Oldway Primary School

Aspiration ~ Responsibility ~ Kindness

Year 5/6 Curriculum Plan: Summer 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.

Year 5/6: Summer 2026

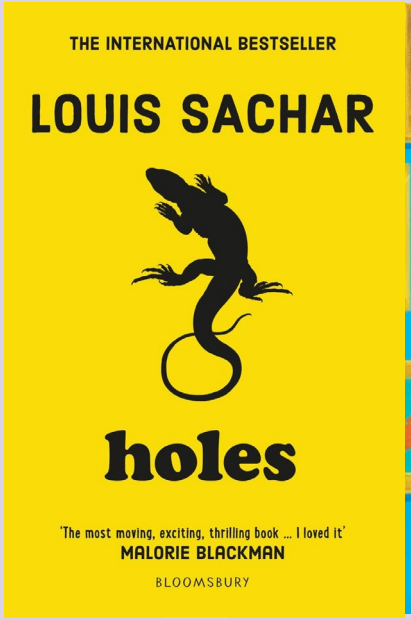
READING from the Reading Spine

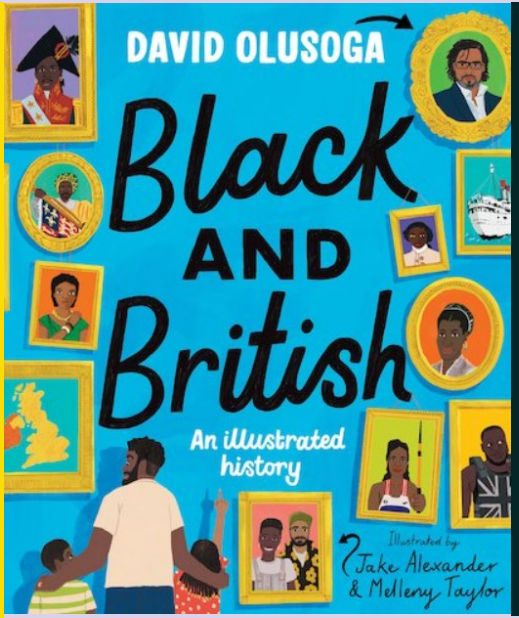
- Our core book this term is Holes by Louis Sachar. We will be reading this book daily as part of our Read at 3.

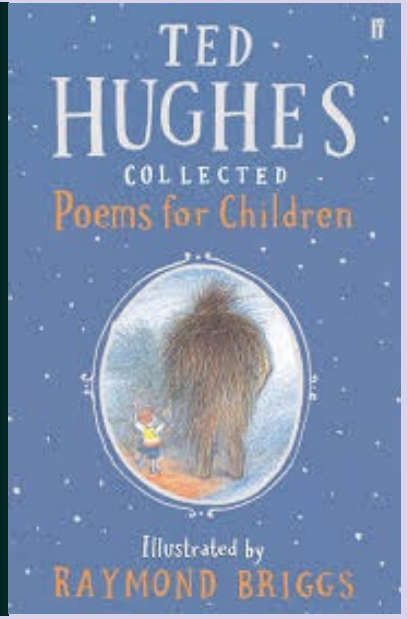
- To link to our geography topic (Fieldwork) and our history topic (The British Empire), we will also be reading the following texts as part of our daily reading lesson:
  -Black and British by David Olusoga
  -Survivors by David Long
  -Hear Our Voices by Radhika Natarajan
  -Where we live by by Margriet Ruurs
  -Ted Hughes Collected Poems for Children
  -The Final Year by Matt Goodfellow

- 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.

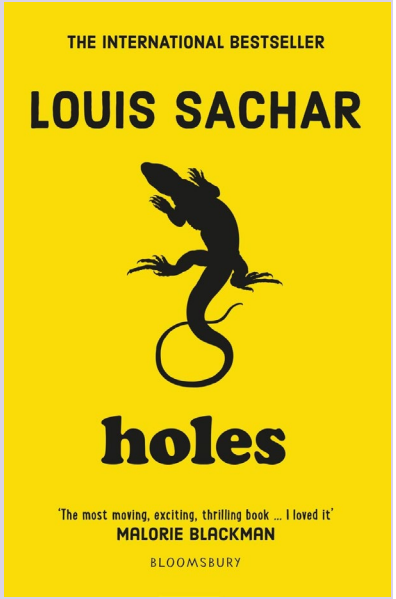
Reading Spine- Summer 1

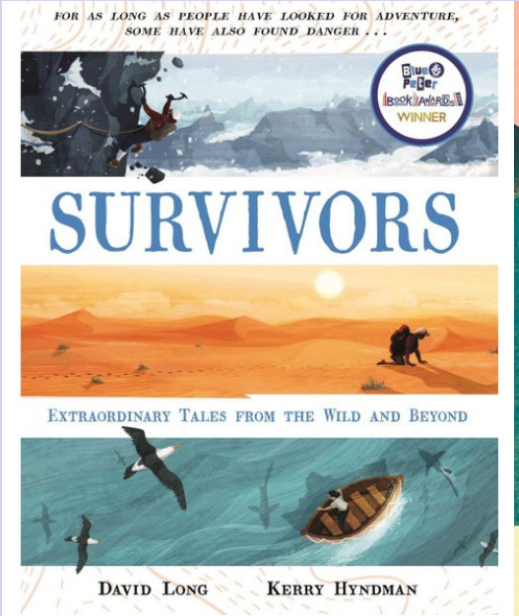


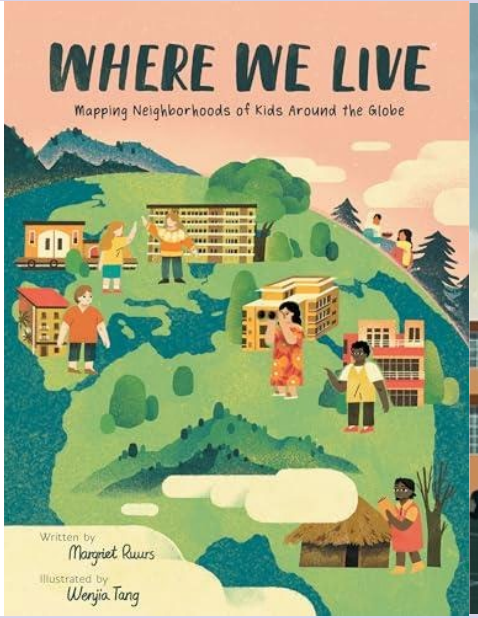




Reading Spine- Summer 2







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: Summer 2026

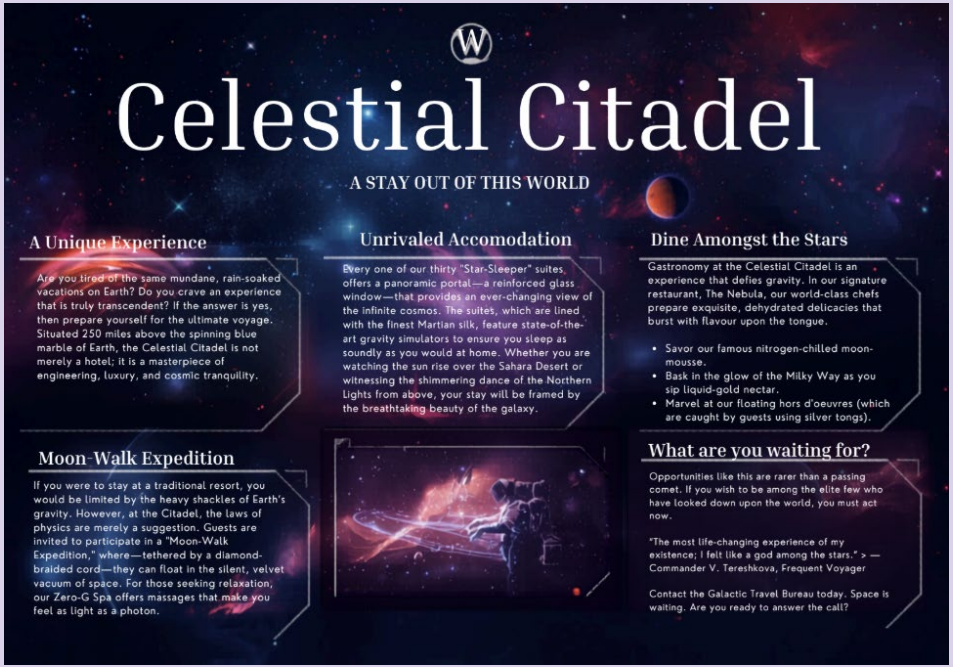
WRITING

- In Summer 1, we will be exploring persuasive techniques in advertisements. We will explore a range of advertisements and find the persuasive techniques (alliteration, facts, opinions, rhetorical questions, emotive language, statistics and triples). We will then create and advertise our own hotel based on a theme. Following this, we will then become expert reviewers by writing TripAdvisor reviews of a variety of restaurants, experiences and holidays. We will explore how to use a formal tone yet humorous tone to make these reviews as realistic as possible.

- In Summer 2, linking to our geography learning, we will be writing letters to our local MP, Steve Darling, gathering support for environmental causes. We will also explore the poem, the Sea, and use it as a base to create our own poem.

- 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.

Writing Units



-to write a persuasive advertisement designing a hotel

tripadvisor

-to write a Tripadvisor styled complaint

Year 5/6: Summer 2026

Y6 MATHS

- In preparation for the upcoming SATs, we will be consolidating key mathematical skills in number, fractions, percentages and decimals. This focused revision will help ensure that students are confident in applying core methods, reasoning through problems and making links between different areas of maths. Our aim is to strengthen understanding and boost confidence so every child feels well-prepared and capable during the assessments.
- Following SATs, we will shift our focus to applying these skills in a broader range of mathematical contexts across the curriculum. This will include exploring areas such as measures, data handling, shape, and problem-solving in real-life situations. We'll be using our understanding of number to interpret information, solve multi-step problems and think critically and creatively about mathematical challenges. It's a chance for students to apply what they've learned in exciting, practical ways and to see just how powerful and relevant their mathematical knowledge really is.
- Y6 children will be taught in year group specific classed led by Mrs Fox, Mrs Scott and Mr Dale.

Maths- key areas

Oldway Primary School

Knowledge Organiser

Y6- Place Value

Key Concepts

1. Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
2. Round any whole number.
3. Use negative numbers

Vocabulary

- < less than
- > greater than
- = equal to
- rounding
- digit
- value
- nearest
- negative number
- place value
- ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, ten million

1. Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.

Millions	Thousands			Ones		
O	H	T	O	H	T	O
2	2	3	1	5	2	4

- The 2 digit is in the millions place so it really means 2,000,000 (two million).
- The 2 digit is in the hundred thousands place so it really means 200,000 (two hundred thousand).
- The 3 digit is in the ten thousands place so it really means 30,000 (thirty thousand).
- The 1 digit is in the thousands place so it really means 1,000 (one thousand).
- The 5 digit is in the hundreds place so it really means 500 (five hundred).
- The 2 digit is in the tens place so it really means 20 (twenty).
- The 4 digit is in the ones place so it means 4 (four).

We can represent numbers using part-whole models and bar models.

4,812,300	
4,000,000	812,300

STEM SENTENCES

The value of the digit _____ represents _____.
_____ is greater than/ less than _____.

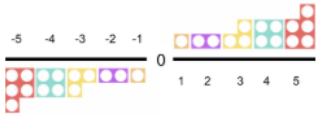
2. Round any whole number.

- Circle the place value
- Underline the digit to the right.
- 1-4: round down to the floor.
- 5-9: jump up to the next multiple in the number line.
- All the digits to the right turn to zero.

STEM SENTENCES

The previous/next multiple of is_____.
_____ rounded to the nearest_____ is_____.

3. Use negative numbers



STEM SENTENCES

_____ is greater than/ less than _____.
The difference between _____ and _____ is _____.

Maths- key areas

Oldway Primary School

Knowledge Organiser

Y6- Four Operations

Prior Knowledge

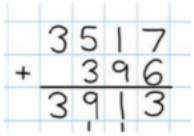
In Year 5, I learnt to-

- Use the formal written methods for the four operations
- How to identify prime, square and cube numbers.

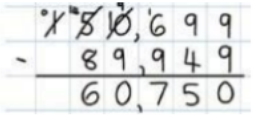
Vocabulary

- Addition: Increase/ Total/ Sum
- Subtraction: Difference/ Minus/ Decrease
- Multiplication: Product
- Division: Share/ Group
- Factors (HCF)
- Multiples (LCM)
- Prime
- Square
- Cube
- Divisibility
- BODMAS

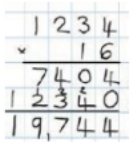
1. To use the formal written methods for the four operations.



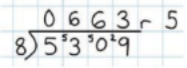
Addition



Subtraction



Long Multiplication



Short Division

2. To identify primes, square and cube numbers.

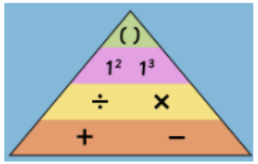
Prime Numbers: Only have factors of themselves and one.
2, 3, 5, 7, 11, 13, 17, 19

Composite Numbers: Have more than two factors.
4, 6, 8, 9, 12, 14, 16, 18, 20

Square Numbers: A number multiplied by itself.

Cube Numbers: A number multiplied by itself and itself again.

3. Understanding BODMAS



Brackets

Orders

Division and **M**ultiplication

Addition and **S**ubtraction

BODMAS helps us understand the order in which we do calculations.

STEM SENTENCES

- _____ has greater priority than _____, so the first part of the calculation I need to do is _____.
- Addition and subtraction are equally important.
- Division and multiplication are equally important.

Maths- key areas

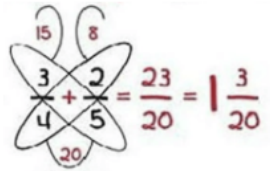
Oldway Primary School

Knowledge Organiser
Y6- Fractions

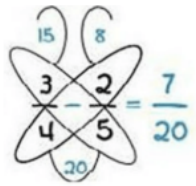
Prior Knowledge
In Year 5, I learnt to-
- Add and subtract fractions with like denominators
- Compare and order fractions with like denominators and numerators.
- Multiply a fraction by an integer

Vocabulary
- Proper Fraction
- Improper Fraction
- Unit Fraction
- Numerator
- Denominator
- Mixed Number
- Whole Number
- Integer
- Equivalent Fraction
- Simplify
- Simplest Form

1. To add, subtract, multiply and divide fractions.



Addition of Fractions

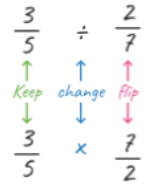


Subtraction of Fractions

$$\frac{2}{4} \times \frac{3}{6}$$

$$\frac{2}{4} \times \frac{3}{6} = \frac{6}{24}$$

Multiplying with integers



Dividing Fractions

2. To order and compare fractions.

To compare and order fractions, the fraction must have the **same** denominator.

You can use equivalents to help:

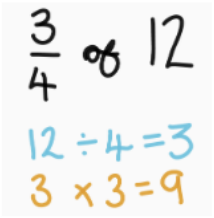
$\frac{1}{5} = \frac{3}{15}$ $\quad \frac{3}{15} < \frac{4}{15}$ so $\frac{1}{5} < \frac{4}{15}$

Or you may have to find the lowest common multiple

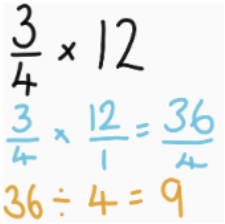
$\frac{5}{6} = \frac{10}{12}$ $\quad \frac{3}{4} = \frac{9}{12}$

$\frac{10}{12} > \frac{9}{12}$ so $\frac{5}{6} > \frac{3}{4}$

3. To know links between finding fractions of amounts and multiplying (OF = X)



Finding a fraction of an amount is the same as multiplying by an integer.



Multiplying by an integer is the same as finding a fraction of an amount.

Maths- key areas

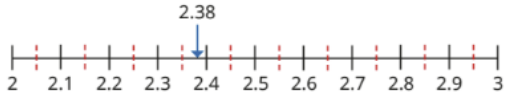
Oldway Primary School

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

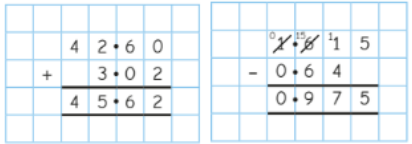
2.38 is closer to 2 than 3

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 _____

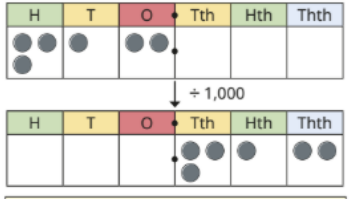
2. To add and subtract decimal numbers.



STEM SENTENCE

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

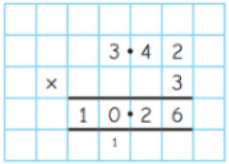
3. To multiply and divide decimals by 10, 100 and 1000.



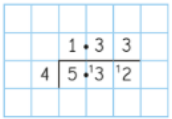
312 ÷ 1,000 = 0.312
312 is 1,000 times the size of 0.312
0.312 is one-thousandth the size of 312

4. To multiply and divide decimals and integers.

MULTIPLYING BY AN INTEGER



DIVIDING BY AN INTEGER



Maths- key areas

Oldway Primary School

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.

$$\frac{3}{4} \xrightarrow{\times 25} \frac{75}{100} = 0.75$$

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

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.

$$4 \overline{)\,3.^{3}0^{2}0} \quad 0.75$$

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

3. To find a percentage of an amount

Here is a method for finding 11% of 250

10% of 250 = 25

1% of 250 = 2.5

11% of 250 = 25 + 2.5 = 27.5

STEM SENTENCES

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

_____% of _____ is equal to _____

4. To find a percentage of an amount

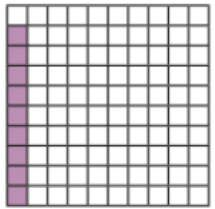
The fraction shaded in is $\frac{9}{100}$

The decimal is 0.09

The percentage is 9%

STEM SENTENCE

Percentage means parts per hundred.



Year 5/6: Summer 2026

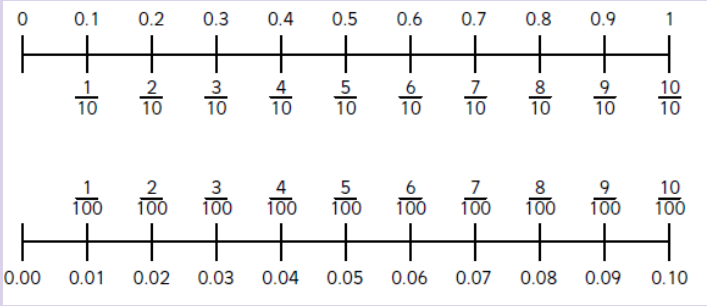
Y5 MATHS

- In maths, we will begin the term by focusing on decimals. This unit is important because it applies formal methods of addition and subtraction to numbers with up to three decimal places. It also teaches children to multiply and divide decimal numbers by 10, 100, and 1,000. Moving forward, we will explore properties of shapes and angles. This unit develops geometric reasoning alongside key measurement skills, giving children the opportunity to build confidence when using a protractor.
- Later in the term, our focus will shift to converting between units (both metric and imperial), including scaling amounts and working with timetables. This will involve converting between units of time, even when the conversion does not result in a whole number.We will finish the term by looking at negative numbers, the position and orientation of shapes, and how to reflect and translate points and shapes efficiently using coordinates. We will end the term by exploring volume and capacity.
- Each child will also participate in daily arithmetic sessions, designed to enhance their quick recall of key maths facts and boost overall confidence.
- Y5 children will be taught in year group specific classed led by Mrs Wrenn, Miss Collis/Mr Harman and Mr Hallett.

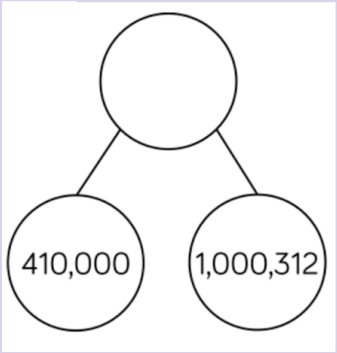
Maths- models and images

Place Value Chart

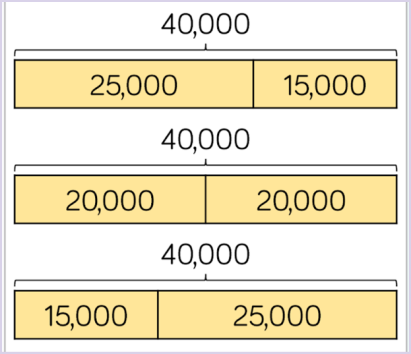
Number line (including negative numbers, decimals and percentages)



Part Whole Model



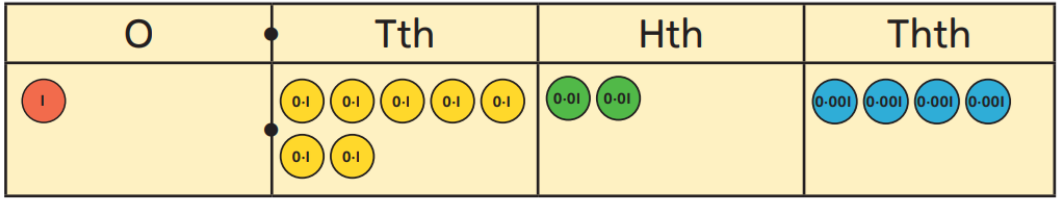
Bar Model



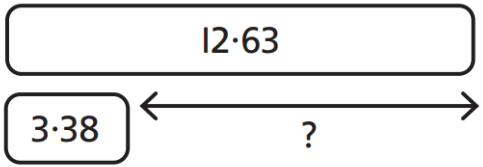
Maths- models and images

Decimals

Place value grid: This model uses counters to show the value of each column. It supports the column method layout.



Bar model: This model can be used to compare numbers and identify missing information. It can be used to represent the information in some addition and subtraction word problems.



Column addition and subtraction: This model demonstrates the place value of each digit in addition and subtraction calculations and shows exchanges between columns.

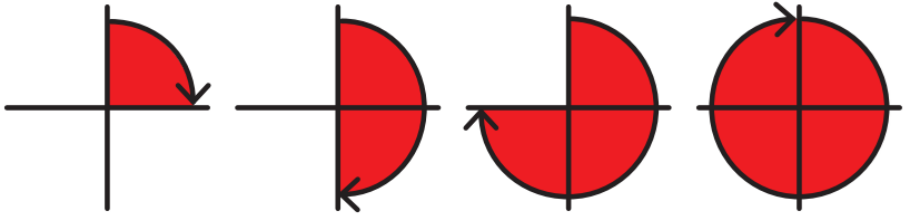
	O	Tth	Hth	Thth
	2	4	3	1
+	0	0	8	0
	2	5	1	1
		1		

	O	Tth	Hth	Thth
	~~7~~ 8	1 2	~~6~~ 7	1 0
−	6	6	5	3
	1	6	1	7

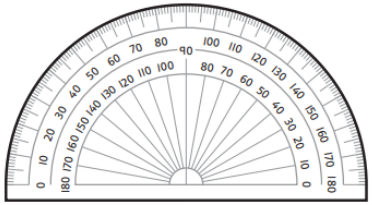
Maths- models and images

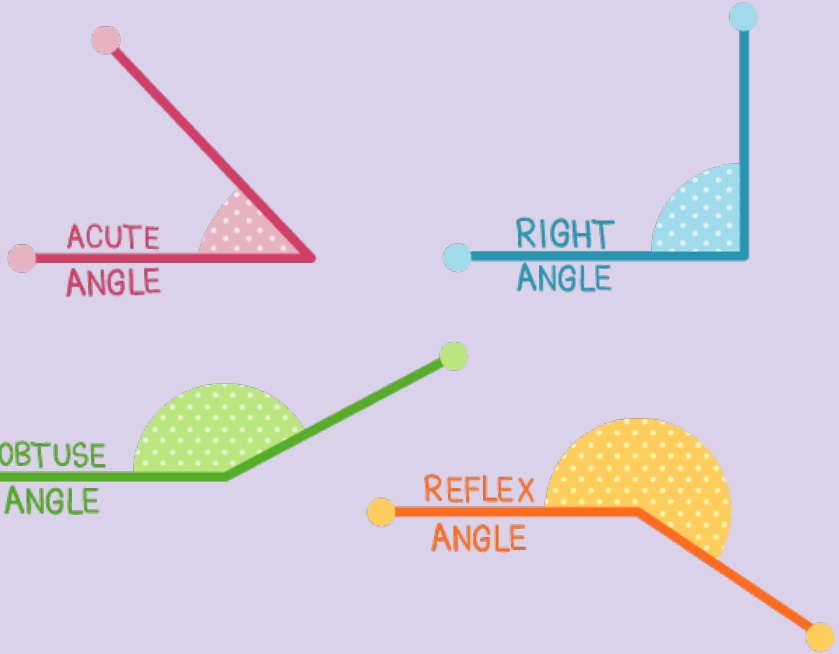
Geometry - Property of shapes

Angle diagrams: Use these to help children justify reasoning based on the fractions of a turn.



Protractor: Children will spend much of the unit developing their understanding of angles through the use of a protractor to measure and draw acute and obtuse angles.

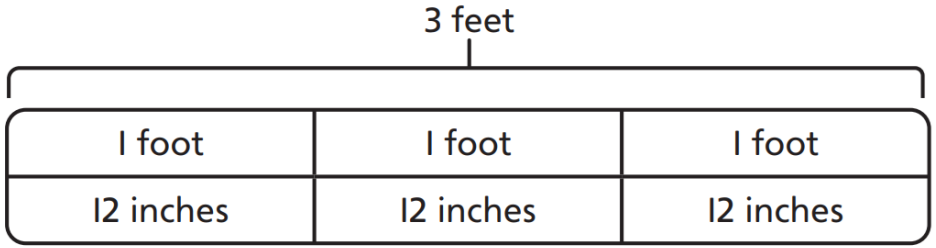




Maths- models and images

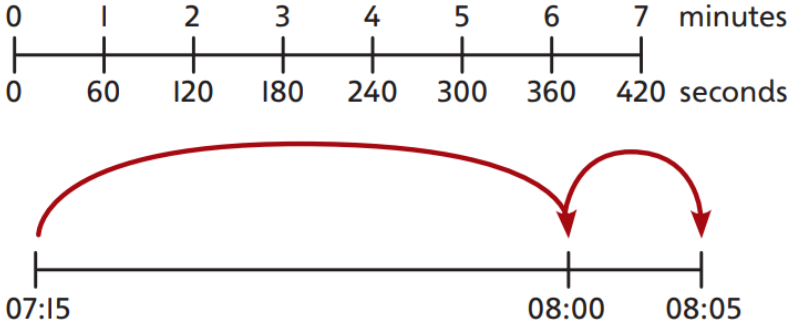
Converting units

Bar model: This model helps children to represent the equivalence between different units of measure. Children can then see the calculation that they need to do to convert one unit into another.



HTh	TTh	Th	H	T	O	
			9	3	0	km
9	3	0	0	0	0	m

Number line: This model also helps children in considering the equivalence of units. It can help them to convert between two units quickly or recognise where a measurement comes in terms of whole measures and parts (for example, 192 seconds is between 180 and 240 seconds, and so comes between 3 and 4 minutes). Number lines are also useful for working out durations between two times.



Year 5/6: Summer 2026

History: Power, Empire and Democracy (Summer 1)

In this history unit, children will explore the British Empire and its lasting impact, focusing on power, democracy, and migration. They will learn about life in the empire, including the experiences of colonised people. The unit will cover the Windrush generation, post-war migration to Britain, and how these shaped modern society. Children will also study the 1960s, the civil rights movement, and how individuals and communities campaigned for equality, influencing British democracy and multiculturalism today.

You can help by: Talking about the countries which were part of the British Empire.

Geography: I am a Geographer (Summer 2)

In this geography unit, children will explore their local area through fieldwork, observing and recording human and physical features. They will develop skills in using maps, including reading grid references, compass directions, and map symbols. This hands-on learning will deepen their understanding of place and geographical enquiry.

You can help by: Exploring different maps.

Science:

Summer 1: Physical and Chemical Changes

Children will investigate changing states of matter, exploring how solids, liquids, and gases behave. They'll also learn about mixtures, solutions, and methods of separation like filtering and evaporation.

Summer 2: Electricity

The children will be building a variety of different circuits and will be able to draw their circuits using the scientific electrical symbols. Building on from this, the children will understand the difference between series and parallel circuits.

You can help by: discussing ways in which electricity is important in our daily lives.

RE:

Summer 1 and 2: How is an understanding of life's purpose reflected in people's lives?

Year 5/6: Summer 2026

PE

Indoor:
Summer 1: Yoga
Summer 2: Cricket

Outdoor:
Summer 1: Football
Summer 2: Athletics

Computing:

Summer 2: Crumble Fairground Rides

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

PSHE:

Summer 1: Following the Law, Staying Safe and Overcoming Peer Pressure

Summer 2: Changes, Transitions and Maintaining Positivity including Puberty, Relationships and Reproduction.

DT:

Summer 2:

Engineering Fairground Rides

Electrical Systems

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.

Following this, and linking to our science topic, we will be designing an designing, making and evaluating an electrical game. We will researching a variety of electrical games that are popular and understanding how they work using different switches and sensors.

Art:

Summer 1: Art and Identity

In this unit, pupils will consider the work of two prominent contemporary British artists who explore the theme of identity and diversity. They will learn how to draw a portrait and will produce a mixed-media self-portrait which celebrates their identity, however they choose to define it.

French

Summer 1: My Home

Summer 2: Clothes

We will be continuing to build on our French knowledge by introducing language surrounding home. In the second half of the summer term, the children will be able to name different items of clothing and explain what they are wearing.

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)

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)