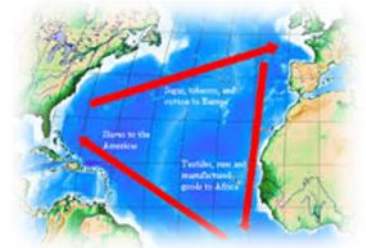
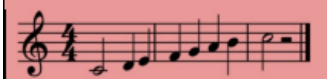


2026-2027	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place value Addition and subtraction	Multiplication and division Fractions	Multiplication and division Fractions	Decimal and percentages Perimeter and area Statistics	Shape Position and direction Decimals	Negative numbers Converting units Volume
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	Descriptive writing Non-chronological report Visual literacy narrative Poetry (performance)	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) Narrative (internal monologue)- Swing of Change	Discussion- Argument Biography Lego Story- biography	Recount- Newspaper Non- chronological report Romeo and Juliet - playscript Narrative- The Ridge
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 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	How did the struggle between the Anglo-Saxons and Vikings shape England? 	Who were the Mayans? 			Transatlantic slave trade- Should England be ashamed of its role in slavery? 	
Geography	Rainforests- Why are Rainforests important? 	Mountains- Are mountains dangerous? 			Link Mayans-Central America Map Skills- How to orientate yourself? A river study 	
Science	Forces- Are there different types of forces?		Space- What is the solar system?	Living things and their habitats (differences in life cycles, reproduction in plants and animals)	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?	

	FORCE AND MOTION 			How do living things reproduce, and why is this important in a life cycle? 		
Art	 <i>Leonardo da Vinci</i>	 <i>Henri Rousseau</i>	 <i>Charles Fazzino</i>	 <i>William Morris</i>	 <i>Wassily Kandinsky</i>	 <i>Jacek Yerka</i>
Computing	How does the internet help us communicate, learn and stay safe? 	How do programmers design games that are fun, fair and challenging? 	How can spreadsheets help us answer questions and make decisions? 	How can we use multimedia to communicate effectively with different audiences? 	How do programmers create simulations that model real-world systems? 	How can we create and publish digital media that has an impact? 
RE	Sacred Texts & Wisdom: How do ancient texts guide modern lives? (The Qur'an, Vedas, and Bible)		Life's Big Journey: How do religious and non-religious people handle milestones? (Marriage, coming-of-age, and funerals)		Art & Architecture: How do different faiths represent the divine or transcendent?	
PHSE	Being Me in My World & Celebrating Difference		Dreams and Goals & Healthy Me		Relationships & Changing Me	
D & T	 <i>Swings</i> How can I design and build a structure that moves safely and effectively?		 <i>Electrical systems and gears</i>		 <i>Savory biscuits</i> How can I design and make a savoury product that meets a purpose?	
Spanish	The date	At the café At the restaurant At the tearoom	Do you have a pet?	What is the weather?	INTERMEDIATE LANGUAGE TEACHING My Home	Habitats
PE	Football Multi-skills Basketball Dance 		Tag rugby Badminton Netball Gymnastics 		Athletics Cricket Tennis Rounders 	

Music (INPSIRE)	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. 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. 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. Musicianship / Performance Play melodies following staff notation from do to do:  Introduce a wider range of dynamics: pianissimo (pp), fortissimo (ff), mezzo forte (mf) and mezzo piano (mp)	Singing Sing songs in major and minor keys: partner songs, rounds, songs in two part harmony and songs with verses and chorus. 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. Composing Improvise over a simple groove, responding to the beat and developing melodic shape. Experiment with different dynamics. 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.	Singing Sing songs with both small and large leaps, with appropriate phrasing, accurate pitch and awareness of major and minor keys. 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. 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. 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.
Curriculum enhancement	Viking experience day World poetry day Newark Theatre visit East Midlands Ambulance service regional schools project Note: Author workshops take place across the school throughout the year	Perlethorpe: Orienteering River study World Book Day-Author study	Y5/6 performance Sports Day History with the Collingham and District History Society Newark and Sherwood District Council Health and Safety event