

West Bridgford Junior School
Year 5 Autumn Term 1 2026
Medium Term Plan



Topic: The Victorians: Golden Age or Dark Age?

	Week 1 (2 days) 31.8.26	Week 2 7.9.26	Week 3 14.9.26 PPA	Week 4 21.9.26 Identity Day (23/9/26)	Week 5 28.9.26 PPA	Week 6 5.10.26	Week 7 12.10.26 PGL
Writing	All about me Kennings Get lost in a book poster Non-fiction reading task (VIPERS)	Introduce Street Child (chapters 1-3) WBJs Sentences Y4 – 2 pairs adjective Y4 – Emotion word, comma Grammar – simple, compound and complex sentences	Street Child (chapters 4–7) WALT describe setting and atmosphere (workhouse based descriptive writing) WBJs sentences Y4 – -ing, -ly or -ed starter Y4 – Personification (of weather) Grammar – expanded noun phrases (Y4) Acrostic poem Retrieval/vocabulary Revise Year 4 sentences	Street Child (chapters 8 – 11) WALT describe setting and atmosphere (workhouse based descriptive writing) WBJs sentences Y5 – 2 adjective Y5 – 3 -ed Grammar – fronted adverbials (Y4)	Street Child (chapters 12 - 14) WALT consider how authors have developed characters in what they have read WBJs sentences Y5 – Ad, same ad Y5 – 3 bad – (dash) question Grammar – Standard English / colloquialisms (Y4)	Street Child – writing task Long writing task – write a chapter where Jim meets a character: WALT describe settings, characters and atmosphere WALT integrate dialogue to advance the action and convey character WBJs sentences Y5 – Verb, person Grammar – punctuate direct speech accurately (Y4)	Street Child – writing task Long writing task – write a chapter where Jim meets a character: WALT assess the effectiveness of our own and other people's writing WALT propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Publish chapter

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Reading	Discuss summer holiday reading and favourite books	Introduce Street Child (chapters 1-3) WALT make predictions based on details that have been implied WALT summarise main ideas, referring back to the text to support or clarify WALT draw inferences characters' feelings, thoughts and motives, justifying them with evidence	Street Child (chapters 4-7) WALT scan a text to find answers to questions, rereading the appropriate section to ensure accuracy WALT confidently use dictionaries to check the meaning of words that they have read WALT recommend books that we have read to our peers, giving reasons for their choices	Street Child (chapters 8-11) WALT use inference skills to discuss message, moods, feeling and attitudes using clues from the text WALT read aloud with pace, fluency and expression taking in to account a wide range of punctuation	Street Child (chapters 12-14) WALT retrieve, record and present information from fiction and non-fiction (ordering events) WALT draw inferences characters' feelings, thoughts and motives, justifying them with evidence	Street Child (chapters 15-17) WALT scan a text to find answers to questions, rereading the appropriate section to ensure accuracy WALT read aloud with pace, fluency and expression taking in to account a wide range of punctuation	Street Child (chapters 18-1) WALT draw inferences characters' feelings, thoughts and motives, justifying them with evidence WALT summarise main ideas, referring back to the text to support or clarify
Maths	Roman numerals	Place value Read and write numbers up to 1,000,000	Place Value Order and compare numbers up to 1,000,000 Round to the nearest 10, 100, 1000	Decimals and Place Value Read, write, order and compare numbers up to 3 decimal places	Place value Recap on rounding to 10, 100, 1000 and round decimals to the nearest whole and 1d.p.	Addition and subtraction Add and subtract whole numbers with more than 4 digits.	Addition and Subtraction Add and subtract whole numbers – inverse, rounding, estimating and problem solving
Computing		WALT explain that computers can be connected together to form systems	WALT recognise the role of computer systems in our lives	WALT identify how to use a search engine	WALT describe how search engines select results	WALT explain how search results are ranked	WALT recognise why the order of results is important, and to whom

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History	Famous Victorians – present holiday homework	Introduce question: Golden Age or Dark Age? Innovation / Legacy When was the Victorian period and how does it fit in with other periods of history I know? What was the industrial revolution and how did it change Britain?	Identity / Power What were workhouses and why did people go to them?	Identity How were the lives of rich and poor Victorians different?	Innovation What did the Victorians invent and how have their inventions impacted our lives today? Identity How were children used in the Victorian workforce?	Conflict What was the British Empire and were the impacts positive or negative? Legacy Conclusion: Golden age or dark age?	Identity What were the similarities and differences between the lives of Florence Nightingale and Mary Seacole?
Art	Christmas Cards	Drawing Sketches of Queen Victoria Choose a style of drawing suitable for the work (realistic) Use shading to show light and shadow		Artist Study Give details about the style of notable artists (Morris, Rousseau, Constable, Cassatt, Van Gogh)	Artist Study and Journal Work Collect information and ideas as a starting point for work. Plan own wallpaper print in sketchbooks	Select final design idea – copy onto paper ready for lino block	Artist Study Study of a black artist (Alma Thomas) Show how the work of those studied was influential in both society and to other artists
RE		What can we learn from inspiring Victorians and their beliefs (Lord Shaftsbury)	What can we learn from inspiring Victorians and their beliefs (Malala Yousafsai)			What can we learn from inspiring people and their beliefs (Gandhi)	What can we learn from inspiring black people and their beliefs (Harriet Tubman)
PE	Basketball - dribbling Paceball – review rules, strategies and skills	Basketball – skilful passing Paceball – passing and receiving while moving	Basketball – footwork and pivoting Paceball – accurate shooting	Basketball – keeping possession Paceball – moving, marking and defending	Basketball – smart marking Paceball – to apply skills in matches	Basketball – game play Paceball – to apply skills in matches	Basketball – game play Paceball – to apply skills in matches
Music		What Shall We Do With Drunken Sailor? WALT keep a steady beat and sing expressively		What Shall We Do With Drunken Sailor? WALT add rhythms to a performance		What Shall We Do With Drunken Sailor? WALT use our bodies and drums as percussion	

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French	Language Angels What is the date? Days	Language Angels What is the date? Months	Language Angels What is the date? Numbers up to 31	Language Angels What is the date? When is your birthday?	Language Angels What is the date? Recap and revise	Language Angels What is the date? Recap and revise	
PSHE		Friendship Skills WALT demonstrate positive friendship, communication and collaboration skills to build and maintain healthy relationships.	Friendship Skills WALT use negotiation, compromise and respectful communication to work effectively with others and resolve disagreements.	Feelings WALT respond appropriately to a range of emotions in others and recognise unhealthy relationships, knowing who to ask for help if needed.	Feelings WALT recognise that emotional needs change depending on different situations and identify risks, including emotional risks, when making decisions.	Recognising & celebrating difference, including religions & culture WALT recognise and value diversity by understanding different communities, faiths and beliefs, and showing respect and inclusion towards others.	