



Year Group:

Value Focus:
Team Work

Summer Term 1
School Year 2025-2026

RRS:

Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

British Values:

Mutual respect and tolerance. Individual liberty.

	Week 1 13/4/2026	Week 2 20/4/2026	Week 3 27/4/2026	Week 4 4/5/2026	Week 5 11/5/2026	Week 6 18/5/2026
Whole School Events	Establishing Week Autism Awareness Welcome meetings	Clubs and Job Centre begin Belonging Buzz Day	T&L Review Days	4 day week (Bank holiday) IEP Meetings	Attendance Focus Fortnight KS2 SATS Week	Attendance Focus Fortnight
Enrichment (Trips/Visits)		Y3 and Y4 tennis Y3 trip Science Museum	Y5 and Y6 tennis Y2 trip to St Pauls	Parliament visit Y3&Y4 sheep shearing	Y1 and Y2 tennis	Y6 Activity Week
Class Read (Storytime)	Canon of Literature books: whole class sets can be utilised for story time. T:\2. Curriculum Leadership\English\1a. Reading\Book Lists\0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List					
English Reading	The Explorer Block 13 Focus on the core text for prediction, retrieval and exploring characteristics of an explorer Focus on news articles for retrieval Focus on contrasting text types for inference, including the core text, an advert and a narrative extract		The Explorer Block 14 Focus on an instructional text Focus on the core text, identifying themes Focus on the effect of words Focus on summarising the core text and debate		The Explorer Block 15 Focus on summarising aspects of the core text Focus on the structure and sequencing of an instructional text Focus on the retrieval of facts from a news report Focus on the core text for prediction Focus on the effect of words used by the author and infer the authorial intent	
Reading Outcomes	Know: Key words can be used to support inference Rhetorical questions can be used as a persuasive device Be able to: Identify whether a statement is true or false Identify key information to use in a summary		Know: Information within non narrative texts is not always factual Language in a debate is chosen to have impact Be able to: Use evidence to support a prediction Draw on text evidence to reach a conclusion		Know: Information in news reports is not always reliable Imagery is a literary device to create pictures with words Be able to: Scan a text to retrieve specific information Distinguish between implicit and explicit information	

English Writing	Dialogue in narrative – first person myths and legends (Block B) Explicit teaching of the grammatical structures and text conventions required Structural understanding, planning and execution of extended task Execution of the extended task and focused editing teaching	Poems that use word play Explicit teaching of the grammatical structures and text conventions required Execution of extended task and focused editing teaching	Flexible Content
Writing Outcomes	Know Dialogue can be used to convey information about a character The language of speech and writing can differ Be able to Balance description and dialogue in a narrative written in the first person Use inverted commas accurately to punctuate speech	Know Word play is a poetic device that enhances meaning through the sound of words Collective nouns are singular nouns that refer to a group of people, animals or things Be able to Identify examples of word play, including homophones, and explain their intended impact on the reader Use word play to engage and amuse the reader	
VGPS	Introduce: Dashes, brackets or commas to indicate parenthesis Revisit: Suffixes and prefixes Linking ideas across paragraphs using adverbials of time, place and number Consolidate: Verb Tenses Modal verbs Relative clauses and relative pronouns		
Spoken Language Expectations	listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others		

	select and use appropriate registers for effective communication.				
Maths	Number: Fractions (repeat) Compare and order fractions whose denominators are multiples of the same number Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths Tumbling down Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number (For example $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$ Balance of halves) Add and subtract fractions with the same denominator and denominators that are multiples of the same number A4 Fraction Addition, A4 Fraction Subtraction, Linked Chains Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Read and write decimal numbers as fractions [0.71=71/100] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates White Rose	Geometry: Position and Direction (repeat) Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed Transformations on a pegboard, More Transformations on a Pegboard White Rose Power Maths NRich: Transformations on a pegboard, More Transformations on a Pegboard Assessment: White Rose position and direction, answers	Geometry: Properties of Shape (repeat) Identify 3D shapes, including cubes and other cuboids, from 2D representations Use the properties of rectangles to deduce related facts and find missing lengths and angles Making rectangles Distinguish between regular and irregular polygons based on reasoning about equal sides and angles Egyptian rope, Bracelets Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees The numbers give the design, Six Places to visit, How Safe are you?, Olympic turns, Identify: angles at a point and one whole turn (total 360°)	Measurement: Converting Units (repeat) Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Solve problems involving converting between units of time White Rose Power Maths Assessment: White Rose converting units, Answers	Number: Decimals repeat Solve problems involving number up to three decimal places Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling Continue after half term

	Power Maths, Power Maths, Power Maths NRich: Tumbling down, Balance of halves, A4 Fraction Addition, A4 Fraction Subtraction, Linked Chains Books: My Half Day (Doris Fisher and Dani Sneed) Assessment: White Rose Fractions A, Answers White Rose Power Maths, Power Maths, Power Maths NRich: Tumbling down, Balance of halves, A4 Fraction Addition, A4 Fraction Subtraction, Linked Chains Books: My Half Day (Doris Fisher and Dani Sneed) Assessment: White Rose Fractions B, Answers			angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90° White Rose Power Maths, Power Maths NRich: The numbers give the design, Six Places to visit, How Safe are you?, Olympic turns, Making rectangles, Egyptian rope, Bracelets Assessment: White Rose Properties of Shape, Answers		
Maths vocabulary	fraction, numerator, denominator, equivalent, mixed number, improper fraction, tenths, hundredths, decimal, multiple		position, coordinates, translation, reflection, movement, grid, vertex, shape, transform, orientation	3D shape, cube, cuboid, rectangle, polygon, regular polygon, irregular polygon, degrees, acute angle, obtuse angle, reflex angle, measure, straight line, whole turn, right angle	metric, convert, kilometre, metre, centimetre, millimetre, gram, kilogram, litre, millilitre, imperial, inch, pound, pint, time	decimal, place value, tenths, hundredths, thousandths, multiply, divide, scale, measure, operation
Maths Basic Skills	Know the multiplication and division facts up to 12 x 12	Know the multiplication and division facts up to 12 x 12	Know decimal bonds to 1 and 10	Recall metric conversions Recall square numbers up to 12 squared and their square roots	Identify prime numbers up to 20	Know factor pairs of a number
Science	<u>Living things and their habitats</u> - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals					

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	What's the difference between a mammal and an amphibian?	What's the difference between an insect and a bird?	What is similar and different between the life cycles of a mammal, insect, amphibian and bird?	Who was Maria Merion and what did she do?	How do living things reproduce? What's the life process of reproduction?	
	Tier 2: Deduce, process, re-form, transform, adolescence, contrast Tier 3: embryo, sexual, metamorphosis, incubate, fertilisation, biochemical					

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Foundation Subjects (Blocked) - History - Geography - RE - Art - DT - PSHE	Establishing Week PSHE - 1Decision PSHE	<u>Geography (CUSP)</u> <u>Ordnance Survey (OS) fieldwork</u> <u>National Curriculum:</u> Geographical skills and fieldwork: - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <u>Outcomes:</u> Recap: what are OS maps and how do we use them? What are four and six figure grid references? What are contour lines? What does the land look like in my local area? What is the land like in a contrasting locality?		<u>Art (CUSP)</u> <u>Block C – Year 5 - Textiles & collage</u> Exploration of materials, texture and natural objects Explicit teaching of techniques such as loom making and raffia work Applying knowledge, skills and techniques Know: Appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture Textile comes from the Latin word, texere, meaning to braid, weave or construct Be able to: Combine fabrics in a range of ways Weave, braid and construct art using natural objects https://vimeo.com/578654087/1844fc0ad7 <u>Block C – Year 6 - Printmaking & Textiles</u> Explicit teaching of skills Application of skills and processes Explicit teaching techniques Combining techniques Know: Batik is a method of making marks on cloth using hot wax Perspective is a technique that		Flexible Week

			enables artists to create the illusion of depth to a painting or drawing Be able to: Apply wax to the surface of fabric and dye it to create coloured designs Create a simple one-point Perspective sketch https://vimeo.com/578659864/5e4e400e63			
Vocabulary		Tier 2: Contrast, intersect, slope, solar farm, turbine, undulating Tier 3: coordinates, contour line, eastings, northings, plateau, terrain	Texere Tactile Assemble Applique Natural Fibre	Vanishing point Illusion Perspective Batik Tjanting tool Resist art		
Computing	(Junior Jam)					
Music	(Junior Jam)					
Spanish	(Junior Jam)					
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing					
P.E.	<u>Net/wall – Tennis Rounders – see cricket skills</u> - Cooperate and collaborate with others to play in a sportsman like way - Recognise where they should stand on the court when playing on their own and with others - Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point - Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment - Apply some control when returning the ball/shuttle including foot placement, shot selection and aim - Can apply with some success, a range of techniques to win points - Demonstrate a variety of service shots in isolation and some game play - Play with others with some flow to the game, keeping track of their own scores Suggest and lead warm-ups that prepare the body appropriately for net/wall activities Calling, accuracy, rise of the ball, anticipating, forward defensive shot, setting a field flexibility, cardiovascular endurance, power.					
Weekly Reflection	TEAM –Together Everyone Achieves More	Do as you would be. How should we treat others?	No Man is an Island	Resolving conflict – falling out and making up	Think Before You Speak	But why? Questions - it's okay to ask

P4C Skills	Find alternative possibilities to support a viewpoint.					
P4C Enquiries	PSHE		Religion or spiritual education		Resilience and growth mindset	