

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

Class: Year 5 & 6 EAGLES Curriculum Learning plan: Autumn Term 2 CYCLE B

Learning Sequence	1	2	3	4	5	6
Key question/theme						
English	FICTION			NON-FICTION		
	<u>Phase 1</u>	<u>Phase 2</u>	<u>Phase 3</u>	<u>Phase 1</u>	<u>Phase 2</u>	<u>Phase 3</u>
	<ul style="list-style-type: none"> Read the text, pausing to discuss and clarify understanding. Explore characters Hot seating Explore the use of vocabulary and formal/old fashioned tone Meaning of new vocabulary 	<ul style="list-style-type: none"> Use the features of descriptive writing to create a short piece to describe the clock tower as if it was alive. Explore the passive voice in the text and find its purpose to rewrite the creation of the clockwork boy from the perspective of someone watching in awe, use passive voice to show mystery and distance. E.g., <i>the gears were assembled with precision, a human heart was placed inside the chest, and no one knew who had wound the key.</i>) 	<ul style="list-style-type: none"> Plan a short story to retell from the perspective of the clock tower, observing the events. Write own story incorporating all the features. Edit. 	<ul style="list-style-type: none"> Read/watch persuasive texts. Explore persuasive features and structures. Create an invention comparison table of the inventions from the text. In groups, prepare for a debate. Participate in a class debate. 	<ul style="list-style-type: none"> Use persuasive features to create word banks of rhetorical questions, emotive language, formal tone, facts and opinions, sentence starters for cohesion to create their own comparison table to focus their thoughts for their final invention. 	<ul style="list-style-type: none"> Decide their chosen invention. Research in further detail its functions and impact. Plan a persuasive text, write and edit. Persuasive text will follow this format... <ul style="list-style-type: none"> Introduction - Introduce the invention and give your opinion. Paragraph 1 – reason why and explanation and evidence (impact) Paragraph 2 – same with additional reason Paragraph 3 – acknowledge another viewpoint and explain why your viewpoint is stronger Conclusion – restate your argument powerfully.
Maths	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 and divide with formal methods	Multiplication & division: To use multiplication to find area and volume of shapes To solve problems using multiplication and division linked to measure	Geometry: To recognise angles To find missing angles To draw 2D shapes	Geometry: To compare and classify geometric shapes To describe positions on a coordinate grid To reflect and translate shapes
Science Electricity	To use recognised symbols for electrical components	To predict and present results for electrical circuits	To recognise the link between the number of components and resistance	To identify ways to change voltage within an electrical circuit	To investigate how voltage affects bulb brightness	To apply knowledge of circuits and components to a practical solution
Geography Why does population change?	How is the Global population changing? To understand the change and distribution of the global population	What are birth and death rates? To define birth and death rates and describe why they change	Why do people migrate? To recognise the push and pull factors influencing migration	How is climate change impacting the population? To begin to understand the impact climate change can have on the global population.	How is population impacting our environment?: Data collection To collect data showing how population impacts the amount of traffic and litter in an area	How is population impacting our environment?: Findings To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation
DT Structures: Playgrounds	Design a new playground To design a playground with a variety of structures.	Building structures To build a range of structures.	Perfecting structures To improve and add detail to structures.	Playground landscapes To create a surrounding landscape.		
RE If God is everywhere, why go to a place of worship? Judaism	What are key features of places of worship? To recall and name some key features of places of worship.	What do believers say about their places of worship? To find out about what believers say about their places of worship.	What are the important functions of a place of worship for a community? To select and describe the most important functions of a place of worship for the community	Can I present the importance of people rather than place itself? To present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself.	How and why do places of worship fulfil special functions in lives of believers? To outline how and why places of worship fulfil special functions in the lives of believers.	What are my thoughts on the value and purpose in religious communities? To comment on the value and purpose of places of worship in religious communities.
PE Handball	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 Dance	<ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. 	<ul style="list-style-type: none"> Improvise and compose individual, partner and larger group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. 			<ul style="list-style-type: none"> Demonstrate strong and controlled movements throughout a dance sequence. Show a change of pace and timing in their movements. 	<ul style="list-style-type: none"> 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.

PSHE/RSHE Health & wellbeing	Relaxation: mindfulness To explore mindfulness techniques as a way to manage emotions. What can I be? To identify long term goals and plan how to work towards them.	Taking responsibility for my health To understand and plan for a healthy lifestyle.	The impact of technology on health To understand the potential impact of technology on physical and mental health. Resilience toolbox To reflect on skills they have developed to identify and respond to difficult situations.	Immunisation To understand ways that we help prevent ourselves and others becoming ill.	Physical health concerns To consider how we know that we may be unwell, and how to seek support.	Good and bad habits To understand how habits can be good or bad for our health.
Music Blues	History of the Blues To know the key features of Blues music	Playing a chord To play the first line of the 12-bar Blues	The 12-bar Blues To be able to play the 12-bar Blues	Blues scale To be able to play the Blues scale	Improvisation and the Blues To be able to improvise with notes from the Blues scale	
Computing Creating media: Stop motion animation	Lesson 1: Animation explored To understand what animation is.	Lesson 2: Exploring stop-motion To create a stop motion animation through exploration	Lesson 3: Planning my stop-motion project To plan a stop-motion video	Lesson 4: Stop-motion creation To create a stop-motion animation	Lesson 5: Editing my stop-motion project To edit my stop-motion animation	
French (KS2) In my French house	My French house To adapt model sentences about houses to create new ones.	Home sweet home! To use key grammatical structures to create a description of a house.	Describing my French room To use new language for items in a bedroom.	Where is it in my French bedroom? To use prepositions to describe where objects are placed.	A letter about my French house To use familiar vocabulary and structures to describe a home.	