West Bridgford Junior School
Year 5 Autumn Term 2 2026
Medium Term Plan

Topic: The Victorians: Golden Age or Dark Age?

	Week 1 2.11.26	Week 2 9.11.26	Week 3 16.11.26	Week 4 23.11.26	Week 5 30.11.26	Week 6 7.12.26	Week 7 14.12.26
	INSET 2/11/26 PPA	Framework Knitters Parents' evening Children in Need	PPA	Assessment Week 1	Assessment Week 2 PPA	Friends of WBJS Christmas Production	PPA (PPM)
Writing	**Writing to entertain** **Publish Street Child** WALT choose a handwriting style suitable for publishing	**Writing to Inform** WALT gather information about Mary Seacole and Florence Nightingale **Grammar:** brackets, dashes and commas to indicate parenthesis	**Writing to Inform** WALT choose appropriate vocabulary and structures to write in a biographical style **Grammar:** link ideas across paragraphs using adverbials of time	**Writing to Inform** WALT choose appropriate vocabulary and structures to write in a biographical style **Grammar**: use devices to build cohesion across paragraphs	**Writing to Inform** WALT understand the features of a newspaper report **Grammar**: relative clauses	**Writing to Inform** WALT use appropriate vocabulary and structures to write in a journalistic style about Thomas Barnardo **Gramma**r: reported speech :formal and informal language : reported speech	**Writing to Inform** WALT use appropriate vocabulary and structures to write in a journalistic style about Thomas Barnardo WALT choose a style of handwriting suitable for the publishing of a newspaper report

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Reading	Read Street Child Non-fiction extracts on Mary Seacole and Florence Nightingale Skim and scan to identify key ideas in a text Read aloud with pace, fluency and expression using a wide range of texts (biographies and play scripts)	Summarise the main ideas, referring back to the text to support or clarify *Use biographies – look at biography features*	Read aloud with pace, fluency and expression using a wide range of texts (biographies and play scripts) Explain and discuss their understanding of what they have read; challenge other people's views *Use biographies*	**Reading revision:** Scan a text to find answers to questions, re-reading sections for accuracy Draw inferences about characters' feelings, thoughts and motives Use context clues in the text to suggest what new vocabulary might mean	Distinguish between fact and opinion Discuss and evaluate how the writer's language choices contribute to the overall effect on the reader *Use newspaper reports – look at features*	Discuss and evaluate how the writer's language choices contribute to the overall effect on the reader *Use newspaper reports – look at features*	Read aloud with pace, fluency and expression using a wide range of texts (newspapers)
Maths	. Prime numbers Square numbers Cube numbers Arithmetic focus – 2x2 digit multiplication	Multiplying and dividing by 10, 100 and 1000 Arithmetic focus – 2x2 digit multiplication	Fractions Introduction Unit and non-unit Equivalent Arithmetic focus – 3x2 digit multiplication	Convert improper to mixed fractions Compare and order fractions less than 1 Arithmetic focus – division	**Maths revision** Maths Assessments	Compare and order fractions greater than 1 Add fractions Add mixed numbers Arithmetic focus – division	Subtract fractions. Subtract fractions from a mixed number.

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Science	**Properties of Materials** WALT: compare and group together every day materials. WS: I can identify, classify and describe.	**Properties of Materials** WALT: decide how materials might be separated (filtering, sieving, evaporating) WS: I can work in a systematic way.	**Properties of Materials** WALT: understand that some materials dissolve in water to make a solution# WS: I can make predictions and carry out fair tests.	**Properties of Materials** WAL: what thermal conductors and insulators are and how we use them in our daily lives. WS- I can make observations and measurements. I can record data in tables. Evaporation observations WS – I can record data using diagrams.	**Properties of Materials** WALT: demonstrate reversible and irreversible changes (mixing, dissolving, burning, baking, chemical reaction) WS – I can present using oral and written forms. Evaporation observations WS – I can record data using diagrams.		
History / Geography	**HISTORY – Identity** What were the similarities and differences between the lives of Florence Nightingale and Mary Seacole	**GEOGRAPHY - Local Area Study** WALT: use maps, atlases, and aerial photographs to find out about changes in West Bridgford – HISTORY WALK	**GEOGRAPHY - Local Area Study** WALT: use maps, atlases, and aerial photographs to find out about changes in West Bridgford.				

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RE		**Humanism** WALT explain the main beliefs of Humanism and understand how Humanists decide what is right and wrong.	**Humanism** WALT compare and contrast Christian and Humanist ideas about being a good person.	**Humanism** WALT explore how values and moral codes can influence the choices people make in their lives.	**Humanism** WALT reflect on what matters most to Christians, Humanists and ourselves, giving reasons for our views.	**Christianity** WAL why Christmas is important to Christians.	**Christianity** WAL why Christmas is important to Christians.
DT / ART	**ART – Printing** Know how to apply printing inks to a roller to ensure an even texture	**ART – Printing** Use printing blocks to create on overlay pattern with printing inks and rollers *(Print first layer of design)*	**ART – Printing** Use printing blocks to create on overlay pattern with printing inks and rollers *(Print second layer of design)*	**DT - Textiles** WALT: use a range of tools and equipment competently (straight stitch).	**DT - Textiles** WALT: use a range of tools and equipment competently (cross stitch).	**DT - Textiles** Explain how a product will appeal to a specific audience WALT: produce a detailed, step-by-step plan.	**DT - Textiles** WALT: evaluate appearance and function against original criteria (pin cushion).
PE	**Paceball** WALT refine tactics	**Paceball** WALT develop effective movement **Hockey** WALT refine dribbling and passing creating attacking opportunities	**Paceball** WALT refine the transition from attack to defence **Hockey** WALT develop defending: Blocking and tackling	**Paceball** WALT refine the transition from attack to defence **Hockey** WAL how to shoot effectively	**Paceball** WALT refine positions for defence **Hockey** WALT refine attacking skills passing, dribbling and shooting, introduce officiating .	**Paceball** Take part in a tournament **Hockey** WALT refine defending skills, developing transition from defence to attack	**Hockey** Take part in a tournament

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French	**Do you have a pet?** WAL: common pet nouns in French with their determiners.	**Do you have a pet?** WALT: say I have a pet in French.	**Do you have a pet?** WALT: say what my pet is called in French.	**Do you have a pet?** WAL: how to say what pet I do not have in French.	**Do you have a pet?** WALT: integrate the conjunction 'et' (and) and 'mais' (but) accurately into sentences.		
PSHE	**Recognising and celebrating difference, including religions and culture** WALT recognise and value diversity by understanding different communities, faiths and beliefs and showing respect and inclusion towards others *Qualities of friendship*	**Recognising and celebrating difference, including religions and culture** WALT recognise and value diversity by understanding different communities, faiths and beliefs and showing respect and inclusion towards others *Kind conversations*	**Recognising and celebrating difference, including religions and culture** WALT recognise and value diversity by understanding different communities, faiths and beliefs and showing respect and inclusion towards others *Happy Being Me*	**Recognising and celebrating difference, including religions and culture** WALT recognise and value diversity by understanding different communities, faiths and beliefs and showing respect and inclusion towards others *Land of the Red People*	**Critical digital awareness** Understand that information and images shared online are not always accurate, and recognise that people may present themselves differently online to gain approval. *Is It True?*	**Online Bullying & self-esteem** Understand what online bullying is, including bullying related to gender expression, and know how to respond safely and help stop bullying behaviours. *Stop, Start Stereotypes*	