

# St. Andrew's CE VC Primary School 2025 - 2026

**Class: Year 5 & 6 EAGLES**  
**Curriculum Learning plan: Spring Term 4**  
**CYCLE B**

Learning Sequence	1	2	3	4	5	6
Key question/theme						
<b>English</b>	FICTION			NON-FICTION		
	<b>Phase 1</b> Explore vocabulary Explore the text and infer meaning Identify and generate figurative language	<b>Book Week</b> Create dialogue between the characters Write a diary entry for Leaf Create an extra page at the end of the book	<b>Phases 2 &amp; 3</b> Analyse how description creates mood Choose vocabulary intentionally Use semi-colons to join closely related clauses Practise combining figurative language, semi-colons and prepositional phrases To use vivid imagery to describe the city dump from The Viewer To use figurative devices, prepositional phrases and semi colons To edit and redraft writing	<b>Phase 1</b> Explore the features of newspaper reports Create vocabulary banks of sentence starters and vocabulary Explore use of reported speech	<b>Phase 2</b> Use relative clauses Use subordinate clauses Practice writing introduction using 5Ws	<b>Phase 3</b> Plan and write a newspaper article about Tristan's disappearance Edit and redraft writing
<b>Maths</b>	<b>Fractions:</b> Recognise mixed numbers and improper fractions and convert between them Add and subtract fractions Y6 only – Multiply fractions	<b>Division:</b> Divide numbers using formal written methods Solve division problems	<b>Problem solving using all four operations</b> Use all four operations to solve problems Convert between different units of measure Use rounding and estimation Solve problems involving decimals	<b>Fractions, decimals and percentages</b> Identify equivalent fractions, decimals and percentages Solve percentage problems	<b>3D shapes and coordinates</b> Identify 3D shapes and their properties Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes	<b>Statistics</b> Solve comparison, sum and difference problems using information presented in a line graph Interpret pie charts and line graphs and use these to solve problems Construct line graphs and use these to solve problems
<b>Science</b> Evolution & Inheritance	<b>Lesson 1: Variation</b> <b>Knowledge:</b> To explain why there are differences within a species. <b>Working scientifically:</b> To group factors.	<b>Lesson 2: Inheritance</b> <b>Knowledge:</b> To recognise the inheritance in plants and animals.	<b>Lesson 3: Adaptations</b> <b>Knowledge:</b> To explain why adaptation is necessary.	<b>Lesson 4: Modelling natural selection</b> <b>Knowledge:</b> To model how natural selection affects population size. <b>Working scientifically:</b> To evaluate the degree of trust and pose new questions for further enquiry.	<b>Lesson 5: Evolution</b> <b>Knowledge:</b> To describe the theory of evolution. <b>Working scientifically:</b> To consider evidence used to inform theories.	
<b>Geography</b> Why do oceans matter?	<b>How do we use our oceans?</b> To explain the importance of our oceans.	<b>What is the Great Barrier Reef?</b> To locate and describe the significance of the Great Barrier Reef.	<b>Why are our oceans suffering?</b> To explain the impact humans have on coral reefs and oceans	<b>What can we do to help our oceans?</b> To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.	<b>How littered is our marine environment? – Data collection</b> To collect data on the types of litter polluting a marine environment.	<b>How littered is our marine environment? – Findings</b> To present, analyse and evaluate data collected.
<b>DT</b> Cooking & nutrition: Come dine with me	<b>Complementary flavours</b> To explain the use of complementary flavours.	<b>Three ingredients; three courses</b> To research and design a three-course meal.	<b>Ingredients and skills</b> To explain recipe choices.	<b>To start...</b> To apply culinary skills and knowledge.	<b>The main course</b> To apply culinary skills and knowledge.	<b>Dessert</b> To apply culinary skills and knowledge
<b>Art Week</b>						Exploring self To analyse how art can explore the concept of self.  Relief sculptures To explore sculptural techniques.  Memory museum To use creative experience to develop ideas and plan a sculpture.  Memory sculpture To apply an understanding of materials and techniques to work in 3D.  Complete and reflect To problem solve, evaluate and refine artwork to achieve a chosen outcome.
<b>RE</b> What do Christians believe Jesus did to save people?	To explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.	To suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.	To make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.	To show how Christians put their beliefs into practice in different ways.	To weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	

<b>PE</b> Hockey	To use space effectively. To accurately pass and catch a ball	To show control when passing to another person. To accurately pass and catch a ball.	To use a variety of evasion techniques.	To apply a variety of attacking & defending strategies.	To combine a range of skills/ techniques in a game situation. To communicate with others on my team.	To play a game competitively and fairly and evaluate other's quality of play, being gracious in victory and defeat. To show leadership, communication and apply tactics to work effectively with others.
	To explain some safety principles when preparing for and during exercise. To explain why exercise is good for health, fitness and wellbeing. To understand the importance of warming up and cooling down. To carry out warm-ups and cool-downs safely and effectively. To know ways to become healthier.					
<b>PE</b> Dance	Identify and repeat the movement patterns and actions of a chosen dance style. Improvise and compose individual, partner and larger group dances that reflect the chosen dance style.		Use dramatic expression in dance movements and motifs. Demonstrate strong and controlled movements throughout a dance sequence.		Show a change of pace and timing in their movements. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Use transitions to link motifs smoothly together.	
<b>PSHE/RSHE</b> Citizenship	<b>Human rights</b> To explore human rights, including the right to an education	<b>Food choices and the environment</b> To understand some environmental issues relating to food and food production.	<b>Caring for others</b> To understand how to show care and concern for others.	<b>Prejudice and discrimination</b> To recognise examples of prejudice and discrimination and learn how these can be challenged	<b>Valuing diversity</b> To understand diversity and the value different people bring to a community.	<b>Parliament and national democracy</b> To begin to understand how the Government works.
<b>Music</b> Composition to represent: Holi Festival	<b>Hearing colours</b> To understand that music can be represented with colours	<b>Picturing music</b> To represent a piece of music as a graphic score	<b>Vocal composition</b> To create a vocal composition based on a picture	<b>Colour composition</b> To create a piece of music inspired by a single colour	<b>Performing in colour</b> To work as a group to perform a piece of music	
<b>Computing</b> Big Data 1	<b>Lesson 1: Barcodes</b> To identify how barcodes and QR codes work	<b>Lesson 2: Transmitting data</b> To know how infrared waves transmit data	<b>Lesson 3: RFID</b> To recognise how RFID is used	<b>Lesson 4: Using RFID</b> To input and analyse real-world data	<b>Lesson 5: Transport data</b> To analyse and evaluate data	
<b>French (KS2)</b> French verbs in a week	<b>French – action!</b> To identify verbs in the infinitive form in French.	<b>Who is doing what in French?</b> To recognise some key regular verbs in the present tense	<b>French verbs in a spin</b> To recognise that verbs take different forms and to find infinitive verbs in a dictionary	<b>French irregulars – to have and to be</b> To know that some verbs do not follow regular patterns	<b>A French week</b> To select and use a range of action verbs	