for the ancient Mayas?</p> <p>Learn about their view of time, architecture, religion, what type of jobs they did and what their diets were like.</p> <p>Investigate what happened to the Maya people and explore some possible causes for their decline.</p>                                   |   |  |   | <p>A local Study: Wrenningham</p> <p>Big Idea: Places, People and Services Change through time</p> <p>Q: How have the inhabitants, buildings and services changed in Wrenningham over the last 100 years</p> <p>Looking at the types of people who lived in Wrenningham 100 years ago</p> <p>Using a census to investigate inhabitants of a village</p> <p>Using maps to investigate how a place can change physically</p> <p>Visit to the Norfolk Records Office</p> <p>Explaining the positive and negative of changes in the village over the last 100 years.</p> |   |
| <b>GEOGRAPHY</b> |   | <p>Climate and weather –</p> <p>Big Idea: World climate affects the past, present and future</p> <p>Q: How is climate different to weather?</p> <p>Displaying climate data graphically. Investigating how climate affects global warming and its current importance in world news.</p> <p>World climate zones.</p> <p>Additional geographical knowledge – countries, cities, rivers</p>   | <p>South American study – Brazil</p> <p>Favelas – a different world to ours</p> <p>Big Idea: There are similarities, as well as differences in countries across continents</p> <p>Q: How does the human and physical geography of Brazil differ to the UK, and Norfolk in particular?</p> <p>Learning about how life is different for a child in a favela compared to life in Wrenningham.</p> <p>Differences in geographical features of the UK and Brazil.</p> | <p>Big Idea: Rivers are constantly changing.</p> <p>Q: How can water shape a landscape?</p> <p>Rivers – mechanics and influence on settlement</p> |  | <p>Big Idea: A country's coastline is always in a state of change</p> <p>Q: How are erosion and deposition related on the coast?</p> <p>Coasts and features</p> |
| <b>ART</b>       | <p>3D sculpture – using wire to sculpt the human form</p> <p>Big Idea: Shape in sculpture can give an impression of movement in a still object</p> <p>Q: How can I represent a feeling or characteristic in a pose?</p> <p>Using wire to sculpt the human form to represent an element (earth, wind, fire, water).</p> <p>Mysterious islands of the Tempest</p> <p>Big Idea: Light and dark can give the impression of distance</p> | <p>Still Life – RE Week – pomegranates and symbolism</p> <p>Big Idea: Careful observation is essential in representing still life accurately</p> <p>Q: How can I create a colour if I do not have the one I require?</p> <p>Still life observation and sketching skills. Mixing colour skills to match observations.</p> <p>Adding an element of symbolism into a piece of artwork, using ideas explored in The Jewish festival of Rosh Hashanah.</p> | <p>Creating the favela</p> <p>Big Idea: Simple structure and use of colour can create an impression of something in the real world.</p> <p>Q: How can we create a stylized piece of artwork which effectively represents its subject?</p> <p>A town on a hill – the organized chaos of the Rio Favela - creating a representation of the Favela.</p> <p>Sketching and fine ink skills: – methods of adding colour – flooding and brush skills.</p>               |   | <p>Water Colour Skills</p> <p>Big Idea: Methods of applying paint can create impressions of the real world.</p> <p>Q: How can we create an effective impression of nature using watercolour</p> <p>The Landscape- Watercolour</p> <p>Turner's skies and Constable's clouds,</p>  | <p>Costume and Set Design – Weekend prop and set session</p> <p>Monet's impressionism – Water Lilies -</p>  |

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|                          | Q: How do my colour and tone choices affect how a picture makes one feel?<br>Using pastel to build up elements of a decoupage picture of a mysterious island. Learning how to blend colour and create lighter and darker tones. Making effective decisions in designing elements of a picture. |   |   |   |   |   |
| <b>DESIGN TECHNOLOGY</b> |  | Creating a Xmas product and packaging it to meet a criteria<br><br>Big Idea: Designing an effective product requires development and modification<br><br>Q: How can I meet a design criteria with the design choices I make?<br><br>Preparing and cooking a Xmas food product (peppermints) .<br>Designing and making a container/ to meet a design criteria. |   | Cams and machines and how they operate<br><br>Big Idea: Shape and position can affect how elements of a machine affect movement<br><br>Q: How can I affect a range of multiple movements with one initial movement on my machine?<br><br>Designing a time machine toy which uses a variety of cams and mechanical interactions to create movement in a machine. |   | Brunel Bridges Design<br>Big Idea: Good bridge design is related to a good understanding of how forces work<br>KQ: What are the design features of a strong bridge?<br><br>Designing a Bridge like Brunel: Using Brunel's designs as inspiration, design a functional bridge to span a given gap, fulfilling aesthetic and load bearing criteria. |
| <b>MUSIC</b>             | Charanga English Model Music Curriculum Scheme V2<br><b>Melody and Harmony in Music</b><br>KQ: How does music bring us together?   | <b>Learning to play the ocarina and performing</b><br>KQ: How does playing an instrument help us to read music?<br><br>Xmas Performance Nativity  | <b>Composing and Chords</b><br>KQ: How does music improve our world?  | <b>Musical Styles Connect Us (Explaining notation further )</b><br>KQ: How does music teach us about our community?   | Cycle 1 – Summer 1<br><b>Freedom to Improvise</b><br>How does music shape our way of life?  | <b>Class 4 Production Singing and Performance</b><br>KQ: How does performing music improve our lives?   |
| <b>MFL French</b>        |  |   |   |   | Le sport Talk about which sports you like; Say what you think of different sports; Give reasons for preferences Talk about a sporting event | On va faire la fête! Transport, places and future plans; Revise descriptions of people and clothes; Opinions of food and clothes; Order food in a cafe  |
| <b>PE</b>                | Tag Rugby<br>Real PE skills  | Adventure Activities –<br>Canoeing, climbing<br>Horstead<br>Real PE skills<br>Indoor Athletics/<br>Team games   | Basketball<br><br>Real PE skills  | Netball<br>Hockey<br>Real PE skills   | Kwik Cricket/rounders<br><br>Real PE skills   | Athletics<br>Athletics/sports day dance<br>Real PE skills – REAL Dance  |
| <b>RSHE</b>              | <b>Online relationships (Relationships)</b><br>Link to Computing Curriculum<br><b>Internet Safety &amp; Harms (Physical and Mental)</b><br>Link to Computing Curriculum<br><b>Basic First Aid (Physical Health)</b>  | <b>1. 'Caring Friendships'</b> includes Anti-Bullying Week (Relationships)  | <b>1. Mental Wellbeing (Physical &amp; Mental)</b><br>-link with Children's Mental Health Week<br><b>2. Drugs, alcohol and tobacco (Physical and Mental)</b><br>• link with Year 6 Science Curriculum | <b>'Families and People Who Care for Me' (Relationships)</b>  | <b>Changing adolescent body</b><br>My Body (Educator Solutions)<br><b>2. Being Safe' (Relationships)</b>                                    | <b>Drugs, alcohol and tobacco (Physical Health)</b><br>link with Crucial Crew if available<br><b>Physical Health and Fitness</b><br>My Body (Educator Solutions)<br><b>My Body (link to Sex Ed.)</b><br>My Body (Educator Solutions)<br><b>Being Safe (Relationships)</b><br>Link to Crucial Crew   |