Year 5&6 medium term plan Autumn 2025

	SPACE	NATIONAL CURRICULUM OBJECTIVES	SKILLS PROGRESSION	CURRICULUM OVERVIEW
Maths		The children will be taught in single age mixed ability groups. Both year groups will be covering the White Rose objectives, which link to the National Curriculum. Daily 'Fluent in Five' and 'Flashback 4' starters will have a focus on arithmetic skills where we will revisit skills previously taught and build on them in order to meet statutory requirements of the National Curriculum: • Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand. • Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing. • Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts. • Explore numbers and place value so as to read and understand the value of all numbers. • Add and subtract using efficient mental and formal written methods. • Multiply and divide using efficient mental and formal written methods.		We will continue to have whole class investigations solving mathematical problems. The focus for this term will be: Place value of numbers, methods for addition, subtraction, multiplication and division (including how to apply these methods to word problems) In the second half of term there will be a focus on fractions for both year groups.
English	**Space**	Different genres of writing will be covered this term: Persuasive writing Performance poetry Imagery Biography writing Narrative writing including dialogue With a focus on: • The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.		Children will be applying to be astronauts and writing letters in order to persuade. They will be writing imaginatively about space travel and using visual clips to stimulate their own creative writing, there will be a strong focus on awareness of audience, sentence structure, organisation of

		• A vivid imagination which makes readers engage with and enjoy their writing. • A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description. • Well-organised and structured writing, which includes a variety of sentence structures. • Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat. • A love of writing and an appreciation of its educational, cultural and entertainment values. Reading Through daily reading of both our class text 'Cosmic' by Frank Cotterill Boyce and short text excerpts, we will ensure the following essential characteristics are accessed: • Excellent phonic knowledge and skills. • Fluency and accuracy in reading across a wide range of contexts throughout the curriculum. • Knowledge of an extensive and rich vocabulary. • An excellent comprehension of texts. • The motivation to read for both study and for pleasure. • Extensive knowledge through having read a rich and varied range of texts.		writing and editing to improve. They will research space travellers and scientists and produce biographies. Reading fluency skills will continue to be of great importance this term. We will be reading and responding to different fiction texts about space- this will include Cosmic by Frank Cotterill Boyce. Regular comprehension sessions and whole class text excerpts will be looked at. In the second half term children will use Spiderwick Chronicles as a visual stimulus for writing. In addition to daily English lessons, we shall be following the 'No-nonsense Spelling Scheme' to practise and learn the patterns of the year 3 & 4 and 5 & 6 statutory spelling words. Grammar will be integrated within our teaching of writing as well as in discrete lessons. We will continue to focus on improving handwriting and correct letter formation.
Geography	**Viva las Vegas**	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range	Locate Las Vegas. Identify and understand the concept of time zones and to use a map to identify the time zones where places are located. Identify key human and physical	Children will be able to use maps to plan a route and the transport needed to travel between two world locations. They will understand the concept of time zones and identify Las Vegas's

		of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge; locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place knowledge : understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	features of and surrounding Las Vegas ¨ Identify the similarities and differences between the climate in Las Vegas and the climate of locations in the UK. Understand what life is like in Las Vegas compared to life in the UK. Use a map and photographs to identify human and physical features in and around Las Vegas and identify the location of those features. Use charts of weather data to compare the climate in Las Vegas and the UK. Understand and identify the challenges facing Las Vegas such as water shortage, climate change, pollution and urban sprawl Know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	time zone in relation to the UK and be able to identify key physical and human features of Las Vegas. They shall understand the climate of Las Vegas and how it differs from the UK. Children will explain what daily life is like for residents of Las Vegas and identify and understand the challenges Las Vegas faces
Science	**Space**	Pupils should be taught to: 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	Understand the Earth's movement in space. This concept involves understanding what causes seasonal changes, day and night.	We shall be describing movements of the earth and other planets in relation to the sun in the solar system. We shall be investigating the different phases of the moon and use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Children will

		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 apparent movement of the sun across the sky.	• 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 apparent movement of the sun across the sky.	have the opportunity to research different aspects of the solar system and how our understanding of it has developed across History.
	Forces	Pupils should be taught to: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth 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.	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. *• Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.* *• Understand that force and motion can be transferred through mechanical*	In this part of the topic we will learn how to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Children will also identify the effects of air resistance, water resistance and friction, that act between moving surfaces and recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

			devices such as gears, pulleys, levers and springs. • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.	
History	**The Space Race**	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas	This term will have a Science & Geography focus but aspects of all topic work will allow them to look at the works of Scientists of the past and their impact on Scientific understanding today. We will also look at how the Space Race began after the Second World War and central figures involved in the technological developments of the time and first people to go in to space, as well as the work of NASA (using biographies and other sources).

Art and Design	**Typography** **Making Monotypes**	Pupils should be taught: That when designers work with fonts and layout it is called Typography. That we can use the way words look to help us communicate ideas and emotions. That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. That Monotype is a process where we make images by transferring ink from one surface to another to make a single print. That we can use the "distance" that monotype gives us between mark making and outcome to make images with texture and a sense of history/process. That we can combine monotype with other disciplines such as painting and collage. That we can make art by expressing our own personal response to literature or film.	We will develop ideas by: They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three dimensional maps. Pupils develop their mark making skills through a simple warm up exercise, before focussing upon a project which gives them the opportunity to use the monotype process (combined with painting and collage) to make a "zine", inspired by a piece of poetry. The pathway provides two ways of making monotypes according to the space and time you have available. Throughout the project pupils use sketchbooks to collect ideas, test methods, and explore colour, line and mark making.	In this pathway children are introduced to typography design and they explore how they can create their own fonts and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions. In this pathway children explore the process of making monotypes. The pathway starts with an introduction to monotypes, and then children explore the work of an artist who uses monotypes to build sculptures and installations.
Music		Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours,	Using our new KAPOW Music scheme, children will perform a looped body

		Use and understand staff and other musical notations.	Stories, Drama). Improvising and composing Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest	percussion rhythm; keeping in time with their group' They will use loops to create a whole piece of music, ensuring that the different aspects of music work together. They will play the first section of 'Somewhere Over the Rainbow' with accuracy. Choose a suitable fragment of music and be able to play it along to the backbeat. Children will perform a piece with some structure and two different loops
DT	**Moon buggies**	**Design:** use research and develop design criteria to inform the design of innovative, functional, appealing moon buggy that is fit for purpose based on the given brief generate, develop, model and communicate their ideas for a moon buggy through discussion, annotated sketches and exploded diagrams.	• use internet and questionnaires for research and design ideas • take a user's view into account when designing, begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose • create own design criteria • have a range of ideas	Inspired by the book, "Curiosity: The Story of a Mars Rover", the children are going to research and design buggies with consideration to the suitability of materials needed to build it and understand and use a mechanical system in their buggy. Create an annotated and exploded design.

		Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate:** investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **Technical Knowledge:** understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	• accurately measure, mark out, cut and shape materials/components • make and evaluate their product • be resourceful with practical problems	Compile a list of criteria for creating a moon buggy (linked to Science work on Space.)
Computing	**Systems and Networking**	Children will be taught to: Understand the concept of a system and how components work together to perform tasks. Explore how digital systems operate, including physical and electronic connections.	Children will be introduced to the idea of a system and how components work together. They will explore how digital systems function, including physical and electronic connections. This will be followed by considering how larger computer systems link devices and processes to help people. Children will be introduced to different search engines and how to use them.	In computing we follow the scheme devised by The National Centre for Computing Education. In this first unit, learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They

		Recognise how larger computer systems link devices and processes to support people. Children will be taught to: Use search technologies effectively and refine searches when results are not useful. Understand how search engines work, including the role of web crawlers and indexes. Recognise how search behaviour and webpage content influence results. Discuss the limitations of online searching and what cannot be found online.	The unit will teach children to write and test search instructions, refine searches when results aren't useful. They should understand two main search methods: search engine and address bar, and explore why search engines are needed and how they work (e.g. web crawlers, indexes). Children will carry out their own searches and analyse the steps involved, before taking part in activities to learn how webpage content affects ranking. The unit will conclude by asking children to create paper-based webpages and test how they would rank with keywords. They will explore how search behaviour and content optimisation changes results, and discuss the limits of searching and what cannot be found online.	explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.
MFL	**Ma famille (My Family)**	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	A focus on Reading so children can read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Speak confidently	In this unit pupils will learn how to: Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person

	Les planètes (Planets)	speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary describe people, places, things and actions orally and in writing	• Take part in conversations to seek and give information. • Vary language and produce extended responses. • Be understood with little or no difficulty.	singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). In this unit pupils will learn how to: Name and label a map of the Solar System in French. Apply the rules of adjectival agreement to describe the Solar System in French. Use conjunctions and intensifiers to extend descriptions of the Solar System. Ask key questions in French in order to conduct an interview with an astronaut. Answer the questions in French in order to present themselves as an astronaut. Deepen their understanding of adjectival agreement to describe themselves in terms of character.
RE	**Incarnation** **Philosophy Lens**	Children will investigate how Christians see God as both loving and holy, how this is represented in the Bible and how this might be expressed though art. They will study the design of different churches and how this also reflects their beliefs. Towards Christmas, children will study the prophecies cited in the Bible about the coming of the Messiah and how this is	Children will begin to develop an understanding of sources of authority for believers. They will critically evaluate the concept of Biblical truth and consider it in relation to their own beliefs and spirituality.	Children will use the Understanding Christianity resource to develop their understanding of theology, philosophy and social science. This resource has been selected and recommended by the Diocese, in accordance with our status as a Church of England primary school. Other religions/world views are also taught during later terms in the year.

		referenced in various different parts of the Bible. Children investigate the key question: Is believing in God reasonable?	They will also see how England's heritage and culture has been shaped by many Christian beliefs though the ages. Children will investigate: • What makes for a reasonable argument • Arguments for the existence of God made by some Christians • Arguments from a humanist perspective against the existence of God • Arguments for the existence of God which have come from outside mainstream religious thought (Pascal's wager)	Children will engage in deep discussion about philosophical concepts: they will **e**xplain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument.
PSHE	**<u>My Happy Mind</u>** **Meet your brain** **My Happy Mind Places** **Celebrate**	Personal, social and health and economic education, or PSHE, aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.		This term we will be using My Happy Mind and will be focused on three key areas: **Meet your brain** – this focuses on the key components of the brain and how they work together, the difference between the brain and the mind, the concept of neuroplasticity and how to calm the brain in times of stress. **My Happy Mind Places** – this focuses on helping children develop self-regulation skills and understanding of how to support good mental health,

				recognise, understand and manage their emotions, reflect on when they might need help and feel confident in seeking support and explore different self-regulation strategies **Celebrate** – this focuses on the science of character and where it comes from, character strengths and why they matter and how we create the conditions for us to thrive.
PE	**Net & Wall Games** **Gymnastics** **Football**	Pupils should be taught to: play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending perform gymnastic routines using a range of movements, balances and jumps refine skills of passing and receiving, adopting a range tactics to succeed in competitive game situations	Use varied hand positioning for effective forehand and backhand technique. Serve a ball with appropriate power and accuracy, to ensure it lands within the confines of the court. Choose and combine techniques in game situations (running, throwing, catching, passing, jumping, etc.). Experience both defensive and attacking positions within a team, adapting tactics as necessary. Take on different roles within a team, leading others when called upon and demonstrating good sportsmanship	In the first half term we will focus on tennis, children will improve their control of the ball when hitting across a net and will focus on forehand and backhand. This will be taught through small games with a skills based focus. In outdoor P.E. in the first half term, children will develop their football skills alongside team work through a variety of team based games, focussing on the necessary skills in order to confidently participate in games. These sessions will be taught by an outside sport agency. Children will explore movement, sequences and body shapes through dance. They will work collaboratively to

			To understand the importance of warming up and cooling down, and to begin to do this independently. In Gymnastics, there will be a focus on • Creating sequences that include a mix of independent, paired and grouped elements. • Holding shapes that are strong, fluent and expressive. • Varying speed, direction, level and body rotation during floor performances. • Demonstrating good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).	choreograph a series of movements based on this term's topic of Space
Visits/ Visitors	Bawdsey Manor PGL Centre residential	This residential trip will incorporate the coverage of many curriculum areas. Whilst having a PSCHE and PE focus, there will also be opportunities for Design and Technology.		