YEAR GROUP: 5/6 **LONG TERM PLAN** **ACADEMIC YEAR 2026-2027**

Legacies

How do historical events and figures impact on our life today and how might how we live now impact on the world in the future?

	AUTUMN (7.5+ 7.5 Weeks)		SPRING (**6**+ 6 Weeks)		SUMMER (5+7 Weeks)	
Topic/theme	Waterloo	WW2- Blitz	WW2 Blitz	**The legacy of ancient Greece**	**Stay Home Stories**	**Books through time**
Curriculum Hooks/Cultural Capital – trips or visitors	**Science Oxford**	**French Trip (6)** **Annie**	**Museum of Oxford - Home Front Oxford** **Arete (5)**	**Ashmolean**	**Whipsnade Zoo**	**Bodleian library** **Paulton's Park - Year 6**
English **Narrative and non fiction as alternative outcomes**	**The General** Diary Entry (1.5wk) Biography Booklet (2wks) Ode (2wks) Stories Set in Imaginary Worlds (3wks)	**Goodnight Mr Tom** Writing in role (2wks) Newspaper writing (2wks) Poetry - evacuation imagery (2wks)	**Pax** Non chronological reports – foxes (2wks) Formal letters (2wks) Persuasive writing (2wks)	**The Iliad (children's version) NOT ON CLPE** Character profile (2 wks) Detailed timeline of Ancient Greece (3 wks)	**Twitch** Knowledge organisers (2wks) Balanced arguments (2wks) Poetry (2wks) RBV to check Informal letters (writing in role as The Robber and Twitch and formal letter comparison) 2 wks)	**Tom's Midnight Garden** Descriptive writing - the garden (2wks) Poetry - shape - nature (1wk) Persuasive writing (2 wks) Autobiography for Y6/7 (1wk)
Guided Reading	**Blackberry Blue + Poetry Units from CLPE & Comprehension texts**	**Goodnight Mr Tom + Poetry Units from CLPE & Comprehension texts**	**Pax + Poetry Units from CLPE & Comprehension texts**	**The Iliad - children's version (HFB and RBV to attend training on planning from a book)**	**Twitch + Poetry Units from CLPE & Comprehension texts**	**Tom's Midnight Garden + b Poetry Units from CLPE & Comprehension texts**
SPAG Y5	To understand, identify and use tense agreement And subject-verb agreement. To use relative clauses beginning with who, which, where, why, whose, that, or an To understand and use brackets, dashes or	To identify and use speech punctuation accurately. To understand, identify and use complex sentences in own writing. To understand, identify and use reported and direct speech.	To understand, identify and use passive voice and use it in independent writing. To understand, identify and use pronouns, adverbs and prepositions. To consolidate tense agreement and subject-verb agreement.	To understand and identify: Articles Statements Questions Double negatives To understand, identify and use verb prefixes (e.g. dis–, de–, mis–, over– and re–)	To understand and use: commas in lists, commas to mark phrases or clauses and inverted commas. To accurately use 'I' and 'me'. To understand, identify and use the indicating degrees of possibility using modal verbs (e.g. might, should, will, must)	To Identity and use : commands, clauses, phrases, subordinating conjunctions and contractions. To link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)

	commas to indicate parenthesis. To understand and use commas to clarify meaning or avoid ambiguity.	To use question marks and exclamation marks accurately in own writing.	To use relative clauses beginning with who, which, where, why, whose, that, or an omitted relative to use a range of pronouns to avoid repetition. To understand, identify and use personification	To use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). To use modal verbs of possibility and obligation.	or adverbs (e.g. perhaps, surely). To understand, identify and use rhetoric. To understand, identify and use Onomatopoeia.	To understand, identify and use ellipses in own writing.
SPAG Y6	To use repetition for the following effects: persuasion, suspense, emphasis To understand and use commas to mark phrases or clauses. To identify the subject and object of the sentence. To understand, identify and use auxiliary verbs. To understand and use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure texts in own writing.	To understand the difference between structures typical of informal and formal speech across a range of writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech). To understand, identify and use metaphors. To consolidate the use of layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs.	To understand, identify and use: Inverted commas, Apostrophes, Synonyms and Antonyms To identify word groups/families and create word banks. To identify and use commas to mark phrases or clauses. To understand, identify and use inverted commas. To understand the difference between vocabulary typical of informal and formal speech and use in own writing (e.g. said versus reported, alleged, or claimed in formal speech or writing). To identify the subject and object of the sentence.	To understand, identify and use: Ellipses, prefixes, suffixes and apostrophes. To understand the use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken). To understand and use semi-colons, colons and dashes to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.).	To understand, identify and use brackets in own writing. To identify the use of singular and plural nouns and how spelling is adapted. To use expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day). To identify and use bullet points to list information. To understand how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	To understand the use of colons to introduce a list. To understand and identify the punctuation of bullet points to list information. To understand how and to be able to link ideas across paragraphs using a wider range of cohesive devices: To understand how and to be able to use semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.
Maths Y6	- Place Value - + - X ÷	- Fractions - Converting Units	- Ratio - Algebra - Decimals	- Fractions, decimals and percentages - Area, perimeter and volume - Statistics	- Shape - Geometry – position and direction	- Themed projects, consolidating and problem solving - Shape sorter? - Theme park?
Maths Y5	- Place value - Addition and subtraction	- Multiplication and Division – common multiples and factors, square and cube numbers. - Fractions – converting, adding and subtracting.	- Multiplication and division – x up to 4 by 2 digits ÷ up to 4 by 1 digit - Fractions – multiplication and finding amounts. - Decimals	- Decimals and percentages - Perimeter and area - Statistics	- Shape - Geometry – position and direction - Decimals	- Decimals - Negative numbers - Converting units - Volume
Science EuHu - YR5 units Hamilton units named.	Earth and Space	Properties and changes in materials	Animals including humans	Forces	Living Things	

History/Geography	Waterloo and the age of Revolutions.	The Blitz -WW2	• To investigate and interpret the past • To build an overview of world history • To understand chronology • To communicate historically	The ancient Greeks. - Enquiry on History association. https://www.history.org.uk/primary/module/8851/curriculum-plan-ancient-greece/12396/the-enquiry • To investigate places • To investigate patterns • To communicate geographically	• To investigate places • To investigate patterns • To communicate geographically	• • To investigate and interpret the past • To build an overview of world history • To understand chronology • To communicate historically
Art **Access Art**	Making Monotypes = printing + painting + drawing	Activism = printing + collage + drawing	Brave Colour = drawing + installation art	Typography and Maps = drawing + collage	Shadow Puppets = making + drawing	Take a seat = making + drawing
DT		Arch Structures Chris Quigley		Greek flat bread Chris Quigley		CAMs: Finger fluency Chris Quigley unit
PE	Hockey Tag- Rugby	Gymnastics 1 Fitness	Dance Golf and resilience building	Gymnastic 2 Orienteering	Basketball Volleyball	Athletics Cricket
Computing	1. Computing systems and networks - Systems and searching		3. Programming A – Selection in physical computing (6) Programming A – Variables in games (5)		6. Programming B - Sensing movement (6) 6. Programming B – Selection in quizzes (5)	
RE	Islam: Enquiry 1: What is the best way for a Muslims to show commitment to God?	Christianity: Autumn 2: Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	Islam: Enquiry 2: How is the Qur'an vital to Muslims today?	Christianity: Spring 1: Is anything ever eternal?	Christianity: Spring 2: Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Year 5: Judaism: Enquiry 1: Are Rosh Hashanah and Yom Kippur important to Jewish children? Year 6: Judaism: How are sacred teachers and stories interpreted by Jews today?
Music	**London Philharmonic project** Holst - The Planets	**Women in music** Christmas Choral singing	**Ukuleles** (Listening and performing)	**Ukuleles** (Performing - groups and solo)	The Lion, The Witch and The Wardrobe. (Book themed) Singing and performance - Summer production	Singing and performance - Summer production
French Language Angels	Planets My home		World War II		At the weekend	

PSHE Value- Faith, Love, Hope.	Big 5 and Me Peace Self regulation Big 5 and me Self awareness Project Evolve Online Reputation Milos Money	Big 5 and Me Respectful Relationships Big 5 and Me Responsible decision making Milos Money Safe for me drugs and alcohol primary Clued up for growing up - Your mummy ate my football (when teaching life cycles in science)	Big 5 and Me Global Goals Social Awareness Bank of England UKS2 Lesson 5-7 Milos Money	Big 5 and Me Peace Self regulation Big 5 and me Self awareness Project Evolve Online Bullying Allergy awareness - empathetic eco system (allergy schools) St Johns KS2 First Aid Lesson (year 6 transition week project) Relationships including Sex education– Milo's Money

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