

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

Class: Year 5 & 6 EAGLES
Curriculum Learning plan: Summer Term 5
CYCLE B

Learning Sequence	1	2	3	4	5
Key question/theme					
English	NON-FICTION				FICTION
	Phase 1 outcomes - Children will: <ul style="list-style-type: none"> Explore vocabulary Explore the text and infer meaning Collect and organise information under headings: Environment, Food/Water, Shelter, Dangers, Society Identify features of non-chronological texts 	Phase 2 outcomes- children will: <ul style="list-style-type: none"> Use subordinate clauses to add detail Use parenthesis with a range of punctuation Use colons to introduce lists Use hyphens accurately Practise combining grammar skills in short writing tasks	Phase 3 outcomes: <ul style="list-style-type: none"> To plan a survival guide using researched headings To write a structured non-chronological text To use subordinate clauses, parenthesis, colons and hyphens accurately To edit and redraft writing focusing on: <ul style="list-style-type: none"> Clarity and organisation Accurate punctuation Improving vocabulary choices Consistency of tone 	SATs Week	Redrafting a previous piece
Maths	Fractions, decimals and percentages Identify equivalent fractions, decimals and percentages Solve percentage problems	Revision	Revision	SATs Week	Statistics 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
Science Animals including humans: Circulation & Health	Lesson 1: Factors affecting health Knowledge: To identify factors that affect our health and how to reduce their negative impact Working scientifically: To evaluate sources of information	Lesson 2: The heart and circulatory system Knowledge: To summarise the key structures and purpose of the circulatory system	Lesson 3: Blood Knowledge: To identify the key roles of blood Working scientifically: To evaluate a model	Lesson 4: Heart rate Knowledge: To explore the relationship between animal size and heart rate Working scientifically: To interpret patterns in data	Lesson 5: Investigating exercise and heart rate Knowledge: To investigate the relationship between exercise and heart rate Working scientifically: To write a method. Lesson 6: Heart rate and fitness Knowledge: To describe the relationship between heart rate and fitness Working scientifically: To draw a line graph
History Who should feature on a banknote?	Who features on banknotes and why? To explain the significance of people on banknotes.	Was Alfred the Great or Elizabeth I the more significant monarch? To decide whether a person is historically significant.	How were Ellen Wilkinson and Betty Boothroyd historically significant? To evaluate the significance of historical figures.	Why was Mary Seacole significant? To investigate why Mary Seacole is historically significant. Who was more significant: Lily Parr or Betty Snowball? To research historically significant sporting people.	Who will be the face of the new £10 note? To evaluate the significance of different historical figures by applying criteria.
Art Craft & Design: Photo opportunity	Photomontage To apply an understanding of composition to create an effective photomontage advertising poster.	Macro photography To apply an understanding of abstract art through photography.	Digital art To demonstrate an understanding of design choices using digital photography techniques.	Recreating paintings To apply an understanding of photography to design and recreate a famous painting.	Photorealistic self-portraits To demonstrate observation and proportion to create art in a photorealistic style
RE What do Christians believe Jesus did to save people? Why do some people believe God exists?	Diversity Workshop led by KLB pupils	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 define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. To identify and explain what religious and non-religious people believe about God, saying where they get their ideas from.	To give examples of reasons why people do or do not believe in God. To make clear connections between what people believe about God and the impact of this belief on how they live.

PE Rounders	Ultimate Frisbee Demonstrate the application of skills across different sports. Play a game competitively and fairly and evaluate other's quality of play, being gracious in victory and defeat. Selection for competitive festival	Show control when throwing/hitting to another person using a variation of techniques	Accurately hit//throw/pass/catch a ball	Demonstrate the application of skills across different sports.	Play a game competitively and fairly and evaluate other's quality of play, being gracious in victory and defeat.
	<ul style="list-style-type: none"> 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. 				
PE Gymnastics	<ul style="list-style-type: none"> Perform jumps, shapes and balances fluently and with control 	<ul style="list-style-type: none"> Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. 	<ul style="list-style-type: none"> Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. 	<ul style="list-style-type: none"> Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. 	School Camp
PSHE/RSHE Economic Wellbeing	Attitudes to money To understand attitudes and feelings around money.	Keeping money safe To understand how to keep money in bank accounts safe.	Stereotypes in the workplace To understand that stereotypes can exist in the workplace, but they should not affect people's career aspirations.	Gambling To begin to understand the risks associated with gambling.	Careers To understand the range of jobs people might do. (Y5) To understand the different routes available into careers. (Y6)
Music South & West Africa	'Shosholoza' a cappella To sing a traditional African song unaccompanied.	Playing 'Shosholoza' To use tuned percussion to play a chord progression.	The 'Shosholoza' show To use vocals or tuned percussion to perform a piece of music as an ensemble.	Drumming away to Africa To play call and response rhythms using percussion instruments.	Eight-beat breaks To create an eight beat break to play within a performance.
Computing Big Data 2	Lesson 1: Transferring data To explain how data can be safely transferred	Lesson 2: Data usage To investigate the data usage of different online activities	Lesson 3: The Internet of Things To identify how data collection can improve city life	Lesson 4: Designing a smart school To design a system for turning a school into a smart school	Lesson 5: Smart school presentation To present ideas for turning a school into a smart school
French (KS2) Visiting a town in France	Welcome to my town To use prepositional phrases to describe the location of places in a town.	Directions to places in a French town To use and respond to instructional language and directional vocabulary.	Let's travel! To describe holiday plans using the near future tense.	Sightseeing in a French town To give opinions on places in a town using a range of verbs and adjectives.	French tourism To write a short description of a French town using key grammatical features.