

## Year 5&6 medium term plan Spring 2026

Coasts, Plants, living organisms and Rainforests	NATIONAL CURRICULUM OBJECTIVES	SKILLS PROGRESSION	CURRICULUM OVERVIEW
Maths	<p>The children will continue to be taught in mixed ability groups. Both year groups will be covering the White Rose objectives, which link to the National Curriculum.</p> <p>Daily 'Fluent in Five' and 'Flashback Four' starters will have a focus on arithmetic skills where we will revisit skills taught in Lower Key stage 2 and build on them to meet statutory requirements of the National Curriculum using Chris Quigley's breadth of study:</p> <ul style="list-style-type: none"> <li>• Count and calculate in increasingly complex contexts, including those that cannot be experienced first-hand.</li> <li>• Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.</li> <li>• Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.</li> <li>• Explore numbers and place value to read and understand the value of all numbers.</li> <li>• Add and subtract using efficient mental and formal written methods.</li> <li>• Multiply and divide using efficient mental and formal written methods.</li> </ul>	<p>We will continue to have whole class investigations solving mathematical problems.</p> <p>The focus for this term will be:</p> <p>Year 5- Multiplication and division; fractions; decimals and percentages; perimeter and area and statistics</p> <p>Year 6- Ratio; algebra; decimals; fractions, decimals and percentages; area, perimeter and volume and statistics.</p>	
English	<p>Journey to the River Sea</p> <p>Mayans</p> <p>Different genres of writing will be covered this term:            Narrative writing including dialogue- Using 'Bee and Me' as stimulus            Poetry            Recounts including diaries            Writing to inform            Writing to instruct            Writing to persuade            With a focus on:</p>		<p>The main stimulus for our narrative writing this term will be 'Journey to the River sea' which we will inspire our narrative writing with a focus on interweaving narrative and dialogue.</p> <p>Reading fluency skills will continue to be of great importance this term. We</p>

		<ul style="list-style-type: none"> <li>The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.</li> <li>A vivid imagination which makes readers engage with and enjoy their writing.</li> <li>A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.</li> <li>Well-organised and structured writing, which includes a variety of sentence structures.</li> <li>Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.</li> <li>A love of writing and an appreciation of its educational, cultural and entertainment values.</li> </ul> <p><b>Reading</b> Through daily reading of both our class text and short text excerpts, we will ensure the following essential characteristics are accessed:</p> <ul style="list-style-type: none"> <li>Excellent phonic knowledge and skills.</li> <li>Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.</li> <li>Knowledge of an extensive and rich vocabulary.</li> <li>An excellent comprehension of texts.</li> <li>The motivation to read for both study and for pleasure.</li> <li>Extensive knowledge through having read a rich and varied range of texts.</li> </ul>	<p>will be reading and responding to different fiction texts about south America- this will include 'Journey to the River Sea' by Eva Ibbotson. Regular comprehension sessions and in one of our two daily whole class reading sessions, text excerpts from a wide range of genres will be looked at.</p> <p>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 &amp; 4 and 5 &amp; 6 statutory spelling words.</p> <p>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.</p>	
Geography	Coasts	<p><b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,</p> <p><b>Geographical skills and fieldwork</b> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of</p>	<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in</li> </ul>	<p>Using our new Geography scheme- Coasts- children will understand what a coast is and identify coastal features in the UK</p> <p>They will identify and describe different types of beaches and their characteristics and explore how humans use the coast for tourism, transport, and industry</p> <p>We shall learn about what coastal erosion is and how it shapes the</p>

		<p>methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>the local area. Record the results in a range of ways.</p>	<p>coastline and investigate how coasts change over time due to natural and human influences</p> <p>Throughout the topic we shall develop map skills (including using Digimaps) by locating and labelling UK coastal features</p>
Science	Plants and Living Organisms	<p>Pupils should be taught to:</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics</p>	<p>Understand plants:</p> <ul style="list-style-type: none"> <li>Relate knowledge of plants to studies of all living things.</li> </ul> <p>Investigating living things:</p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Describe how living things are classified into broad groups according to common observable characteristics.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p>Children will learn about Biomes and how animals and plants are adapted to suit their environments in a variety of ways.</p> <p>We shall also be revising plants, life cycles and classification. We will be looking at the reproduction of plants and dissecting and labelling plant parts, identifying their role in the reproduction process.</p> <p>Children will consider the importance of pollinators, what threats they are facing, and what steps can be taken to protect these species.</p>
History	Mayans	<p>Pupils should be taught about:</p>	<p>Build an overview of world history:</p>	<p>Children are to learn about the ancient Mayan civilisation and find out about customs, beliefs and their way of life.</p>

		<p>a non-European society that provides contrasts with British history-Mayan civilization</p>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	
Art and Design	Mixed Media Land and City Scapes Access Art	<p>Pupils should be taught:</p> <p>That as artists we are able to experiment with materials, combining them to see what happens.</p> <p>Artists often work "plein air"</p> <p>We can feel free and safe to take creative risks, without fear of getting things "wrong". We can share our artistic discoveries with, and be inspired by each other.</p>	<p>We will develop ideas by:</p> <p>Using sketchbooks to focus this exploration and we do not always need to create an "end result" - sometimes the exploratory journey is more than enough.</p> <p>Children will use a variety of media (such as pencil, charcoal, ink, watercolour etc) to represent the areas around the school or village in landscape form.</p>	<p>We shall study the work of artists such as The Shoreditch Sketcher, Vanessa Gardiner, Kittie Jones and Saoirse Morgan, who have captured the spirit, mood and appearance of place through a variety of different media.</p> <p>We will practise a variety of sketching techniques to render images, represent thoughts/feelings and capture plans and ideas for a final piece before sharing and evaluating it.</p>
Music	Coasts	<p>This term:</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p>	<p>Using the Kapow Coasts Mixed Age Music Scheme, children shall engage in discussion about the sounds of an orchestral piece; they will have a selection of varied vocabulary in response to what they hear.</p> <p>Children will be able to change dynamics and pitch, differentiating</p>

	<p>develop an understanding of the history of music.</p>	<p>Using musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology.</p> <p>Constructively critiquing their own and others' work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>	<p>between the two and take the role of conductor or follow a conductor to show changes in pitch, dynamics and texture.</p> <p>They shall change texture within their group improvisation and talk about its effect and create a graphic score to represent sounds.</p> <p>.</p>
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DT	<p>Themed T shirts</p> <p>Chocolate Bar</p>	<p>This term</p> <ul style="list-style-type: none"> <li>· Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>· generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p>Design -</p> <ul style="list-style-type: none"> <li>· carry out research, using surveys, interviews, questionnaires · identify the needs, wants, preferences and values of particular individuals</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>· produce lists of tools, equipment and materials that they need · formulate simple step-by-step plans as a guide to making</li> </ul>	<ul style="list-style-type: none"> <li>· use internet and questionnaires for research and design ideas</li> <li>· 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</li> <li>· create own design criteria</li> <li>· have a range of ideas</li> <li>· use computer-aided designs</li> <li>· use selected tools and equipment precisely</li> <li>· accurately measure, mark out, cut and shape materials/components</li> <li>· be resourceful with practical problems</li> </ul> <ul style="list-style-type: none"> <li>· Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>· Know and use relevant technical and sensory vocabulary</li> <li>· Understand the source of different food products</li> </ul>	<p>Children will be taught to</p> <p>Use CAD to design and make a themed t shirt. Research fabric designs and consult with recipient.</p> <p>· Children to research the process of making chocolate including FairTrade.</p> <p>· Look into the history of making chocolate bars and current innovative chocolate chefs and manufacturers</p> <p>· Design a new chocolate bar after carrying out research to form a design brief, including evaluating existing products</p> <p>· Make their bar including wrappings</p> <p>· Evaluate against decided criteria</p>
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Computing	Data & Information - Introduction to Spreadsheets	<p>Select, use and combine a variety of software to design and create content, including collecting, analysing and presenting data.</p> <p>Use logical reasoning to explain how digital systems work.</p> <p>Use technology purposefully to create, organise, store and manipulate digital content.</p> <p>Solve problems involving addition, subtraction, multiplication and division (Maths link).</p> <p>Use logical reasoning to predict and explain outcomes.</p>	<ul style="list-style-type: none"> <li>• Build from organising simple data sets to creating structured spreadsheets with headings and consistent formats</li> <li>• Develop understanding of rows, columns, cells and cell references</li> <li>• Apply appropriate data types and number formats to support calculations</li> <li>• Construct formulas using cell references and arithmetic operations</li> <li>• Use formulas that include ranges of cells and duplicate formulas efficiently</li> <li>• Use spreadsheets to answer questions and solve real-world problems</li> <li>• Choose appropriate methods to present data (tables or charts)</li> </ul>	<p>Pupils are introduced to spreadsheets and learn how they can be used to organise and analyse data.</p> <p>Children collect data and organise it into tables within a spreadsheet</p> <p>Pupils learn that formatting affects how spreadsheets interact with data, not just how data looks.</p> <p>Learners are introduced to formulas and understand that changing inputs changes outputs.</p> <p>Pupils calculate values using all four operations and apply formulas across multiple cells.</p>

	<p>Interpret and present data using charts and graphs (Maths - Statistics link)</p> <p>Evaluate digital content and present information effectively.</p>		<p>Children use spreadsheets to plan and cost an event, applying formulas to meet a given task.</p> <p>Learners create charts and evaluate which presentation method best answers a question.</p>
MFL	<p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>read carefully and show understanding of words, phrases and simple writing</p>	<p>A focus on Reading so children can read and understand the main points and some of the detail in short written texts.</p> <ul style="list-style-type: none"> <li>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> </ul> <p>Speak confidently</p> <ul style="list-style-type: none"> <li>Take part in conversations to seek and give information.</li> <li>Vary language and produce extended responses.</li> <li>Be understood with little or no difficulty.</li> </ul>	<p>Our topics this term are:</p> <p>As-tu un animal?</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</li> <li>Tell somebody in French if they have or do not have a pet.</li> <li>Ask somebody else in French if they have a pet.</li> <li>Tell somebody in French the name of their pet.</li> <li>Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but")</li> </ul>

		<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>describe people, places, things and actions orally and in writing</p>		
RE	<p><i>Key question 1: Why should I be good?</i></p> <p><i>Key question 2: What difference does the Resurrection make to Christians?</i></p>	<p>(Through a "philosophical lens")</p> <ul style="list-style-type: none"> <li>The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy, Hinduism and Christianity.</li> <li>Some of the key teachings about morality in Christianity/Hinduism/Buddhism, their similarities and differences.</li> <li>Two influential schools of moral philosophy; the deontological and utilitarian.</li> <li>The work of philosophers: Plato &amp; Kant</li> </ul> <p>(Through a "theological lens")</p> <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them.</p>	<p>Children will be using the Understanding Christianity and Saffron Trust Scheme resources to develop their understanding through an enquiry based approach.</p> <p>Each unit utilises different "lenses" as it its focus: theological, philosophical or sociological</p>	
PSHE		In PSHE we will be using My Happy Mind to look at the topics of <b>Appreciate</b> and <b>Relate</b> as well as covering Relationships from My Happy Relationships (found in My Happy Mind Plus) in the form of: <b>Friendships and Families and Close Personal Relationships</b> .		

In the **APPRECIATE** topic, children will be learning:

- What appreciation means and think of ways to show appreciation to others.
- What they should focus on when thinking about gratitude.
- They will explore 3 questions to help them develop deeper levels of gratitude.
- Why it is important to tell others that we're grateful for them and how it makes others feel good when we create a *Gratitude Domino Effect*.
- How gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A -P happy and the Amygdala calm.
- That when we regularly give and receive gratitude, Dopamine will continuously be released and even thinking about experiences or people we are grateful for releases Dopamine.
- That the more we think about gratitude, the stronger the Neural Pathways get and the easier it becomes.
- That an *Attitude of Gratitude* helps us to see all things we are grateful for and makes the problems we face a little easier.
- That often the hardest category to think about gratitude for is ourselves.

In the **RELATE** topic, children will be learning:

- What their Top 5 Strengths are and which Virtue they fall under.
- That when they see things from different perspectives, they are using their Prefrontal Cortex and then their brain can remember this and store it in their Hippocampus.
- That they can train their brain to notice how people use their strengths differently.
- That strengths help release Dopamine and make Team H-A -P happy, calm and relaxed.
- That you are more likely to see different strengths and perspectives positively when Team H-A -P is working as a team.
- We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives.
- That friends can help solve problems, and it is important to show gratitude towards them. This can help develop an *Attitude of Gratitude*, and the *Gratitude Domino Effect* makes everyone feel good.
- Skills needed to listen actively and how this will help them to 'Stop, Understand and Consider'. They will understand why this is so important in friendships

In the **Families and Close Positive Relationships** topic children will be learning:

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, relationships).

- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.
- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another.
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

In the Friendships topic, children will be learning:

- R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.
- R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.

And also:

- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.
- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.

		<ul style="list-style-type: none"> <li>• R16. how friendships can change over time, about making new friends and the benefits of having different types of friends.</li> <li>• R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</li> </ul>		
PE		<p>Pupils should be taught to:</p> <p>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>We will focus on:</p> <ul style="list-style-type: none"> <li>• Developing practical skills in order to participate, compete and lead a healthy lifestyle</li> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team</li> <li>• Create complex, imaginative, and fluent sequences.</li> <li>• Show strong, controlled, and expressive movements.</li> <li>• Use varied linking elements for extended sequences.</li> <li>• Hold strong, fluent, and expressive shapes consistently.</li> <li>• Vary speed, direction, level, and rotation in travel and jumps.</li> </ul>	<p>This term we will focus on invasion games, gymnastics and net and wall skills.</p> <p>In outdoor P.E. children will develop their handball 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 our Sports teacher.</p> <p>In indoor PE, children will build on previous work travelling over and under shapes made by a partner and will extend those skills to travel over a moving base. Co-operating with a partner they will design a sequence to show variations in shape, speeds and direction and evaluate its effectiveness. These skills and sequences will be adapted and transferred to apparatus. Children will learn to express an idea in original and imaginative ways, performing complex moves that combine strength and stamina. They will give</p>

		<ul style="list-style-type: none"> <li>• Maintain precise, strong, and fluent balances.</li> <li>• Demonstrate strength, flexibility, and alignment through technique.</li> <li>• Combine varied jumps with controlled landings.</li> <li>• Work collaboratively to refine and improve performances.</li> <li>• Identify strengths and evaluate performances using feedback.</li> </ul>	constructive feedback, considering technique, control and balance.
Visits/ Visitors		Take one Book Week  Year 5 Road Safety	