Year 5 & 6 Medium Term plan Summer 2026

ALL CHANGE	NATIONAL CURRICULUM OBJECTIVES	SKILLS PROGRESSION	CURRICULUM OVERVIEW
MATHS	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. 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 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: Year 5-. Shape; position and direction; decimals; negative numbers; converting units; measurement - volume. Year 6- SATs revision; statistics; Properties of shape; position and direction
ENGLISH	Writing: Different genres of writing will be covered this term: Narrative writing including dialogue using our class novels and short stories as a stimulus- different pieces will include action and suspense and a dilemma Recount writing after a visit to Mark's Hall or around Coggeshall Writing to instruct on how to cook a healthy meal Writing to persuade people to visit Coggeshall, therefore including information text Balanced Argument about whether children should be allowed mobile phones With a focus on:		The stimulus for our narrative writing this term will continue to be 'Journey to the River Sea' and Kensuke's Kingdom: these will inspire our narrative writing with a focus on interweaving narrative and dialogue. Reading fluency skills will continue to be of great importance this term. Regular comprehension sessions and in one of our

	• The ability to write fluently and with interesting detail on a number of topics throughout the curriculum. • 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 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.		two daily whole class reading sessions, text excerpts from a wide range of genres will be looked at. 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 WHERE DOES ENERGY COME FROM? LOCAL STUDY- COGGESHALL	Human and physical geography describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Investigate places: • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways	Children will understand what natural resources are and identify examples from the natural world. They will explore how electricity is generated using natural resources and investigate how humans collect, store, transport and use water. They will trace the journey of food from source to table and understand that food is a natural resource and explore what minerals are, where they come from, and how they are used. We shall also consider the sustainability of natural resources and explore conservation strategies.
SCIENCE	Pupils should be taught to:	Biology:	This term, we shall revisit key aspects of this topic taught in lower Key Stage 2 to

ANIMALS INCLUDING HUMANS	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. Children will work scientifically in their planning of different types of scientific enquiries to answer questions, including: recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs Describe what microbes are and identify the three main groups: bacteria, viruses and fungi.	• Identify and name the main parts of the human circulatory system, digestive system and skeleton, and describe the functions of the heart, blood vessels, blood, key digestive organs, and major bones. • Recognise the importance of diet, exercise and lifestyle on the way the human body functions, including how healthy choices support the circulatory system, digestive system and skeletal health. • Describe the ways in which nutrients and water are transported within animals, including humans, and explain how the circulatory system works with the digestive system and skeleton to keep the body healthy.	ensure children have a secure understanding of the human skeleton, the digestive system and the circulatory system before moving on to study the human body in further depth. This consolidation will help children build strong foundational knowledge of how the body is structured and how its major systems work together. In conjunction with PSHCE and PE, we shall plan practical investigations linked to exercise and its effects on the body, including how physical activity influences the heart rate, breathing, muscles, and overall wellbeing.

MICRO-ORGANSIMS	• Compare helpful and harmful microbes and explain their effects on humans, including illness, decay and useful applications. • Observe and describe common bacterial shapes: balls (cocci), rods (bacilli), spirals (spirilla). • Explain how yeast works in fermentation and why it is used in food production. • Use scientific enquiry to investigate microbial growth (yeast activity).	• Identify that microbes are tiny living things (except viruses), and recognise that they grow, reproduce and have different structures. • State that viruses are not considered living organisms but can infect living cells. • Recognise that bacteria come in different shapes: spherical, rod-shaped and spiral. • Describe how fungi (including moulds and yeast) obtain food by decomposition. • Understand the process of fermentation, including how yeast respires without oxygen to produce carbon dioxide.	This term, children will explore microbes in depth, building understanding of the tiny organisms that influence health, food production and decomposition. Children will handle investigations such as comparing environments for microbes, and testing yeast fermentation. We will compare helpful microbes (gut bacteria, yoghurt bacteria, decomposers, yeast) and harmful microbes (disease-causing bacteria and viruses). By the end of the unit, pupils will be able to classify microbes, explain their structure, and understand their role in both everyday life and illness prevention.
HISTORY LOCAL STUDY-COGGESHALL	A local history study	**Investigate and interpret the past** • Use sources of evidence to deduce information about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate **Build an overview of world history**	We will be investigating the changes to our local area from 1926-today – from the birth of the Queen to present day. Children will use the museum and heritage societies to understand about the locality of the school and explore artefacts and sources of evidence.

		• Identify continuity and change in the history of the locality of the school. **Communicate historically** • Use appropriate historical vocabulary to communicate	The children will finish the unit by researching their own line of enquiry.
ART AND DESIGN **Fashion Design**	NC KS2: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • about great artists, architects and designers in history.	• That designers bring their own culture, experiences and passions into their designs, for other people. • That as individuals we can grow our experience of the world by experiencing the creativity expressed by other people. • That we can use colour, pattern, line, shape, form, material, texture to express our creativity. • That when we design fashion, we can understand what it might feel like to wear the clothes. • That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.	Teachers use the Access Art scheme to plan and deliver this Art unit. Children will collect "visual notes" studying some significant fashion deisigners and build mood boards of fabrics, colours, images and other inspiration for their own fashion designs along an agreed theme. They will then sketch their designs and make 3D interpretations of them using fabric and other media/tools to embellish their creations.
MUSIC HOLI FESTIVAL	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	The key skills taught will be: Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	Using the Kapow Music Scheme, and the unit 'Composition to represent the festival of colour', children will suggest a colour to match a piece of music.

	improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.	Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). 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 interrelated dimensions of music to add musical interest. Using musical vocabulary to offer constructive and precise feedback on others' performances.	They will create a graphic score and describe how this matches the general structure of a piece of music. Additionally, they will create a vocal composition in response to a picture and justify their choices using musical terms. They shall record their compositions in written form whilst working as a group to perform a piece of music. In the second half term we shall learn and perform songs and actions from our Summer show (To be decided!) .
DT HEALTHY LIFESTYLES	Pupils should be taught to: understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.	Research and understand the health benefits of Mediterranean type diets. Design and cook a plant-based meal based on Mediterranean cuisine Develop knife skills

	understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	• Create and refine recipes, including ingredients, methods, cooking times and temperatures.	Follow recipes and safety instructions to cook flatbreads and dips. Investigate costs for own meal and consider seasonality.
COMPUTING SENSING	Pupils should be taught to: In this Sensing unit, learners build on their prior understanding of sequence, repetition, selection, and variables by applying these constructs within the MakeCode programming environment and on a physical device — the micro:bit. They begin by learning how the micro:bit operates as an input–process–output system and how simple programs can be created, tested using the emulator, and then transferred to the device. As the unit progresses, pupils explore how sensors such as buttons and accelerometers can be used to update variables and influence the flow of a program through conditional statements. They deepen their understanding of selection by using operands and ordering conditions appropriately to control program behaviour. Design plays a central role, with pupils moving from following scaffolded designs to independently creating their own algorithms and program flow diagrams. By the end of the unit, learners apply all four KS2 programming constructs to create, test, and debug a fully functioning micro:bit step counter based on their own design		Children are introduced to the micro:bit and learn how to create and test programs using the MakeCode editor and emulator. They develop understanding of selection and conditions through projects such as a fortune teller, and begin exploring how different sensor inputs — including buttons and the accelerometer — can update variables and influence program flow. Children learn how operands and ordered conditions shape decision-making in programs and adapt code to create a working compass. They then move into design work, identifying key features of a step counter and planning the algorithm and program flow. Finally, they create, test, debug, and refine their own micro:bit step counter.

MFL- FRENCH HEALTHY LIFESTYLES	Pupils should be taught to: To 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* 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	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 • Take part in conversations to seek and give information. • Vary language and produce extended responses. • Be understood with little or no difficulty. Write imaginatively • Write short texts on familiar topics. • Use knowledge of grammar to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words	Using the Language Angels Scheme, children will learn about Healthy Eating and by the end of this unit children will be able to: Say and write what they eat and drink to stay healthy. Say and write what they do not eat and drink to stay healthy. Say and write the activities they do and do not do to stay healthy, including a choice of physical activities. Follow a simple, healthy recipe in French
RE 1. Other faith unit – theology lens	1. Enquiry question: How do Hindus make sense of the world? 2. What might it mean to speak up for injustice?	1. Children will learn about how Hindus view ultimate reality: the meaning of the Aum symbol, the nature of Brahma and how it relates to other	Children will be taught according to content from the Christian Aid units and RE Today/Saffron Trust resources

2. Speak Up or Stay Silent		Hindu deities such as Vishna and Shiva – thinking about the concept of the Trimurti. 2. Children will learn about the role and message of some of the prophets in the Old Testament and how their teaching continues to influence Christians today. They will explore how Jesus described his mission and purpose and use biblical text and case studies of Christian Aid's work to explore the Christian belief that humans are created in the image of God and the importance of giving dignity to all.	
PSHE ENGAGE – GOALS AND SUCCESS GROWING, CHANGING ECONOMIC WELLBEING	**We will continue to use MY HAPPY MIND:** **Engage** The children will think about when we truly engage in something and feel good. We will talk about what is going on in their brains and bodies when they engage, the role of dopamine and how Team H-A-P works together making success easier as well as how the Amygdala can affect their feelings and ability to do well. We look at setting goals and the difference between team goals and individual goals. We also learn about the skill of perseverance and how people's Character Strengths can help with team goals. **Ourselves** In this topic we will focus on Growing and Changing specifically Grief and Transition. We will identify how change can affect our feelings. We will explore ways to express and manage grief when someone we care about passes away. The children will explore more about change and understand that it's normal for people to feel differently about moving to a new class and that all feelings are okay. They will also get a chance to share what they are grateful for from the year and what they are looking forward to about next year. **Economic Wellbeing** We will explore how people make spending decisions based on priorities, needs, and wants. We will identify the risks involved with money and how money can affect people's emotions.		

	We will explore different jobs and careers, what influences people's career choices, and what jobs we want to do when we're older We will share what we learned about the future jobs we're interested in and set goals to help us work towards them. We will explore why setting goals is important and how staying motivated can help us achieve them. **RSE** In the latter half of the term we shall split into year groups and learn about how our bodies change in puberty and how humans reproduce (Yr 6) We shall learn about giving and asking for permission knowing about personal boundaries and what is appropriate and inappropriate touch.		
PE HEALTHY LIFESTYLES	Pupils should be taught to: play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.	We will focus on: Developing practical skills in order to participate, compete and lead a healthy lifestyle • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.	Circuits Athletics Striking/fielding (Rounders/cricket)
VISITS/VISITORS	Local walk. Coggeshall museum staff. Coggeshall Cricket Club Coaches. Road Safety Walk (Yr 5 only)		