



Oldway Primary School

Aspiration ~ Responsibility ~ Kindness

Year 5/6 Curriculum Plan: Spring 2026

The aim of Oldway Primary School is to provide opportunities for children to develop as independent, confident and successful learners, with high aspirations and the skills to make a positive contribution to their community.

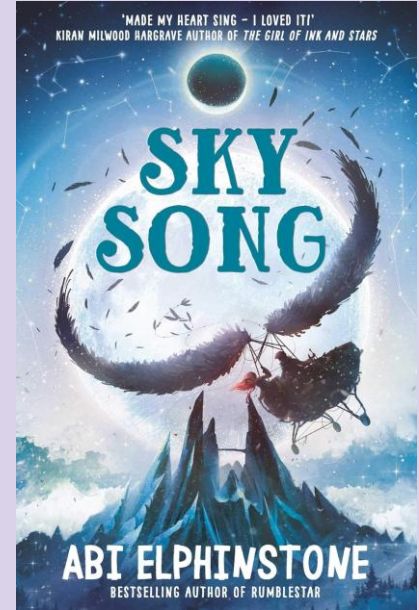
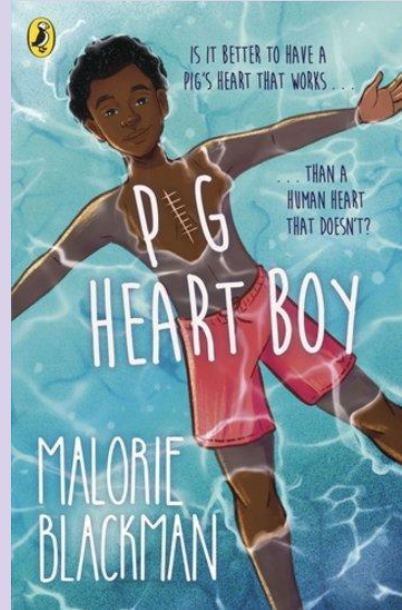
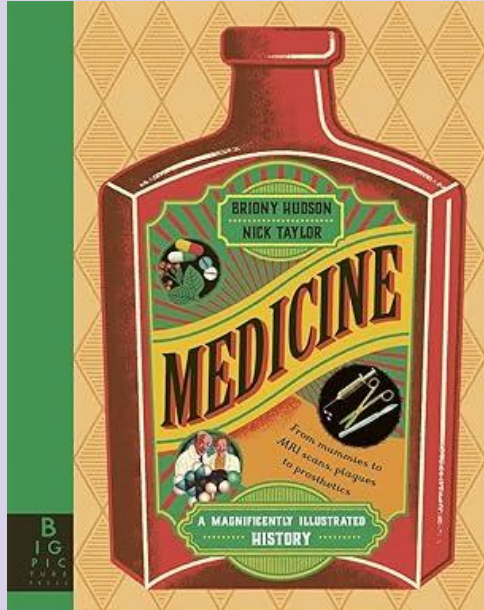
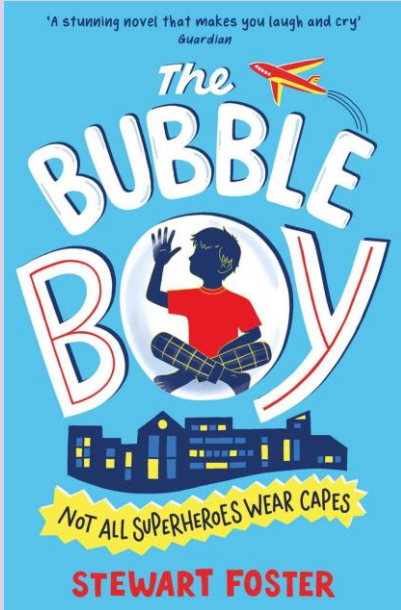
We aim to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts with meaningful outcomes. The curriculum has been designed so that it:

- supports pupils' personal development;
- develops a love of learning;
- prepares pupils for work and lifelong learning;
- develops children as global citizens.

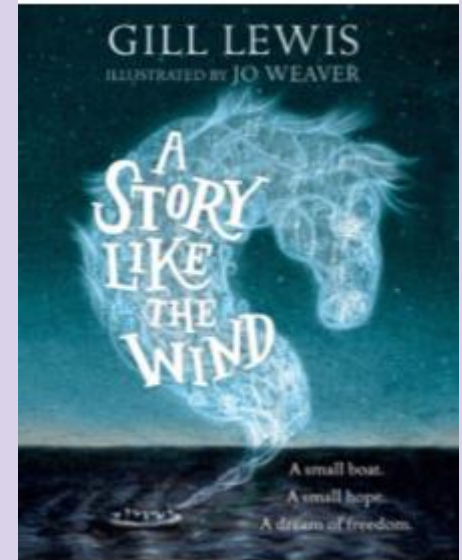
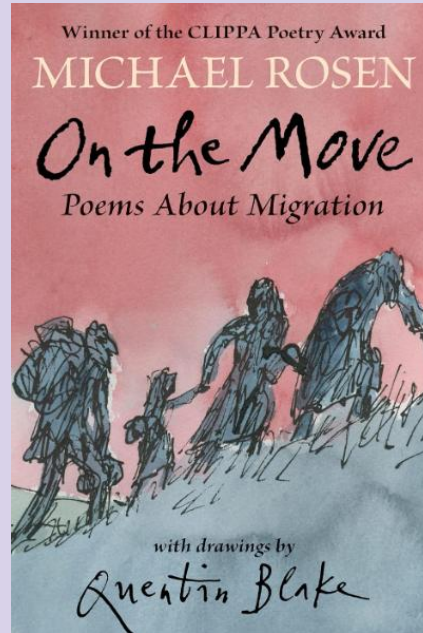
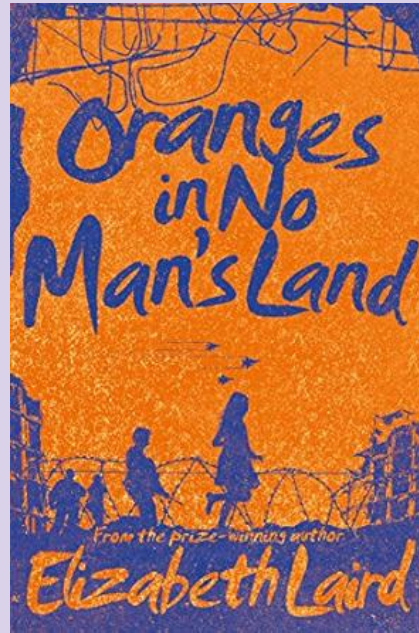
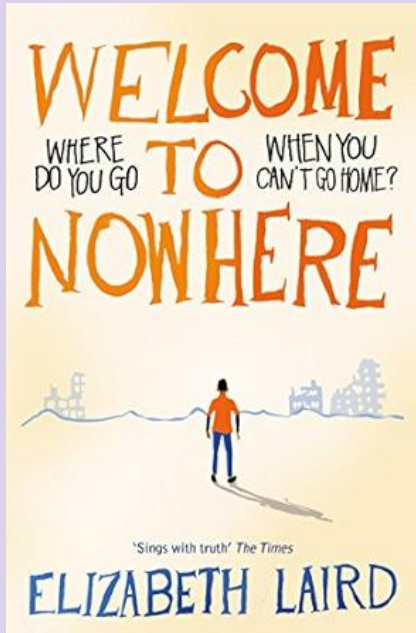
READING from the Reading Spine

- Our core book this term is *Sky Song* by Abi Elphinstone. We will be reading this book daily as part of our Read at 3.
- To link to our geography topic (Migration) and our history topic (Medicine Through Time), we will also be reading the following texts as part of our daily reading lesson:
 - Pig Heart Boy by Malorie Blackman
 - Bubble Boy by Stewart Foster
 - Medicine: A Magnificently Illustrated History
 - A Really Short Journey Through the Body by Bill Byrson
 - Welcome to Nowhere by Elizabeth Laird
 - On the Move: Poems about Migration by Michael Rosen
- In addition to this, the children have the opportunity to read for pleasure regularly. Our Bookopoly challenge is used to encourage the children to read a breadth of books at an appropriate level.

Reading Spine- Spring 1



Reading Spine- Spring 2



You can help by: Encouraging your child to practise spellings, by listening to and encouraging your child to read regularly, reminding them to change their reading book in the mornings, by discussing books read and by visiting the library.

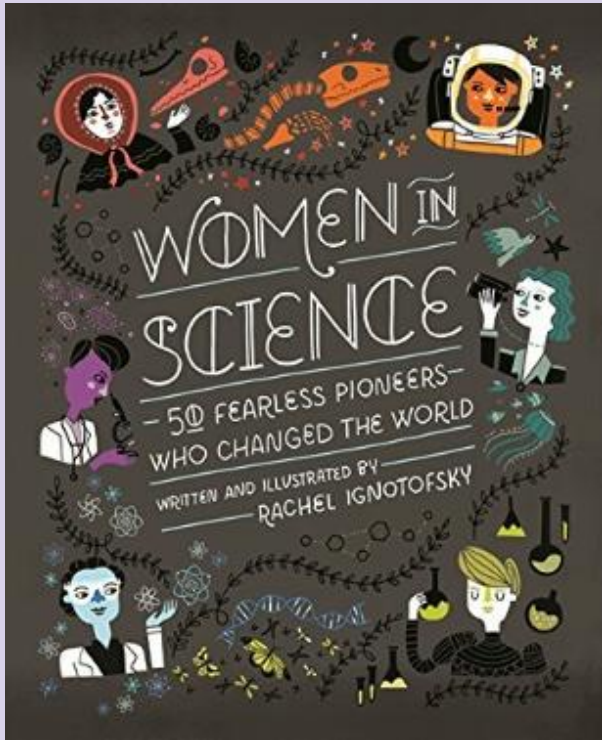


Year 5/6: Spring 2026

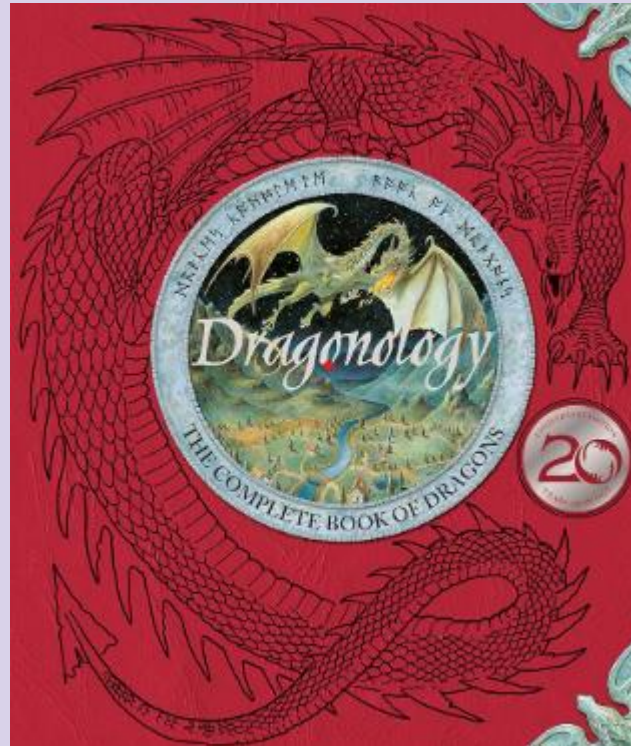
WRITING

- In Spring 1, we will begin by creating instructional texts for superpower potions. During this unit, we will learn how to incorporate parentheses and colons, alongside subordinating conjunctions and modal verbs. Following this, we will use the text 50 Great Pioneers in Science to explore inspirational scientists and create a biography. We will focus on linking sentences using semi-colons and using relative clauses to add additional information.
- In Spring 2, we will begin by exploring the text Dragonology and creating a non-chronological report about our own mythical creature. We will finish the spring term by writing a short portal story in which we are transported to a magical land of our own creation. In this piece, we will revise the use of inverted commas alongside developing rich vocabulary.
- Throughout both terms, we teach grammar daily within our writing lessons. This means children are constantly practising and applying key skills such as using expanded noun phrases, fronted adverbials, varied sentence lengths, and accurate punctuation.

BookWrites



-to write biography about an inspirational person



-to write a non-chronological report about a mythical creature



Year 5/6: Spring 2026

Y6 MATHS

- In maths, we will begin by exploring position and direction (coordinates, reflection and transition) before moving onto our main topic: decimals. We will be building on our knowledge of fractions from the Autumn term by learning how decimals and fractions link. We will also be learning how to add, subtract, multiply and divide decimal numbers, thinking carefully about their place value.
- Following this, we will then add the final piece to the puzzle to understand the links between decimals, fractions and percentages. We will learn how to find percentages of amounts.
- Each child will take part in an additional daily arithmetic session. These sessions will focus on the four operations and include questions which focus on decimals and fractions.
- Y6 children will be taught in year group specific classed led by Mrs Fox, Mrs Scott and Mr Dale.

You can help by: Revisiting times tables with your child daily, ensuring that they have instant recall up to 12×12 and can make links with multiples. eg. $7 \times 8 = 56$ so $70 \times 8 = 560$

Maths- models and images



Knowledge Organiser Y6- Decimals

Prior Knowledge

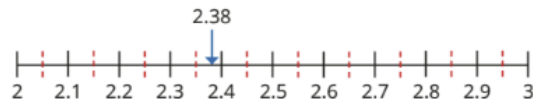
In Year 5, I learnt to-

- Understand the place value of tenths, hundredths and thousandths
- Multiply and divide whole numbers using a place value chart
- Round decimals to the nearest whole number
- Add and subtract decimal numbers

Vocabulary

- Integers
- Tenths
- Hundredths
- Decimal point
- Decimal place
- One decimal place
- Two decimal places
- Round
- Value
- Digit

1. To round decimal numbers to the nearest tenth, hundredth and integer.



STEM SENTENCES

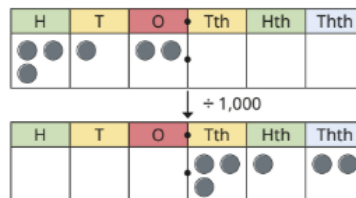
2.38 is closer to 2 than 3

2.38 rounded to the nearest integer is _____

2.38 is closer to 2.4 than 2.3

2.38 rounded to the nearest tenth is _____

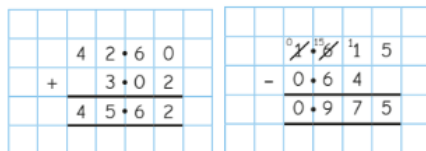
3. To multiply and divide decimals by 10, 100 and 1000.



$$312 \div 1,000 = 0.312$$

312 is 1,000 times the size of 0.312
0.312 is one-thousandth the size of 312

2. To add and subtract decimal numbers.

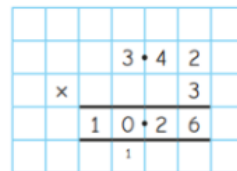


STEM SENTENCE

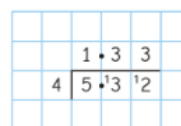
When adding or subtracting decimal numbers, the decimal points must line up.

4. To multiply and divide decimals and integers.

MULTIPLYING BY AN INTEGER



DIVIDING BY AN INTEGER



Maths- models and images



Knowledge Organiser Y6- Fractions, Decimals and Percentages

Prior Knowledge

In Year 5, I learnt to-

- Understand what the percentage symbol means %
- Find equivalent fractions and decimals
- Convert percentages into decimals and fractions

Vocabulary

- Integers
- Tenths
- Hundredths
- Decimal point
- Decimal place
- One decimal place
- Two decimal places
- Percentage
- Equivalent
- Converts
- Numerator
- Denominator
- Simplify
- Parts per 100

1. To convert between fractions and decimals

STEM SENTENCES

A decimal converts to a fraction with a denominator of 100 if it has two decimal places.

$$0.35 = \frac{35}{100}$$

$$0.04 = \frac{4}{100}$$

To convert a fraction into a decimal, one strategy is to convert the denominator to 100 first.

$$\frac{3}{4} = \frac{75}{100} = 0.75$$

Fractions/ Decimals to Memorise		
Decimal	Converted	Simplified
0.5	50/100	1/2
0.25	25/100	1/4
0.75	75/100	3/4
0.2	20/100	1/5

3. To find a percentage of an amount

Here is a method for finding 11% of 250

$$10\% \text{ of } 250 = 25$$

$$1\% \text{ of } 250 = 2.5$$

$$11\% \text{ of } 250 = 25 + 2.5 = 27.5$$

STEM SENTENCES

_____ % is made up of _____ %, _____ and _____ %.

_____ % of _____ is equal to _____

2. To express a fraction as a division

STEM SENTENCE

To convert a fraction into a decimal, you can divide the numerator by the denominator.

		0	7	5
4	3	3	0	2

$$\frac{3}{4} = 0.75$$

4. To find a percentage of an amount

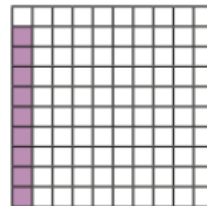
The fraction shaded in is $\frac{9}{100}$

The decimal is 0.09

The percentage is 9%

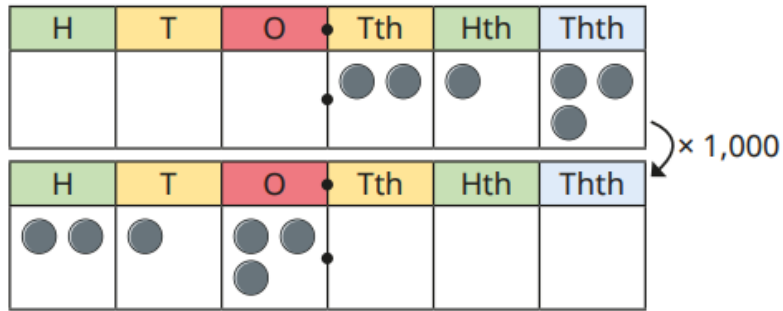
STEM SENTENCE

Percentage means parts per hundred.



Maths- models and images

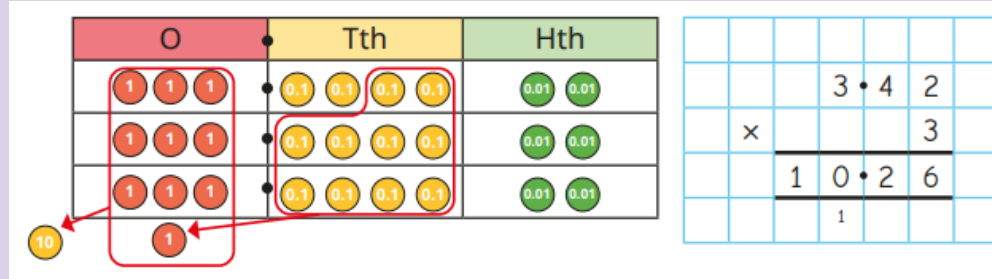
Multiplying and Dividing Decimals



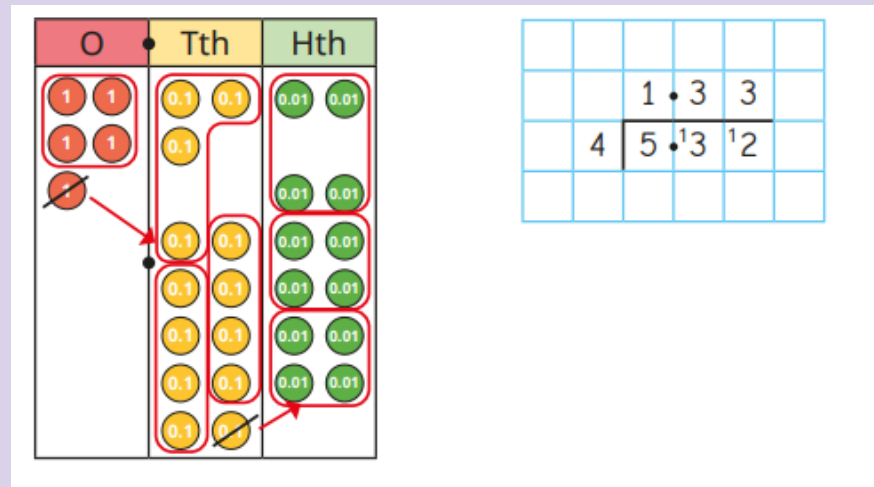
$$0.213 \times 1,000 = 213$$

213 is 1,000 times the size of 0.213. 0.213 is one-thousandth the size of 213.

Multiplying Decimals by Integers



Dividing Decimals by Integers





Year 5/6: Spring 2026

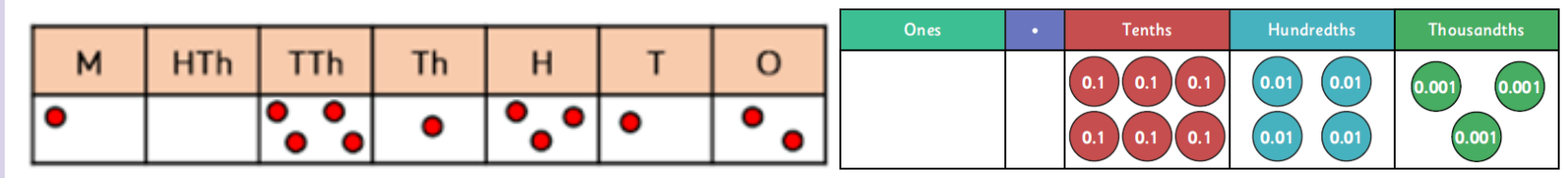
Y5 MATHS

- In maths, we will begin the year by focusing on multiplication and division, developing fluency in calculating and solving problems using these operations. Children will practise efficient methods, including long multiplication and short division, to deepen their understanding.
- Moving forward, we will explore fractions, percentages, and decimals, ensuring children can convert between these forms and apply their knowledge to problem-solving in real-life contexts.
- Later in the term, our focus will shift to measurement, specifically area and perimeter, where children will learn to calculate and compare measurements for various shapes.
- Y5 children will be taught in year group specific classes led by Mrs Wrenn, Miss Collis/Mr Harman and Mr Hallett.

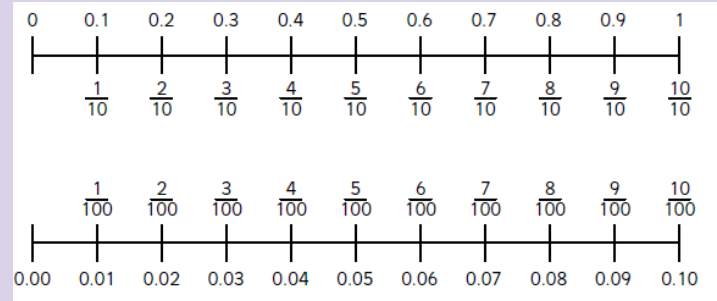
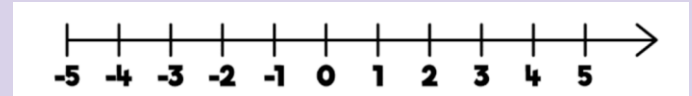
You can help by: Revisiting times tables with your child daily, ensuring that they have instant recall up to 12×12 and know all their corresponding division facts.

Maths- models and images

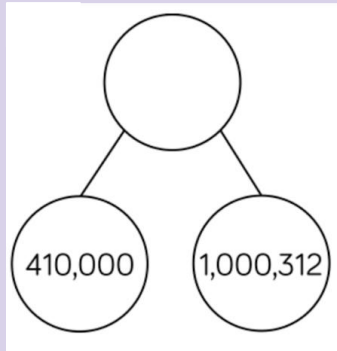
Place Value Chart



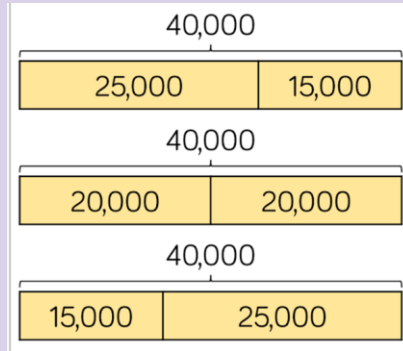
Number line (including negative numbers, decimals and percentages)



Part Whole Model

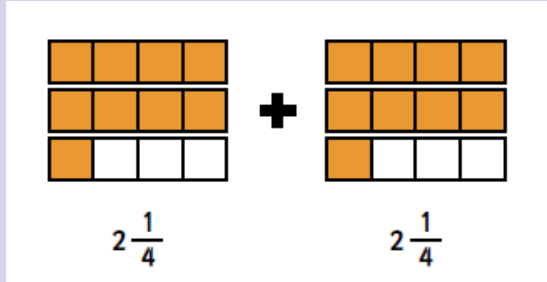


Bar Model

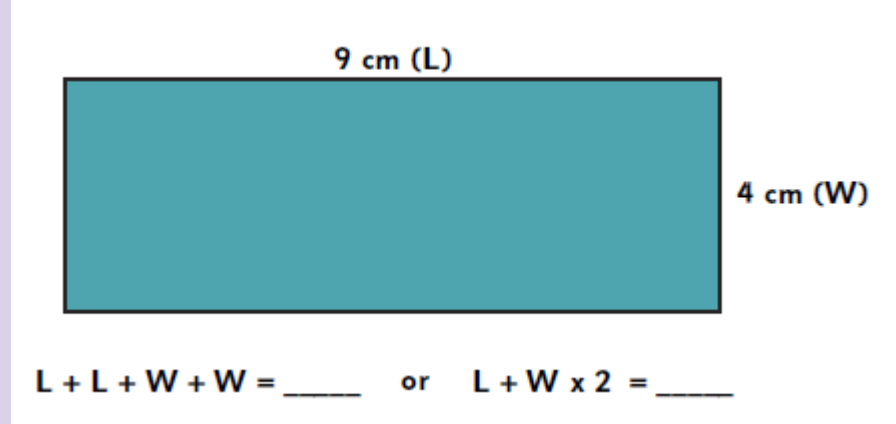


Maths- models and images

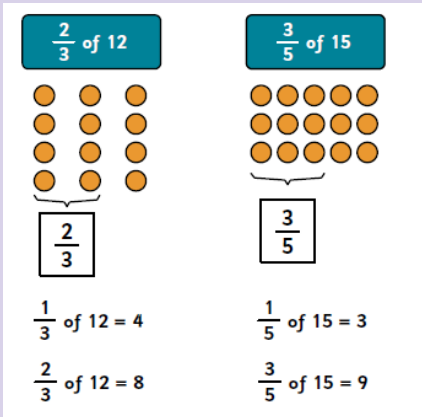
Adding mixed numbers



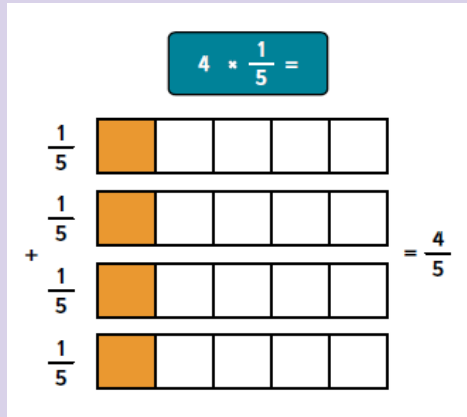
Perimeter



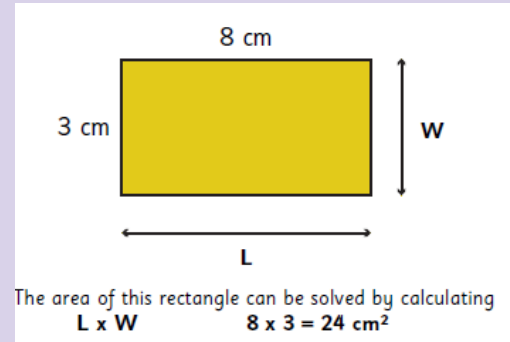
Fractions of quantity



Multiplying fractions



Area





Year 5/6: Spring 2026

History: Medicine Through Time (Spring 1)

In this topic, we will be learning about how medicine has developed through time and the contributions of significant individuals such as Edward Jenner and Louis Pasteur. We will explore periods of development and regression as we journey from the Dark Ages (including the plague) through to the creation of the NHS.

You can help by: talking about the development of the NHS.

Geography: On the Move (Spring 2)

In our topic "On the Move," the children will learn about migration and its impact on people and places. They will explore reasons for migration, such as economic opportunities, conflict, or climate change, and examine stories of migrants. The children will develop empathy and understanding of diversity and global connections as well as explore migration at a local level.

You can help by: keeping up to date with global news stories.

Science:

Circulatory System (Spring 1)

In this science unit, children will learn about the circulatory system and how it keeps the body functioning. They will explore the roles of the heart, blood, and lungs, understanding how oxygen and nutrients are transported around the body. Lessons will include the structure and function of the heart, the journey of blood, and the exchange of gases in the lungs. The unit will also highlight the importance of exercise, healthy eating, and lifestyle choices for maintaining a healthy circulatory system.

Evolution (Spring 2)

We will be learning about evolution and understanding the theories of natural selection and adaptation, exploring how living things have evolved over time to suit their environments.

RE:

Spring 1: In what diverse ways do Hindus build a sense of community?

Spring 2: Are religion and science in conflict?



Year 5/6: Spring 2026

PE

Indoor:

Spring 1: Static Balance Floor Work

Spring 2: Ball chasing, sending and receiving

Outdoor:

Spring 1: Netball

Spring 2: Hockey

DT: Fairground Rides (Spring 1)

In this Design and Technology unit, children will design and create their own fairground rides. They will explore mechanisms, structures, and motion, using their creativity and problem-solving skills. Through planning, building, and evaluating their models, children will develop an understanding of how design meets function in real-world engineering contexts.

PSHE:

Spring 1: Earning, Saving and Spending

Spring 2: Families, Friendships and Relationships

Computing: Crumble

Fairground Rides

Children will design and build fairground models using Crumble kits, programming lights and motors to explore control technology and engineering concepts.

Art: Displacement (Spring 2)

The children will explore themes of movement, migration, and belonging, creating artwork that reflects personal stories, emotions, and global experiences using various techniques and media.

Music: Planet Composition

This term, the children will be listening to The Planets by Gustav Holst. They will be using Song Maker to develop their skills in reading and writing rhythms and learning how to layer texture and timbre for a specific purpose.

French:

Spring 1: Do you have a pet?

Spring 2: Clothes



Home Learning

Reading

In Year 5 and 6, children should be reading at least 4 times per week for 15-20 minutes. Children should record their reading journey in their reading record. Please encourage your child to read as frequently as possible at home.

Spellings

Spellings will be sent home every Friday and tested the following week. Children should practise their spellings using Spelling Shed. It is recommended that they play at least three games on Spelling Shed per week.

Maths

Children should use Times Tables Rock Stars to ensure they have a rapid recall of all multiplication and division facts up to 12x12. We recommend children practise at home at least four times a week for 15-20 mins. MyMaths homework will be set each week which children can use to consolidate the learning.

Grammar (Y6 only)

At the end of Year 6, children will sit a GPS test (grammar, punctuation and spelling). To prepare them for this, weekly homework will be sent out on a Friday. This will need to be completed by the following Friday.



Behaviour

- We continue to work across the curriculum to develop cooperative learning and social skills. Pupils are encouraged to discuss matters relevant to them, their behaviour and their relationships with others. The school takes a trauma-informed approach to managing behaviour.
- The school operates a Positive Behaviour Policy. Rewards take the form of verbal praise, House points, certificates and ‘marbles-in-the-jar’ for effort and attainment across the whole range of school activity, linked to Oldway’s values. Certificates are presented to the children in Celebration Assembly on Friday mornings and when the marble jar is full, the class is entitled to a class treat - enjoyed by all. Additional certificates are awarded for good behaviour and cooperative play at lunch times. Children who continuously make the right choices will be nominated for a ‘Hot Chocolate with the Head,’ and others may receive a ‘Golden Phonecall.’
- Consequences vary according to the seriousness of the incident and/or behaviour. On occasion, children are required to finish class activities at playtime or at home if lesson time has been missed by poor behaviour in class. Missed break time or lunchtime operates as a sanction when things go ‘more wrong’. During this time, children will be able to reflect on how to improve their behaviour and decide ‘how to make things right’. When poor or inappropriate behaviour is persistent, parents are contacted and are asked to discuss concerns with either Mrs Fox (Assistant Head), Miss Eva Rowe (Family Support Worker), Mrs Laura Bateman (SENCO), Mr Chris Hallett (Deputy Headteacher) or Mrs Emma Bamber (Headteacher).
- When there are questions or concerns, your first point of contact should be the class teacher who knows your child best. In addition, Mrs Fox (Assistant Head) is also available to give help and assistance.



Staff

Y5/6 Teachers

Mrs H Fox (St Mary's Bay)

Mrs S Scott (Berry Head)

Miss R Caulfield (Breakwater Beach)

Miss S Collis / Mr N Harman (Fishcombe Cove)

Mr Dale (Elberry Cove)

Mrs C Wrenn (Churston Cove)

Mr C Hallett (Shoalstone Beach- Maths Class)

Y5/6 TAs

Miss L Lewis (HTLA)

Mrs J Hiscoke (Reading Champion)

Mrs D Court (1:1 TA and Pastoral Team)

Mrs K Carter (1:1 TA and Pastoral Team)

Ms N Purdie (1:1 TA and Pastoral Team)

Mrs A Butterworth (Breakwater Beach)

Mrs A Babat (Breakwater Beach)