



## Russell Hall Primary School Long-term

Class	5		Teacher	Mrs Docherty		
	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>History</b>	<b>What was the impact of World War 2 on the people of Britain? ( Aut2)</b> A study of WWII, how and when it started and what were the key events.		<b>What do we owe to the Ancient Greeks? (Spr2)</b> A study of Ancient Greece -Greek life and their achievements.		<b>How did Bradford become a multi-cultural city? ( Sum2)</b> A study of the history of migration and immigration focusing on significant people in Bradford.	
<b>Geography</b>	<b>Land Use in the UK ( Aut 1)</b> Rural and urban areas How land use has changed over time		<b>Coastlines ( Spr1)</b> How coastlines are formed and change over time (coastal erosion) Case Study Yorkshire Coast – fastest erosion coastline in Europe Key geographical features of coasts Impact of tourism		<b>Botswana new 2025 / 26 (Sum1)</b> Key geographical features and landmarks in regions in Botswana Comparison of a region in Botswana to our local Time zones	
<b>Science</b>	<b>Living Things and their Habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	<b>Animals, inc humans</b> Describe the changes as humans develop to old age.	<b>Properties and Changes of Materials.</b> Compare and group together everyday materials on the basis of their properties, know	<b>Earth and Space</b> Describe the movement of the Earth and other planets relative to the sun in the solar system, describe the movement of the moon relative to the Earth, describe the sun, Earth and moon as approximately spherical bodies, use the idea of the Earth's rotation to explain day and night and the		<b>Forces</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth



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	Describe the life process of reproduction in some plants and animals.		that some materials dissolve in liquid to form a solution, use knowledge of solids liquids and gasses, use fair tests to reason, understand reversible and irreversible changes, explain that some changes result in the formation of new materials.	apparent movement of the sun across the sky.		and the falling object, identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.
<b>Writing</b>	<p><i>Hidden Figures – Margot Lee Shetterly (Black History Month)</i></p> <ol style="list-style-type: none"> <li>1. Recount - Newspaper Report</li> <li>2. Persuasive - Discussion and debate.</li> <li>3. Poems – Lost Words – Acrostic poems / Kennings</li> </ol>	<p><i>Secret War Diary –</i></p> <ol style="list-style-type: none"> <li>1. Recount - Dairy entry</li> </ol> <p><i>Rose Blanche – Christophe Gallaz and Ruberto Innocenti (Picture book)</i></p> <ol style="list-style-type: none"> <li>2. Narrative – setting and atmosphere</li> <li>3. Poems – Winter – metaphor / imagery</li> </ol>	<p><i>Midsummer’s Nights Dream – William Shakespeare (classic)</i></p> <ol style="list-style-type: none"> <li>1. Narrative – Fantasy</li> <li>2. Biography on William Shakespeare</li> </ol>	<p><i>Myths, Monsters and Mayhem, Ancient Greece. (Graphic Novel)</i></p> <ol style="list-style-type: none"> <li>1. Narrative - Classical Text – Myths</li> </ol> <p><i>Robots – Explore the world of Robots and AI (non fic – information text)</i></p> <ol style="list-style-type: none"> <li>1. Explanation text - How do we get seasons ?</li> </ol>	<p><i>Trash – Andy Mulligan</i></p> <ol style="list-style-type: none"> <li>1. Narrative – Adventure (Geog Link)</li> </ol> <p>The Day of the Dead – (Video from The Literacy Shed).</p> <ol style="list-style-type: none"> <li>1. Stories from other cultures</li> </ol>	<p><i>The arrival – Shaun Tan (Picture book and transitions) (hist link)</i></p> <ol style="list-style-type: none"> <li>1. Recount letters</li> <li>2. Narrative – Journey story / character description</li> <li>3. Narrative poems</li> </ol>



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<b>Spelling</b>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus.</p> <p>Be able to begin spelling words from the Year 5 and 6 spelling list.</p>					
<b>Handwriting</b>	<p>Write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task.</p> <p>Aim for a pen license if not yet achieved</p>					
<b>Guided Reading</b>	<p><b>Whole class text:</b></p> <p>Beetle Boy</p>	<p><b>Whole class text:</b></p> <p>Beetle Boy</p>	<p><b>Whole class text:</b></p> <p>The Extraordinary Colours of Auden Dare</p>	<p><b>Whole class text:</b></p> <p>The Extraordinary Colours of Auden Dare</p>	<p><b>Whole class text:</b></p> <p>George's Secret Key to the Universe – Christophe Galfard, Lucy Hawking,</p>	<p><b>Whole class text:</b></p> <p>George's Secret Key to the Universe – Christophe Galfard, Lucy Hawking,</p>



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					Steven Hawking	Steven Hawking
	<b>Themes</b>	<b>Themes</b>	<b>Themes</b>	<b>Themes</b>	<b>Themes</b>	<b>Themes</b>

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<b>Class Novel</b>	Hidden Figures  Rosa Parks Martin Luther King (Big dreams . Little people)	Secret War Diary – Diary writing  Rose Blanche – Descriptive writing	A Midsummer Night Dream – Fantasy text  Shakespeare - Biography	Myths, Monsters and Mayhem, Ancient Greece.  Robots – Explore the world of Robots and AI (non fic – information text)	Trash – Andy Mulligan – Adventure genre  Video – Day of the Dead – Stories from other cultures	The Arrival ( picture book / transitions)
<b>Maths</b>	<b>Number (Place value)</b>  <b>Number (addition and subtraction)</b>	<b>Number (multiplication and division)</b>  <b>Number (Fractions)</b>	<b>Number (multiplication and division)</b>  <b>Number (Fractions)</b>	<b>Number (Decimals and percentages)</b>  <b>Measurement (Perimeter and area)</b>  <b>Statistics</b>	<b>Geometry (shape)</b>  <b>Geometry (Position and direction)</b>  <b>Number (Decimals)</b>	<b>Measurement (Converting units)</b>  <b>Measurement (Volume)</b>



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<b>Computing and E-Safety.</b>  <b>Don't do refresher in coding.</b>  <b>End of unit quizzes</b>  <b>teach computing.org</b>	<b>Online safety &amp; digital citizenship</b>  Self-image and identity Lesson 1 – Copy, modify, alter Lesson 2 – Creating a digital avatar Lesson 3 – Photos online  Online relationships Lesson 1 – Strangers online Lesson 2 – Emojis Lesson 3 – Our communities	<b>Computing systems and networks – Systems and searching</b>  To explain that computers can be connected together to form systems  To recognise the role of computer systems in our lives  To identify how to use a search engine  To describe how search engines select results  To explain how search results are ranked	<b>Block coding - Speed, direction and coordinates</b>  To set values in code to control the speed of an object.  To create a simple game where the object's position on the screen is controlled by making changes to its co-ordinates.	<b>Online safety &amp; digital citizenship</b>  Managing online information Lesson 1 – Trustworthy content Lesson 2 – Targeted adverts Lesson 3 – Assessing online information  Health, wellbeing and lifestyle Lesson 1 – The pros and cons of being online Lesson 2 – Looking after our mental health Lesson 3 – Spending money in games	<b>Block coding - Random numbers and simulations</b>  To write code for a game that uses random numbers to move objects in different directions.  To use random numbers in combination with variables and conditional hit events to create a simple game.	<b>Online safety &amp; digital citizenship</b>  Privacy & Security Lesson 1 – Developing passwords Lesson 2 – Our data online Lesson 3 – App permissions  Copyright & Ownership Lesson 1 – Using online content Lesson 2 – Google SafeSearch Lesson 3 – Copyright rules



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		To recognise why the order of results is important, and to whom				
<b>Design &amp; Technology</b>	Mechanical Systems – Pop-up book.	Textiles – Making a stuffed toy.	Digital World – Monitoring devices	Electrical System - Doodlers	Food – What could be healthier? African food plates	Structures - Bridges
<b>Art</b>	<u>2D - Charcoal</u> Charcoal with light and shadow. (WW2). Pupils will create a self-portrait based on the work of <b>Kathe Kollwits</b> . Objective - To master the skills of creating art using charcoal. <u>Paint – watercolour</u> Topic extension – to create the self-portraits with watercolours.		<u>3D – Modrock and Craft</u> B. Hepworth and H . Moore (New 2025 / 26) Inspired by Yorkshire landscape St Ives – Coastline landscape Caves / arches		<u>Photography</u> Photography topic using ipads and apps. Link with Bradford – multi – cultural history – project work	
<b>Music</b>	Charanga Living on a Prayer Rock Ballad – Bon Jovi  Styles: 20th and 21st Century	Charanga  Classroom Jazz Styles: Jazz, 20 <sup>th</sup> C  Christmas Songs	Charanga  Make you feel my love - Adele  Styles: Pop, Contemporary, 20th and 21st	Charanga  The Fresh Prince of Bel Air – Will Smith  Styles: Rap, Pop, Film and TV	Charanga  Dancing in the Street – David Bowie  Styles: Pop, Hip Hop, 20th and 21st	Charanga  REFLECT, Rewind, Replay  Styles: Pop, Romantic, 20th and 21st Century



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<b>P.E.</b>	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
	<b>Tag rugby / Swimming</b>	<b>Dance / Swimming</b>	<b>Basketball / Swimming</b>	<b>OAA / Dance</b>	<b>Tennis/</b>	<b>Athletics/</b>
<b>M.F.L French</b>	Phonetics lessons 3- core vocabulary unit (C) & Do you have a pet? (I)	What is the Date? (I)	The Weather (I)	Habitats or Romans (I)	Olympics (I)	Clothes (I)
<b>R.E.</b>	To plan in line with the Bradford Agreed Syllabus – Believing and Belonging.					
	Why are some journeys and places special?  Q1. What is it like to visit the Western Wall if you are Jewish? Q2. What is it like to visit Makkah if you are Muslim? Q3. Which places or journeys are special to Christians, and why?	What values are shown in codes for living?  To think about the idea of a code for living.	Should we forgive others?  Identify and show understanding of some reasons why it is hard to 'make up' or apologise in a conflict.	What do Christians believe about the old and new covenants?  Q1. What do we understand about the word 'covenant'? Q2. Why is Abraham important to Christians? Q3. What do we know about the prophets and leaders from the Old Testament?		



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	<p>Q4. What do Sikhs consider more important than pilgrimage?</p> <p>Q5. Why are some places special to more than one religion?</p>	<p>To understand that there are different religious beliefs.</p> <p>To think carefully about the Christian ideas of values.</p> <p>To begin to understand that the impact of our values can make people happy or unhappy.</p> <p>To describe aspects of the life and teachings of Prophet Mohammed and how he has influenced the lives of Muslims.</p> <p>To think carefully about the Jewish ideas of values.</p> <p>To understand the value of peace.</p>	<p>Explain and apply their own ideas about Jesus' teaching about forgiveness and reconciliation.</p> <p>Suggest reasons for the importance of forgiveness and confession in Christian communities.</p> <p>Discuss and give examples of how some modern individuals have faced the challenge of forgiveness.</p>	<p>Q4. What do Jews and Muslims believe about these leaders from writings in the Torah and the Quran? Q5. What do these three faiths share and where do they differ?</p> <p>Q6. What do we know about Moses, the escape from slavery and the Ten Commandments? Why is Moses important to Christians and Jews?</p> <p>Q7. Why is King David important to Jews and Christians?</p> <p>Q8. What do the stories of Jesus' birth tell us about Christian beliefs about him? What does 'incarnation' mean to Christians.</p>		
P.S.H.C.E.	Me and my Relationships	<b>Valuing Difference</b> Qualities of friendship	<b>Keeping Safe</b> Spot bullying Play, like, share	<b>Rights and Respect</b> What's the story? Fact or opinion?	<b>Being my Best</b> It all adds up! Different skills	<b>Growing and Changing</b>





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	<p>Collaboration Challenge! Give and take Communication How good a friend are you? Relationship cake recipe Our emotional needs Being assertive</p> <p>The Colour Thief – Story Project</p>	<p>Kind conversations Happy being me The land of the Red People Is it true? Stop, start, stereotypes It could happen to anyone</p> <p>The Boy who grew Flowers – Story Project</p>	<p>Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it? 'Thinking' about habits Drugs: true or false? Smoking: what is normal?</p> <p>Ada's violin – Story Project</p>	<p>Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver! Local councils</p> <p>Mum and Dad Glue – Story Project</p>	<p>My school community Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness</p> <p>Pizza Face - Story Project</p>	<p>How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager - get me out of here! Dear Hetty</p> <p>Pita Weds Chandi - Story Project</p>
<b>SRE</b>	<p>Stereotypes, discrimination and prejudice (Including tackling homophobia) Stereotyping, including gender stereotyping Prejudice and discrimination and how this can make people feel</p>					
<b>F.B.V</b>	<p>Five British Values taught through assembly: Tolerance Rule of law Democracy Mutual Respect. Individual liberty</p>					
<b>Enrichment</b>	<p>Planting in the park.</p> <p>Swimming lessons</p>	<p>Paint pebbles for the cenotaph.</p> <p>Swimming lessons</p> <p>Visit to Murton Park</p>	<p>Number Day</p> <p>Road Safety</p>	<p>Paint pebbles for Easter.</p>	<p>African Cooking</p>	<p>French Day</p> <p>Sports Day</p>



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		– WW2 day.	Mental Health Visitor	Science Week		
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	PSHCE visitor – friendships	Walk to the cenotaph and the war graves  Christmas Sparkle  Carols around the tree			Transition Day  Bikeability
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