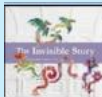


Year 5/6 (2026-2027) MTP						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English 	One Day <i>by Michael Rosen</i>  -Diary -Letter	A Story Like the Wind <i>by Gill Lewis</i>  -Flashback Narrative -Newspaper Report	The Station Cat <i>by Stephen Hogtun</i>  -Restoring Happiness Narrative Night Shift <i>by Debi Gliori</i>  -Journal	The Invisible Story <i>by Jaime Gamboa</i>  -First person narrative The Mysteries of Harris Burdick <i>by Chris Van Allsburg</i>  -Private Investigator Report	The Ways of the Wolf <i>by Smriti Prasadam-Halls</i>  -Documentary Narrative -Balanced Argument -Hunted Narrative	Varmints <i>by Helen Ward</i>  -Environmental Change Narrative
Whole Class Reading	Fiction: Between Worlds Secrets of a son king Non-Fiction: Against the odds Poetry: Where my wellies take me Wicked World	Fiction: Wonder The Goldfish Boy Non-Fiction: A world of flavour Knowledge encyclopaedia space Poetry: A poem for every night of the year We are family	Fiction: The Explorer October, October Non-Fiction: The moon Three lionesses Poetry: Tiger, tiger burning light The highwayman	Fiction: The storm keeper's island Sky Song Non-Fiction: A Romani Story Magic your mind happy Poetry: Inside out and back again Fia and the last snow deer	Fiction: The Nowhere Emporium Kick Non-Fiction: Mythologica The illustrated encyclopaedia of ugly animals Poetry: Alice in Wonderland The Puffin book of utterly brilliant poetry	Fiction: Ballet shoes No ballet shoes in Syria Non-Fiction: Windrush child Sports legends Poetry: 100 bets poems Bright burst of colour

Maths 	Year 5 -Place Value -Addition and subtraction Year 6 -Place Value -Addition, subtraction, multiplication and division	Year 5 -Multiplication and Division (A) -Fractions (A) Year 6 -Fractions (A) -Fractions (B) -Converting Units	Year 5 -Multiplication and division (B) -Fractions (B) -Decimals and percentages Year 6 -Ratio -Algebra -Decimals	Year 5 -Perimeter and area -Statistics Year 6 -Fractions, Decimals and Percentages -Area, perimeter, volume -Statistics	Year 5 -Shape -Position and direction -Decimals Year 6 -Shape -Geometry	Year 5 -Negative numbers -Converting units -Volume Year 6 -Themed projects, consolidation and problem solving
Science 	Materials: Separation and Mixtures -To describe mixtures -To describe the process of sieving -To explain the process of filtering -To describe solutions and how they can be identified -To describe the factors effecting how long it takes to dissolve -To describe evaporation	Materials: Properties and changes -To determine the hardness of materials -To determine the transparency of materials -To determine the conductivity of different materials -To demonstrate reversible changes -To demonstrate irreversible changes (burning and rusting) -To demonstrate irreversible changes (mixing)	Forces: Space and Earth -To explore the contributions made by Ptolemy, Alhazen and Copernicus -To describe the movement and shapes of celestial bodies in our solar system -To describe the movement of the moon relative to the earth -To describe the cause of night and day -To design a sun dial to tell the time -To describe the use of satellites	Living Things: Life Cycles -To describe the life cycle of a plant -To describe the life cycle of a mammal -To describe the life cycle of a bird -To describe the life cycle of an amphibian -To describe the life cycle of an insect -To describe asexual production in plants	Animals Including Humans: Human Timeline -To describe how humans change from babies through to adults -To identify changes in males and females during puberty -To explore gestation periods of animals and humans	Making Connections: Does the size of an asteroid affect the size of its impact crater? -To plan an investigation -To gather data -To analyse, conclude and evaluate
Computing 	Quizzing	Game Creator	Graphing	Spreadsheets	Coding	3D Modelling

	-To explore different types of quizzes and identify their features, strengths and weaknesses -To explore features of 2Quiz and experiment with creating quiz questions -To explore additional features of quizzes, such as title screens and content pages - To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic -To be able to refine, test and share completed quizzes Online safety: Online Identities	-To evaluate features of a successful video game -To plan a game in 2DIY3D -To design a game using sprites -To add features to a game world and check playability -To evaluate games created by others Online safety: Health, well-being and lifestyle	-To create comparative bar charts using graphing software -To create pie charts using graphing software -To create line graphs using graphing software -To present data in graphs to support an argument Online safety: Managing online information	-To understand and use basic formatting in Excel -To develop skills in using basic functions in Excel -To create and format charts in Excel -To sort and filter data within spreadsheets -To understand and use advanced functions in Excel -To combine Excel skills to create an effective spreadsheet for a given purpose Online safety: Copyright and ownership	-To understand some ways that code can be simplified so that it is easier to read and runs more efficiently -To program a computer simulation using 2code -To understand what datatypes are and how they are used when coding with variables -To read code, predict outcomes and identify and fix bugs -To use program design documentation to produce a program Online safety: Online relationships	-To explore and develop simple 3D models using CAD software -To explore the effect of moving points when designing -To plan, design and begin creating packaging to meet a design brief -To refine, assemble and evaluate the finished packaging prototype Online safety: Online bullying
PE	Swimming LSSP	Swimming LSSP	Swimming LSSP	Netball -To develop ability to send and receive a netball	Gymnastics LSSP	Athletics LSSP

				-To create an understanding of the travelling rule in netball -To develop the correct pivoting technique -To develop the correct shooting technique -To defend and intercept -To play a competitive match		
History 	<i>British History 4: Were the Vikings raiders, traders or something else?</i> -To explain when and why the Vikings came to Britain. -To evaluate ideas about the Vikings using sources. -To understand the importance of Viking trade and trading routes. -To compare different versions of Viking sagas. -To evaluate the impact of the Viking invasions and settlements on		<i>British History 5: What was life like in Tudor England?</i> -To interpret sources to understand more about the character of Henry VIII. -To explore why Henry VIII had many wives using secondary sources. -To make deductions about power and punishment using a range of sources. -To explore the use of propaganda by a Tudor monarch. -To make deductions about people in Tudor England using inventories.		<i>British History 6: What was the impact of World War 2 on the people of Britain?</i> -To identify the causes of World War 2 using a timeline. -To explore the impact of the Battle of Britain on the Royal Air Force using oral histories. -To make inferences about the Blitz using photographs. -To investigate evacuation experiences using	

	local communities in Britain using primary sources and case studies. -To evaluate achievements of the Vikings.		-To create an inventory for a person from the Tudor times.		oral and printed records. -To investigate the impact of WW2 on women's lives using visual and written sources. -To explore the lives of migrants after WW2 through podcasts, posters and photographs.	
Geography 		<i>Mountains</i> -Describe what a mountain is and locate the world's 'Seven Summits' on a map. -Describe the key features of mountains and how they are formed. -Describe the climate of the mountains and explore mountain life. -Explore and locate the UK's highest mountains.		<i>Europe (Greece and Athens)</i> -Locate Europe and investigate key information about its principal countries - Explore tourism in the Mediterranean region. -To understand some of the factors affecting migration into Europe through Greece -To investigate the landscape of Greece, its features and how it is used -To investigate some of the main features of Athens		<i>World Trade and Natural Resources</i> -Understand what is meant by 'natural resources' and to understand the term renewable and non-renewable -To understand the distribution of natural resources. -To explore some of the reasons for trade in different parts of the world -To investigate global trade processes and trade routes *Fieldwork day activity

		-Recognise the importance of the Himalayas		-Compare life in Athens with my life and my local area.		
Art 	Sculpture and 3D: Interactive installation -To identify and compare features of art installations -To investigate the effect of space and scale when creating 3D art -To problem solve when constructing 3D artworks -To plan an installation that communicates an idea -To apply knowledge of installation art and develop ideas into a finished piece		Drawing: Depth, emotion and movement -To apply an understanding of expressive and gestural lines to capture movement -To understand how lines and marks can communicate emotion -To understand how artists use mark making and shading to create depth -To apply an understanding of composition to plan a print -To develop drawn ideas through printmaking -To explore how portraits can show expression and emotion and affect how we see the artwork		Painting and mixed media: Expressive portraits	
DT 		Electrical Systems: Wobble Bots		Mechanical Systems: Gears and Pulleys		Structures: Bridges -To explore how to reinforce a beam

		-To investigate motors by creating circuits -To make a motorised product and test its function -To apply knowledge of circuits to experiment with product design -To design a motorised product for a specific purpose -To make and evaluate the effectiveness of a motorised product		-To create a working gear system and explain its function -To improve a working gear system and suggest some applications -To create a working pulley system and explain its function -To conduct market research to discover useful tasks an eco-gadget bike could perform -To design and evaluate an eco-gadget bike using design criteria		(structure) to improve its strength -To build a spaghetti truss bridge -To measure, mark out and cut materials ready to build a truss bridge -To complete, reinforce and evaluate my truss bridge
RE 	<i>Why are there several Holy Books and not just one?</i> -To ask good questions that improve my learning -To describe how what I have learnt inspires and influences me -To use religious vocabulary to show I understand texts	<i>How does the birth of Jesus fit into God's Big Story?</i> -To identify which parts of the nativity story can be found in each Gospel -To tell you about the audiences Matthew and Luke were writing for -To identify the influence the two stories have on	<i>Why do Christians believe Jesus was a great teacher?</i> -To ask important and relevant questions that improve my learning -To describe the Christian beliefs revealed in Jesus' teaching -To explain how Jesus' teaching is used to answer the big questions in life	<i>Why do Christians believe that Easter is a celebration of victory?</i> -To retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians	<i>Did she make the right choice?</i> -To respond sensitively to questions about my own experiences and those of others -To make a link between my own values and the values and commitments of the women in the Bible -To use religious vocabulary to show	<i>Is death an ending or a beginning?</i> -To express my own opinion about what I think happens when you die -To talk about what I think heaven is like -To talk about similarities and differences between what World Faiths and World Views say on

	from the Holy Books I have investigated -To recognise and talk about the similarities and differences between Holy Books/Sacred Texts -To explain how the teaching in the Holy Books helps to answer ultimate and ethical questions -To interpret and discuss quotes from Sacred Scriptures in the light of a current situation in the news	Christmas celebrations -To describe the Christian beliefs revealed in the nativity story	-To use religious vocabulary to show an understanding of Jesus' teaching -To identify one of Jesus' parables that has a strong message for today and explain my choice	-To ask important questions about Christian belief -To talk about and describe feelings in relation to situations of victory -To make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory -To reflect thoughtfully on the answers to big questions about Jesus' death and resurrection -To explain why Christians believe Jesus' death and resurrection are a victory -To explain the impact of believing in Jesus' death and resurrection on a person's life	that I understand the actions and beliefs of the women in the Old Testament -To ask good questions and suggest answers about belonging, commitment, truth and values -To talk about the impact the lives of the women whose stories we explored had on God's great salvation plan -To describe what inspires me about the lives of the women in the Bible	the subject of death and heaven -To use the right language to show I understand what World Faiths and World Views believe about death and heaven -To describe the funeral traditions of the World Faiths and World Views I have explored
PSHE 	<i>Connecting with others: Why are healthy</i>	<i>The online world: How am I being influenced by what I see online?</i>	<i>How can we be in control of our money?</i>	<i>Connecting with others: What does it mean to stand</i>	<i>The online world: How do I feel about the things I see online?</i>	<i>Staying safe: How can I stay safe as I grow up?</i> -How can I sta

	<i>relationships important?</i> -What makes who I am? -How do families show commitment to each other? -How can families support and protect each other? -What helps us make and maintain healthy friendships? -How can we manage challenges in friendships? -How can I be assertive and respectful?	-How do adverts try to influence us online? -How are adverts chosen for me online? -How else am I influenced online? -How do online trends shape our choices offline? -How does what we see online influence our viewpoints? -How can some online messages be misleading?	-Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Pupils develop budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.	<i>up for myself and others?</i> -How does self-esteem help me? -How can I be respectful in different situations? -How can I set and respect boundaries? -How can we challenge unfairness? -How can we work together to stop bullying? -When and how should I seek help?	-How do online platforms keep users engaged? -How can I make safe choices if I am gaming online? -Is online content always realistic? -What is harmful online behaviour? -Does what we post online matter? -How does being online make me feel?	y safe at home on my own? -How can I stay safe outside on my own? -How can I travel safely on my own? -How can I stay safe in, on and around water? -How can I stay safe when I feel peer pressure? -How can I stay safe around drugs?
Music 	<i>Singing</i> Taught by Resonate	<i>Ukulele</i> Taught by Resonate	<i>Sounds dramatic</i> -Compose and arrange an original "Spooky Story" track in YuStudio using major and minor chords, melody, rhythm, basslines and sound effects to create a specific atmosphere or mood -Reflect on and evaluate musical decisions by performing	<i>Decoding Sound and Notation</i> -Develop and expand musical understanding through critical listening and analysis of contrasting pieces. -Read and perform notated melodies with confidence, applying knowledge	<i>Carnival Time</i> -Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively -Compose and perform original call and response sections <u>Songs</u>	<i>Singing</i> Taught by Resonate

			compositions individually or in groups, considering both creative and technical choices to enhance the piece's overall quality and effectiveness <u>Songs</u> A Spooky Story	of pitch, rhythm and musical expression <u>Songs</u> Heal the Earth Portsmouth	<u>Carnival Time</u>	
Spanish 	Welcome to School -To ask and answer several questions about myself -To recall and say classroom commands -To say and read some numbers between 0 and 20 -To remember days and month in Spanish -To say and write names of rooms in a school -To say and write nouns for classroom objects	My town, your town -To write a fireworks poem -To say and understand classroom commands -To say and write places in town -To ask 'where is...?' and answer with 'here is + place' -To understand more nouns of shops in Spanish	Alien faces and family -To learn about Epiphany celebrations in Spain -To learn some nouns for family members -To write some personal information about a family member -To understand and say some parts of the face -To understand simple sentences using numbers and parts of the face -To write some simple sentences to describe an alien	Moving our bodies -To say nouns for parts of the body -To understand how to use colours to describe an alien -To write a describe of an alien including numbers and colours -To join in and create a body scan sequence -To join in a yoga sequence in Spanish -To create a yoga sequence in Spanish	At the doctors and jungle animals -To say why we don't feel well -To take part in a roleplay at the doctors -To understand some jungle animal nouns in Spanish -To listen and join in with a story about jungle animals -To write a sentence to describe a jungle animal -To create own jungle explorer's story	Summertime -To understand and say some weather phrases -To understand and say some more weather phrases -To give a weather forecast -To take part in a survey about favourite ice creams -To say which ice-cream we like and dislike -To take part in an 'ice cream van' role play