

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

## Class: Year 5 & 6 EAGLES Curriculum Learning plan: Spring Term 3 CYCLE B

Learning Sequence	1	2	3	4	5	6
Key question/theme						
<b>English</b>	FICTION			NON-FICTION		
	<p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>Understand the plot and context of Chapters 1–14</li> <li>Explore Vashti Hardy's use of setting, character, and dialogue</li> <li>Identify key features of adventure writing</li> <li>Build vocabulary relevant to the world of <i>Brightstorm</i></li> </ul>	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>Develop grammar and vocabulary for writing an adventure scene</li> <li>Practice key elements in isolation: dialogue, setting, action, inner thoughts</li> <li>Plan a short adventure that fits the tone and structure of <i>Brightstorm</i></li> </ul>	<p><b>Phase 3</b></p> <ul style="list-style-type: none"> <li>Write an original chapter in the style of <i>Brightstorm</i></li> <li>Edit for language features, accuracy, and continuity</li> <li>Publish or perform final piece</li> </ul>	<p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>Explore Arty's needs for a robotic arm and the role of technology in the story.</li> <li>Learn the structure of an explanation text (Introduction, Body, Conclusion) and how to use technical vocabulary to explain objects or processes.</li> </ul>	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>Refine ability to write explanation texts, now focusing on how the <i>Snoozatron</i> works, applying the structure learned in Phase 1.</li> </ul>	<p><b>Phase 3</b></p> <ul style="list-style-type: none"> <li><b>Writing the Final Explanation:</b> Apply knowledge to write a detailed explanation of the design and function of a robotic arm for Arty, following the structure and techniques developed in earlier phases.</li> <li><b>Grammar Focus:</b> <ul style="list-style-type: none"> <li>Modal Verbs</li> <li>Passive Voice</li> <li>Causal Conjunctions</li> <li>Subordinate Clauses</li> </ul> </li> </ul>
<b>Maths</b>	<p><b>Multiplication &amp; division:</b> To use multiplication to find area and volume of shapes To solve problems using multiplication and division linked to measure</p>	<p><b>Geometry:</b> To recognise angles To find missing angles To draw 2D shapes</p>	<p><b>Geometry:</b> To compare and classify geometric shapes To describe positions on a coordinate grid To reflect and translate shapes To find perimeter of rectilinear shapes</p>	<p><b>Fractions:</b> Read and write fractions Compare and order fractions Find equivalent fractions Recognise decimal and percentage equivalents</p>	<p><b>Fractions:</b> Recognise mixed numbers and improper fractions and convert between them Add and subtract fractions Y6 only – Multiply fractions</p>	<p><b>Division:</b> Divide numbers using formal written methods</p>
<b>Science</b> Light	<p><b>The pathway of light</b> To describe the pathway of light To use evidence to form conclusions</p>	<p><b>See the light</b> To describe how we see To draw scientific diagrams</p>	<p><b>Measuring shadows</b> To explain how shadows change To pose questions</p>	<p><b>Reflecting light</b> To investigate what affects the angle of the reflected ray To record results as a line graph</p>	<p><b>Making a periscope</b> To explain how a periscope works</p>	<p><b>Using mirrors</b> To explain how mirrors are helpful To explore different jobs or inventions that depend on reflection</p>
<b>History</b> What is the legacy of the ancient Greek civilisation?	<p><b>Who were the Greeks and when did they live?</b> To explain where and when the Ancient Greeks lived.</p>	<p><b>Who lived on Mount Olympus?</b> To identify ancient Greek beliefs by exploring their gods and goddesses.</p>	<p><b>How was ancient Greece governed?</b> To use a range of secondary sources to identify similarities and differences between Athens and Sparta.</p>	<p><b>Did the ancient Greeks give us democracy?</b> To recognise how Athenian democracy worked by participating in a debate.</p>	<p><b>How do Greek philosophers influence us today?</b> To use research to explore the significance of the ancient Greek philosophers</p>	<p><b>What is the legacy of the ancient Greeks?</b> To evaluate the legacy of the ancient Greek civilisation.</p>
<b>Art</b> Drawing: Depth, emotion and movement	<p><b>Expressing movement</b> To apply an understanding of expressive and gestural lines to capture movement.</p>	<p><b>Showing emotion through line</b> To understand how lines and marks can communicate emotion.</p>	<p><b>Showing depth through mark making</b> To understand how artists use mark making and shading to create depth.</p>	<p><b>Composition for printing</b> To apply an understanding of composition to plan a print.</p>	<p><b>Printing</b> To develop drawn ideas through printmaking.</p>	<p><b>Every picture tells a story</b> To explore how portraits can show expression and emotion and affect how we see the artwork.</p>
<b>RE</b> If God is everywhere, why go to a place of worship? Judaism & Hinduism	<p><b>What are key features of places of worship?</b> To recall and name some key features of places of worship.</p>	<p><b>What do believers say about their places of worship?</b> To find out about what believers say about their places of worship.</p>	<p><b>What are the important functions of a place of worship for a community?</b> To select and describe the most important functions of a place of worship for the community</p>	<p><b>Can I present the importance of people rather than place itself?</b> To present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself.</p>	<p><b>What are my thoughts on the value and purpose in religious communities?</b>  To comment on the value and purpose of places of worship in religious communities.</p>	
<b>PE</b> Basketball	<p>To use space effectively.  To accurately pass and catch a ball</p>	<p>To show control when passing to another person.  To accurately pass and catch a ball.</p>	<p>To use a variety of evasion techniques.</p>	<p>To apply a variety of attacking &amp; defending strategies.</p>	<p>To combine a range of skills/ techniques in a game situation.  To communicate with others on my team.</p>	<p>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.</p>
	<p>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.</p>					

<p><b>PE</b> Gymnastics</p>	<ul style="list-style-type: none"> <li>Perform jumps, shapes and balances fluently and with control</li> <li>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.</li> </ul>				<ul style="list-style-type: none"> <li>Confidently use equipment to vault and incorporate this into sequences.</li> <li>Apply skills and techniques consistently, showing precision and control.</li> </ul>	<ul style="list-style-type: none"> <li>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</li> <li>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li> </ul>
<p><b>PSHE/RSHE</b> Safety &amp; changing bodies</p>	<p><b>Critical digital consumers</b> To start to become a discerning consumer of information online.</p>	<p><b>Social media</b> To understand that online relationships should be treated in the same way as face-to-face relationships.</p>	<p><b>First Aid: Bleeding</b> To understand how to help someone who is bleeding. <b>First Aid: Basic life support</b> To understand how to help someone who is unresponsive</p>	<p><b>Puberty</b> To understand physical changes during puberty. (Part 1) To understand emotional changes during puberty (Part 2)</p>	<p><b>Physical and emotional changes of puberty</b> To understand the changes that happen during puberty.</p>	<p><b>Menstruation</b> To understand the menstrual cycle.  <b>Conception (Y6 ONLY)</b> To understand the biology of conception. <b>Pregnancy and birth (Y6 ONLY)</b> To understand the development of the baby during pregnancy.</p>
<p><b>Music</b> Dynamics, pitch &amp; textures: Fingal's Cave</p>	<p><b>Exploring Fingal's Cave</b> To appraise the work of a classical composer (Felix Mendelssohn).</p>	<p><b>Making waves: Pitch and dynamics</b> To improvise as a group, using dynamics and pitch.</p>	<p><b>Making waves: Texture</b> To improvise as a group, using texture.</p>	<p><b>Group compositions</b> To use knowledge of dynamics, texture and pitch to create a group composition.</p>	<p><b>We are waves</b> To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.</p>	
<p><b>Computing</b> Computing systems and networks: search engines</p>	<p><b>Searching basics</b> To understand what a search engine is and how to use it</p>	<p><b>Inaccurate information</b> To be aware that not everything online is true</p>	<p><b>Web quest</b> To search effectively</p>	<p><b>Information poster</b> To create an information poster</p>	<p><b>Web crawlers</b> To understand how search engines work</p>	
<p><b>French (KS2)</b> French music celebrations</p>	<p><b>Musical instruments in French</b> To use the verb <b>jouer</b> with the correct article based on the gender of a musical instrument word.</p>	<p><b>Musical genres in French</b> To communicate opinions on music using opinion verbs, adjectives and conjunctions.</p>	<p><b>French-speaking musicians</b> To identify and extract key information from French texts about musicians.</p>	<p><b>A French music festival</b> To summarise a text about <b>la Fête de la musique</b> by using language detective skills.</p>	<p><b>Meet the band</b> To use a model to build and construct a short text about a musician.</p>	