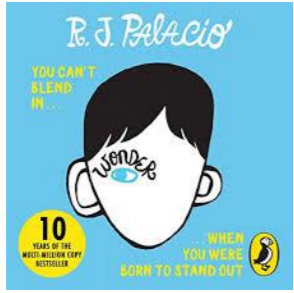


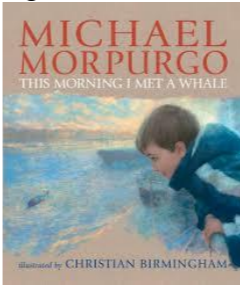

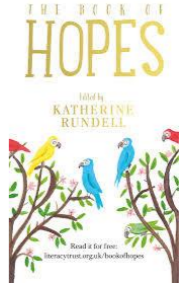













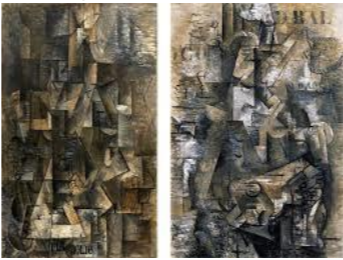













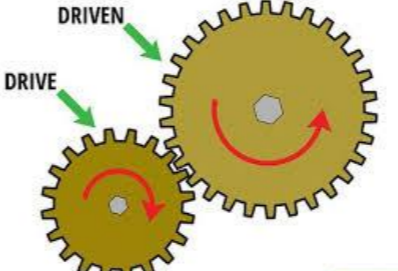




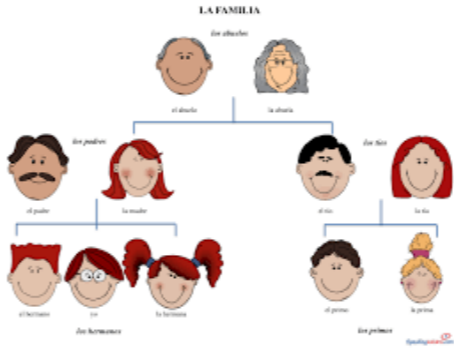











| 2025-2026 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------------|--|--|--|--|--|--|
| Maths | Place value Addition and subtraction | Multiplication and division Fractions | Multiplication and division Fractions | Decimal and percentages Perimeter and area Statistics | Shape Position and direction Decimals | Negative numbers Converting units Volume |
| Mental Maths | Count up and down in thousands Know multiplication tables- apply and extend Recall prime numbers to 19 Identify all multiples and factors including finding all factor pairs | | Add to the next 1 and 10 from a decimal number Use knowledge of factors and multiples in multiplication Add and subtract decimal numbers which are near multiples of 1 or 10, including money | | Double and halve money by partitioning Use doubling and halving as mental division/multiplication | |
| Multiplication tables | Teaching times tables document Inverse relationships- see pages 11-14 Y5 & Y6: Opportunities to revise underlying skills, use table facts with larger numbers and decimals, explore tables facts through common multiples and factors, prime, square and cube numbers, consolidation through fractions, including decimals and percentages | | | | | |
| English | The Place Value of Punctuation and Grammar Postcard (Informal/formal) Narratives- (openings, story hooks, show, not tell, Character description Bedtime story) Narrative- Shadow of Blue | Persuasion- (speeches) The Piano- narrative Narrative- Birthday Boy | Explanation Instructions Recount-diary Poetry- The Dreadful Menace World Book Day- author study Michael Morpurgo | Poetry (modern and classic) Poetry-free verse Performance Poetry- (The Aliens have landed! Kenn Nesbitt; Daffodils William Wordsworth) Alice in Wonderland- (Riddles) Narrative (internal monologue)- Swing of Change | Discussion- Argument Biography Lego Story- biography | Recount- Newspaper Non- chronological report Romeo and Juliet - playscript Narrative- The Ridge |
| Reading for pleasure | Wonder R.J. Palacio  | Creature Teacher  | Arrival Ted Chiang Read me 2 A poem for everyday of the year  | This morning I met a whale  | There's a girl in the boys' bathroom  | The Book of Hope  |
| Spelling | Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in '-cial' Words ending in '-tial' Words ending in '-cial' and '-tial' Challenge Words | Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Challenge words | Words ending in '-able', where the 'e' from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in '-fer' Words with 'silent' first letters Words with 'silent' letters Challenge words | Words with 'ie' after 'c' Words where 'ei' can make an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' Adverbs of possibility and frequency Challenge words | Words that are homophones or near homophones Words that are homophones Words that are homophones or near homophones Words that are homophones or near homophones Challenge words | Words with hyphens Challenge Words Revision words |
| Handwriting | Y5 & Y6 Key vocabulary Common spelling errors Linked with spelling and topic | Y5 & Y6 Key vocabulary Silent Night Peace poem | Y5 & Y6 Key vocabulary Leonardo Da Vinci quotes | Linked to spelling Daffodils | Linked to spelling | Y5 & Y6 Key vocabulary |
| History Cycle 2 | How has the Victorian period shaped life in Britain today? | | What were the key events in WWII? What were the key events in WW1? | What role did Newark play in the Civil War? | Crime and Punishment How has crime and punishment changed over time in Britain? | |

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| Geography | <p>Rainforests- Why are Rainforests important?</p>  | <p>Mountains- Are mountains dangerous?</p>  | <p>Link Mayans-Central America Map Skills- How to orientate yourself?</p>  | | | |
| Science | <p>Forces- Are there different types of forces?</p>  | <p>Space- What is the solar system?</p>  | <p>Living things and their habitats (differences in life cycles, reproduction in plants and animals) How do living things reproduce, and why is this important in a life cycle?</p>  | <p>Properties and changes of materials- How do materials change? Animals including humans (changes as humans develop to old age) How do we change over our lifetimes?</p>  | | |
| Art Cycle B | <p>How can we trick the eye with drawing like Escher?</p>  | <p>How can paint show the mood of the sky and weather?</p>  | <p>How can we show different views at once, like Cubist artists?"</p>  | <p>How can sculpture show strong feelings?</p>  | <p>How can we tell powerful stories using shapes and print?</p>  | <p>How can art make us think differently about the world around us?</p>  |
| Computing | <p>E-Safety</p>  | | <p>Search Engines</p>  | | <p>Programming</p>  | |

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| <p>RE</p> | <p>Unit 5.1 Inspirational People In Today's World What can we learn from great leaders and inspiring examples in today's world?</p>  | <p>Peace. How do different religions view peace? Symbolism. WW1 Truce</p>  | <p>Unit 5.2 Religion and the individual. What matters to Christians? Christianity</p>  | <p>The Resurrection What does Jesus' death and resurrection mean to Christians? Christianity</p>  | <p>Unit 5.3 Beliefs and Questions How do people's beliefs about God, the world and others have impact on their lives? Islam and Christianity</p>  | <p>Unit 5.4 Beliefs in action in the world. How are religious and spiritual thoughts and beliefs expressed in arts and architecture, charity and generosity? Islam and Christianity</p>  |
| <p>PRSE</p> | <p>Understanding me, Understanding others, Looking after me</p> <ol style="list-style-type: none"> 1. Can I set goals for me? 2. How does alcohol damage my health? 3. Can my mind get ill? 4. How do I make a choice? 5. Should my heart rule my head? 6. Why is change so scary? | | <p>Understanding me, Looking after me, Understanding groups</p> <ol style="list-style-type: none"> 1. What is peer pressure? 2. What if I am uncomfortable? 3. What is loss? 4. Is my relationship unhealthy? 5. What's a relationship commitment? 6. What's a stereotype? | | <p>Understanding groups, Understanding me, Looking after me</p> <ol style="list-style-type: none"> 1. What is prejudice? 2. How do I challenge someone's view? 3. What is debt? 4. Who pays tax and what does it do? 5. Who chooses who runs our country? 6. Can I save money and the environment? | |
| <p>D & T Cycle A</p> | | <p>Can you make a functioning birdbox?</p>  | | <p>Electrical systems and gears</p>  | | <p>Can you prepare a meal?</p>  |
| <p>Spanish</p> | <p>PHONETICS LESSONS 1-3 CORE VOCABULARY LESSONS (Months of The Year)</p>  | <p>Fruit <i>Las frutas</i></p>  | <p>Presenting Myself</p>  | <p>Family LA FAMILIA</p>  | <p>My Home my home mi casa</p>  | <p>Clothes LA ROPA</p>  |
| <p>PE</p> | <p>Football Tag Rugby</p>  | <p>Netball Tag Rugby</p>  | <p>Basketball Dance</p>  | <p>Hockey</p>  | <p>Cricket Tennis</p>  | <p>Gymnastics Sports Day</p>  |

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| <p>Music (INPSIRE)</p> | <p>Singing Sing a broad range of songs with a sense of ensemble and performance. Sing tunefully and with expression, responding to visual signs and symbols. Perform a range of songs in school assemblies and other school performance opportunities.</p> <p>Listening MMC suggested Y5 core listening pieces: English Folk Song Suite - Vaughan Williams Symphonic Variations On An African Air - ColeridgeTaylor This Little Babe from Ceremony of Carols - Britten Play Dead - Björk Smalltown Boy - Bronski Beat Jin-Go-La-Ba - Babatunde Olatunji Inkanyezi Nezazi - Ladysmith Black Mambazo Introduce extracts of a variety of pieces throughout the year.</p> <p>Composing Improvise over a drone using melodic instruments. Develop a sense of shape using question and answer phrases. Follow this by composing pairs of phrases in C major or A minor, using graphic scores, notation and/or technology.</p> <p>Musicianship / Performance Play melodies following staff notation from do to do:</p>  <p>Introduce a wider range of dynamics: pianissimo (pp), fortissimo (ff), mezzo forte (mf) and mezzo piano (mp)</p> | <p>Singing Sing songs in major and minor keys: partner songs, rounds, songs in two part harmony and songs with verses and chorus.</p> <p>Listening Compare different pieces of music; think about texture, instrumentation, dynamics, tempo, pitch. Pick out, perform and compare rhythmic patterns from some of the music listened to.</p> <p>Composing Improvise over a simple groove, responding to the beat and developing melodic shape. Experiment with different dynamics.</p> <p>Musicianship / Performance Understand how triads are formed, and how to play them in simple accompaniments to familiar songs. Continue to develop playing by ear, copying phrases and familiar melodies.</p> | <p>Singing Sing songs with both small and large leaps, with appropriate phrasing, accurate pitch and awareness of major and minor keys.</p> <p>Listening Begin to identify whether music is in a major or minor key. Discuss the mood of different pieces; what were they written for and/or about.</p> <p>Composing Work in pairs to compose a short ternary piece (ABA). Use chords to compose music to evoke a specific atmosphere, mood or environment. Use graphic scores, notation or technology to record compositions.</p> <p>Musicianship / Performance Understand the difference between 2/4, 3/4 and 4/4 time signatures. Perform a range of pieces combining different instruments to form mixed ensembles.</p> |
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