

St. Andrew's CE VC Primary School 2026 - 2027

Class: Year 5 & 6 EAGLES

Curriculum Learning plan: Autumn Term 1

CYCLE A

Learning Sequence	1	2	3	4	5	6
Key question/theme						
English	To explore the meaning of new vocabulary To infer character information To use expanded noun phrases To use prepositional phrases To use descriptive vocabulary	To identify the structure of an adventure story To use subordinate clauses To use relative clauses To punctuate dialogue accurately To organise events into clear paragraphs To plan an adventure story	To write an adventure using the grammatical structures and narrative techniques studied. To edit and redraft writing	To explore the creatures encountered in The Saga of Erik the Viking To retrieve information about a chosen creature from the text To make and justify sensible inferences To distinguish between information stated in the text and information inferred To identify the features of a non-chronological report	To organise information into logical categories and sections To use the present tense to state general facts To use precise expanded noun phrases to describe appearance and characteristics To use relative clauses to add relevant information To use subordinate clauses to explain cause, effect and contrast To use cohesive devices to link ideas within and between paragraphs To create informative labels, captions and an annotated diagram	To write an informative non-chronological report about a creature from The Saga of Erik the Viking To organise information using an introduction, subheadings and paragraphs To use present tense, expanded noun phrases, relative clauses and subordinate clauses To use cohesive devices to maintain a clear focus To include an annotated diagram and informative caption To edit and redraft writing focusing on: • Accuracy of information • Precise vocabulary • Consistency of tense • Avoiding repetition • Clarity and cohesion
Maths	Place Value: To read, write, order and compare numbers To count forwards and backwards in steps of powers of 10 To convert between units of measure To solve problems.	Place Value: To order decimals To identify the value of digits To multiply and divide numbers by 10,100 & 1000	Addition & Subtraction: To perform mental calculations with whole numbers and decimals To solve problems	Addition & Subtraction: To solve addition and subtraction multistep problems To use estimation To use formal methods	Number properties: To revise square and cube numbers To identify factors, multiples and prime numbers	Multiplication & division: To perform mental calculations To calculate volume of cubes and cuboids To multiply with formal methods
Science Forces	Knowledge: To explain the effects of air resistance Working scientifically: To plan a fair test to investigate air resistance		Knowledge: To describe water resistance and its effects Working scientifically: To design a results table	Knowledge: To investigate how friction slows objects down Working scientifically: To evaluate a method	Knowledge: To explain how friction can be helpful Working scientifically: To draw and label a diagram	Knowledge: To investigate how pulleys work Working scientifically: To draw an accurate line graph
History Were the Vikings traders, raiders or something else?	When and why did the Vikings come to Britain? To explain when and why the Vikings came to Britain.	Were the Vikings raiders, traders or something else? To evaluate Viking stereotypes using sources.	Where did the Vikings go? How did they get there? To investigate the importance of Viking trading routes.	Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings? To compare different versions of Viking sagas and create a saga.	What were the impacts of Viking raids and settlements on local communities in Britain? To evaluate the impact of the Viking invasions and settlements on local communities in Britain using primary sources and case studies.	What were the Vikings' achievements and how did they impact the world? To evaluate achievements of the Vikings.
Art Drawing: Expressing ideas	What is street art? To explore how street artists use art to convey messages and provoke thought.	How do artists use one point perspective? To understand and apply one point perspective in a drawing inspired by street art.	Scaling up To understand and use scale and proportion effectively in drawings.	Planning street art To design a street-inspired piece using a brief.	Making a street-art-inspired piece To create a street-art-inspired piece that conveys a message using perspective, scale and proportion.	
RE What would Jesus do?	Can I identify features of Gospel texts?	Can I suggest meanings of Gospel texts and compare them with Christian interpretations?	Can I make clear connections between Gospel texts and how Christians live their lives?	Can I investigate & explain the challenges of following Jesus' teachings?	Can I make connections between Christian teachings and the issues, problems & opportunities in the World today?	Can I make connections between Christian teachings and the issues, problems & opportunities in the World today?
PE Tag Rugby	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.					

PE Dodgeball	To use space effectively. To throw a ball with accuracy	To use a variety of evasion techniques. To throw a ball with accuracy	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 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.
PSHE/RSHE Connecting with others: Why are healthy relationships important?	What makes me who I am? To describe how our identities are influenced by different factors.	How do families show commitment to each other? To understand what commitment means & how it is shown in family relationships.	How can families support & protect each other? To identify different ways that families can support & protect each other.	What helps us make & maintain healthy friendships? To evaluate healthy & unhealthy friendships.	How do we manage challenges in friendships? To develop & apply positive ways to respond to friendship challenges.	How can I be assertive & respectful? To reflect on what assertive communication looks like & why it is important.
Music Film Music	Soundtracks To appraise different musical features in a variety of film contexts.	Scenes and sounds To identify and understand some composing techniques in film music.	Following the score To use graphic scores to interpret different emotions in film music.	Composing for film To play a sequence of musical ideas to convey emotion.	The soundtrack To play a sequence of musical ideas to convey emotion.	
Computing Programming: Micro:bit	Tinkering with BBC micro:bit To explore the micro:bit and understand how to connect and test simple programs on a physical device.	Programming an animation To plan and create a simple animation	Programming a pedometer To create a program for the micro:bit using input, variables and conditions	Using the temperature sensor To create a real-world program using a sensor, input and a conditional statement	Debug and evaluate To evaluate and improve a program through testing and debugging	
French (KS2) Portraits: Describing in French	Portraits – getting French adjectives to agree To begin to understand that adjectives change if they describe a feminine noun.	Simple descriptions in French To understand a simple description of hair and eye colour.	Describing people in French To create simple descriptive sentences.	Describing personality traits in French To understand simple descriptive sentences.	Writing portraits of friends in French To write descriptive sentences.	