

Year 5 & 6 Medium Term Plan- Autumn Term 2026/2027

DISCOVERY		NATIONAL CURRICULUM OBJECTIVES	SKILLS PROGRESSION	Overview of learning
Maths	We will continue to follow the White Rose Maths Scheme.	The children will be taught in mixed ability, single age 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 using Chris Quigley's breadth of study: • 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 with a maths mastery approach, meaning children will acquire a deep, long-term secure and adaptable understanding of the subject. We will continue to have a focus on developing a maths mindset and a resilient attitude towards Maths- this will be done through regular reasoning and problem solving where mathematical problems are solved. Our topics this term will include: Year 5: Place Value; Addition and Subtraction; Multiplication and Division; Fractions. Year 6: Place Value; Addition, Subtraction, Multiplication and Division; Fractions; Measurement- converting units.
English	Sky Song by Abi Elphinstone Shackleton's Journey by William Gill Race to the Frozen North by Catherine Johnson	Using Sky Song by Abi Elphinstone as our class reader, we shall make links to other texts we have read; develop our vocabulary skills through our 'Word of the Day'; ask questions; make inferences; predict and summarise chapters of the text. Writing genres covered this term will include: Formal letter of application Diary Entry- recount Suspense writing in response to visual literacy Persuasive writing Biography Performance Poetry- Christmas With a focus on:		In addition to daily English lessons, we shall be following the 'No-nonsense Spelling Scheme' to revise, practise and learn the patterns of the year 3 & 4 and 5 & 6 statutory spelling words. Reading will be taught daily with a much greater focus on necessary skills to improve vocabulary, inference, prediction, explaining, retrieval, sequencing and

	Ice Trap by Meredith Hooper & M. P. Robertson	• 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.		summarising. Children will be exposed to a variety of texts that include a whole class reader and short extracts from a range of genres.
Geography	Do people live in the Amazon?	Are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. 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	• Using maps, atlases and digital tools to locate places • Comparing human and physical geography in contrasting regions • Understanding settlements within rainforest environments • Explaining environmental challenges linked to deforestation • Evaluating the importance of rainforest conservation	This explores the Amazon rainforest through a detailed study of Manaus in South America . Pupils investigate how people live within rainforest environments while developing understanding of settlements, ecosystems and environmental challenges.
Across six lessons, pupils examine human and physical geography , compare life in Manaus with the UK and investigate why the				

		regions, key physical and human characteristics, countries, and major cities Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Human and physical geography Describe and understand key aspects of: 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 Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Geographical skills and fieldwork: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Amazon rainforest is globally important. Using maps, atlases and digital geography tools, pupils build geographical enquiry skills while exploring issues linked to deforestation and rainforest conservation.
Science	Theory of Evolution	Evolution and Inheritance -recognise that living things have changed over time and that fossils provide information about living things	Understand evolution and inheritance. This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.	Children will understand evolution and inheritance. This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct. We will be studying

		that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	We shall: • Look at resemblance in offspring. • Look at changes in animals over time. • Look at adaptation to environments. • Look at differences in offspring. • Look at adaptation and evolution	Charles Darwin and Mary Anning. We shall look at the book 'Moth' There will be some investigation of properties of materials linked with D&T work.
History	Shackleton discoveries	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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should understand how our knowledge of the past is constructed from a range of sources.	Investigate and interpret the past • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices.	As part of our 'Discovery' topic we will be looking at polar explorers- in particular the race to the South Pole, and through this we will study the journeys and discoveries of Ernest Shackleton, including using original artefacts and sources from Cambridge university.

Art	Exploring Identity How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • 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 [for example, pencil, charcoal, paint, clay] • to know about great artists, architects and designers in history.	Disciplines: <i>Collage, Drawing, Sketchbooks</i> Key Concepts: • <i>That artists embrace the things which make them who they are: their culture, background, experiences, passions - and use these in their work to help them create work which others can relate to.</i> • <i>That people are the sum of lots of different experiences, and that through art we can explore our identity.</i> • <i>That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.</i> • <i>That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.</i>	In this pathway children are introduced to artists who explore their identity within their art. Pupils explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition. Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait. Pupils also use sketchbook throughout to help them generate ideas, experiment with materials and techniques, and record and reflect.
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Music	Film Music <i>Cycle A on Kapow</i> Composition notation	• Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Develop an understanding of the history of music	Unit outcomes Pupils who are secure will be able to: • Identify how different styles of music contribute to the feel of a film. • Participate in discussions, sharing their views and justifying their answers. • Use the terms 'major' and 'minor'. • Identify different instruments to describe how music evokes different emotions. • Identify pitch, tempo and dynamics and use these to explain and justify their answers. • Give reasonable and thought-out suggestions for what different graphic scores represent. • Use their body, voice and instruments to create sounds to represent a given theme. • Create a musical score to represent a composition. • Interpret their graphic score and perform their composition appropriately with their group. • Create sounds that relate to the scene of a film. Composition notation Unit outcomes Pupils who are secure will be able to:	This unit explores the music used in film to accompany action and create atmosphere.
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DT	Grabbers	Design -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 Make -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate -understand how key events and individuals in design and technology have helped shape the world	Design, make, evaluate and improve • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high-quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.	Children will explore why scientists are engaged in research at the bottom of the Antarctic and Arctic Oceans, the importance of collecting samples of organisms that make the sea floor their home and what these can tell us about global concerns. They will explore the challenging conditions faced by remotely operated vehicles performing sampling missions and the scientists that control the vehicles. They will explore the most appropriate sampling tool for use in marine sampling and design their own 'grabber' for the ROV. After

		Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		designing a sampling tool, they will create a prototype robot arm grabbing tool and evaluate their design with their knowledge of existing grabbing tools.
Computing ICT	Sharing Information	• Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Managing Online Information • I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with. Privacy and Security • I can explain what a strong password is and demonstrate how to create one Internet safety and Harms • Pupils should know how to be a discerning consumer of	• To explain that computers can be connected together to form systems • To recognise the role of computer systems in our lives. • To identify how to use a search engine • To describe how search engines select results • To explain how search results are ranked • To recognise why the order of results is important, and to whom	In this 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 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.

	Video Editing	information online, including that from search engines, is ranked, selected and targeted • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	• To explain what makes a video effective • To use a digital device to record video • To capture video using a range of techniques • To create a storyboard • To identify that video can be improved • To consider the impact of the choices made when making and sharing a video	This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.
Online Safety	Self-Image and Identity Online Relationships	• I understand that I can show my online identity in different ways. • I know that my online identity can have an impact on others, both positively and negatively. • I can demonstrate responsible choices about my online identity, depending on context. • Understand what 'boundaries' are, including online. • Understand the concepts of respect and self-respect and give examples of how this can be shown online.		

		Understand how to respect others' boundaries online, particularly regarding sharing information about them.		
MFL	The Date My Home	Children will learn how 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; speak in sentences, using familiar vocabulary, phrases and basic language structures; 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 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	Reading - Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words Writing - Use dictionaries or glossaries to check words. - Refer to recent experiences or future plans, as well as to everyday activities. Speaking - Understand the main points and opinions in spoken passages. - Give a short-prepared talk that includes opinions. - Take part in conversations to seek and give information. - Refer to recent experiences or future plans, everyday activities and interests	Using the Language Angels scheme we shall follow the plans and learn the following: The Date - Remember, recall and spell the seven days of the week. - Remember, recall and spell the twelve months of the year. - Remember, recall and spell numbers 1-31. - Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. - Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is. The Home In the second half term, children will: Say whether they live in a house or an apartment and say where it is. - Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. - Tell somebody in French what rooms they have or do not have in their home. - Ask somebody else in French what rooms they have or do not have in their home. - Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as name and age).

RE	Half term 1: How and why does religion bring peace and conflict? Half term 2 Incarnation	Children will learn in this unit through the "lens" of Human and Social Science ("Thinking through living"). They will understand that the key question is a controversial topic and there are many differing views on it. They will analyse the role of religion in peace and conflict in real life situations and investigate the link between peace and pacifism. Children will begin to understand the Biblical background to the concept of the Messiah and look at source texts in the Gospels to identify prophecies. They will investigate how Christians put their beliefs into practice, about Incarnation and its true message.	We will be using the Saffron Trust scheme and Understanding Christianity resource to support our teaching. Teachers will share facts but also encourage respectful debate.
PSHE	My Happy Mind - Meet Your Brain My Happy Places Shared Responsibilities Showing respect and managing hurtful behaviour My Happy Mind - Celebrate Communities	Meet Your Brain - This module is focused on giving children a foundational knowledge of the brain and teaching them how they can look after their minds to be at their very best. It is critical that the children understand the following key concepts/topic areas by the end of this module as they form a key component of the CARE (Celebrate, Appreciate, Relate, Engage) model that follows. Celebrate - The Celebrate module is focused on introducing the evidence-based theory that we all have different Character Strengths and that, by understanding what they are and then using them as much as possible, we can be at our best! In this context, Character Strengths refer to those character traits that make us unique. We all have different characters and this is something to celebrate! This is not about what we are 'good' at, like football or maths. It is about who we are, such as being kind or brave Shared Responsibilities - We will explore why rules and laws exist, the importance of human rights and how rights and responsibilities are linked. We are learning to practise discussing ideas and respecting different opinions by having a class debate. Showing respect and managing hurtful behaviour - We are learning about bullying, both online and offline. We will discuss how we can respond to bullying and challenge hurtful behaviour. Communities - We will learn about what makes communities special, why we should value diversity, and how to challenge unfair ideas or actions.	
PE	Dance Gymnastics Football Tag Rugby	Pupils should be taught to: -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate and apply basic	Children will explore movement, sequences, and balances through dance. In outdoor P.E. children will develop their ball skills and teamwork

		principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance, perform dances using a range of movement patterns	• 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 Dance • Compose creative and imaginative dance sequences. Gymnastics Create complex and well-executed sequences that include a full range of movements including: Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances	through a variety of collaborative games; they will develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.
Home learning	Maths homework, spelling and GAPs will be set weekly through the completion of CGP books- both of which will be linked to classroom teaching and consolidate prior learning. Children will be expected to read regularly at home. (Ideally, at least 3 times a week) Topic homework will be given to support our learning but will not necessarily be weekly, this will be set via Seesaw			