

# Lindal & Marton Primary School

## Year 5/6 - Termly Curriculum Map - Spring Term 2026



Spring term											
1 <sup>st</sup> Half						2 <sup>nd</sup> Half					
Week	1 (3 days)	2	3	4	5	6	1	2	3	4	5
Mathematics	Negative numbers and roman numerals	Calculation strategies: brackets BIDMAS	Fractions, decimals and percentages	Multiply and Divide fractions	Measurement Y6 STAs papers	Coordinates. polygons & transformations.	Area and Perimeter Volume	Time and timetables	Statistics and Excel	Algebra and ratio	Angles
English	<p style="text-align: center;"><b>Historical Stories</b></p> <p style="text-align: center;">Text: War Horse by Michael Morpurgo The Silver Sword by Ian Serrallier</p> <p style="text-align: center;"><i>Pupils will learn how to:</i></p> <p>Read powerful WWI fiction. Write stories inspired by reading. Use inference and predictions skills. Write from differing points of view.</p> <p><b>SPAG:</b> Subordinating and coordinating Subjunctive form Dialogue Comparative and superlative</p>						<p style="text-align: center;"><b>Persuasive writing</b></p> <p style="text-align: center;"><b>Advertising influencing</b></p> <p style="text-align: center;">Text: Made You Look: How Advertising Works and Why You Should Know by Shari Graydon</p> <p style="text-align: center;"><i>Pupils will learn how to:</i></p> <p>Look at the persuasive language used by influencers and advertisers. Look at how degrees of possibility are created and the use of the subjunctive. Write persuasively and create blog posts.</p> <p><b>SPAG:</b> Adverbs of possibility Subjective form Perfect form Bullet points</p>			<p style="text-align: center;"><b>Poems on a theme: Green and blue planet.</b></p> <p style="text-align: center;">Text: Poems from a Green and Blue Planet, edited by Sabrina Mahfouz</p> <p style="text-align: center;"><i>Pupils will learn how to:</i></p> <p>Focus on poetic features and language, looking at their effects on the reader. Explore synonyms and antonyms using dictionaries and thesauruses. Express ideas and thoughts creatively in their own poetry.</p> <p><b>SPAG:</b> Punctuation in poetry Prepositions Expanded nouns</p>	
Science	<p style="text-align: center;"><b>Electricity</b></p> <p style="text-align: center;"><i>Pupils will learn how to:</i></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.</p>						<p style="text-align: center;"><b>Light</b></p> <p style="text-align: center;"><i>Pupils will learn how to:</i></p> <p>Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>				

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<p>Computing</p>	<p style="text-align: center;"><b>Online Safety</b> <i>Pupils will learn how to:</i></p> <p>Understand that passwords need to be strong and that apps require some form of password. Recognise some types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and well-being are being affected in either a positive or negative way through online use. Offer some advice and tips to combat the negative effects of online use.</p>	<p style="text-align: center;"><b>Computing Systems and Networks</b> <i>Pupils will learn how to:</i></p> <p>Explain that codes can be used for a number of different reasons and decode messages. Explain how to ensure a password is secure and how this works. Explain the importance of historical figures and their contribution towards computer science. Present information about their historical figures in an interesting and engaging manner. Develop an idea for a computer of the future and create a simple design. Produce a simple audio advert with simple edits, which demonstrate an understanding of how to use the software.</p>
<p>PE</p>	<p style="text-align: center;"><b>Gymnastics Unit 2</b> <i>Pupils will learn how to:</i></p> <p>Take responsibility for warm ups. Perform more complex actions with consistency. Use feedback to improve. Remember and repeat more complex sequences.</p> <p style="text-align: center;"><b>Dance</b> <i>Pupils will learn how to:</i></p> <p>Perform different styles of dance fluently and clearly. Refine and improve dances. Work collaboratively to compose simple dances. Suggest ideas for improvement.</p>	<p style="text-align: center;"><b>Athletics Unit 1</b> <i>Pupils will learn how to:</i></p> <p>Sustain pace over different distances. Work as a relay team maintaining maximum pace. Perform a range of jumps and throws with power and accuracy.</p> <p style="text-align: center;"><b>Tennis</b> <i>Pupils will learn how to:</i></p> <p>Introduce volley and overhead shots. Apply new shots to games. Play with others in games. Further explore tennis service rules.</p>
<p>RE</p>	<p style="text-align: center;"><b>What place does religion have in our world today?</b> <i>Pupils will learn how to:</i></p> <p>Reflect on their own learning and how it has impacted their personal development. Analyse census data to identify trends and changes in the religious makeup of the UK. Reflect on how their local area's data compares with an alternative area and national trends. Discuss reasons for the changing uses of religious buildings over time. Analyse and respond to data about religious diversity across the world. Discuss the historical and geographical influences on the spread and current distribution of religions. Explain the concept of freedom of religion or belief. Consider their own responses to issues related to freedom of religion and belief. Demonstrate an understanding of the need for tolerance and respect. Explore the role of learning about religion and worldviews in daily life.</p>	<p style="text-align: center;"><b>Christianity/Muslim</b> <b>What happens when we die?</b> <i>Pupils will learn how to:</i></p> <p>Recognise that many people believe in a soul. Make links between a soul and eternal life. Understand there are different Jewish ideas about death. Consider how forgiveness can be part of someone's beliefs about death. Make links between Muslim beliefs about Jannah and the historical geography for many Muslims. Understand that funerals can differ within and between worldviews. Make links between Christian sacraments and beliefs about death. Use the word atonement when discussing forgiving sins. Reflect on the similarities and differences of beliefs held in different worldviews.</p>

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<b>PSHE</b>	<b>Safety and the changing body</b> <i>Pupils will learn how to:</i> Understand what is safe to share online and what to do before sending a message. Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information. Accurately name all the relevant parts of the body. Understand the changes their own gender will go through during puberty. List the range of changes they will go through during puberty. Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required. Understand that other people can influence our decisions but we have the right to make our own choices.	
<b>Art / DT</b>	<b>Navigating the digital world</b> <i>Pupils will learn how to:</i> Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief. Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen. Identify errors (bugs) in the code and suggest ways to fix (debug) them. Self and peer evaluate a product concept against a list of design criteria. Identify key industries that use 3D CAD modelling. Recall and describe the name and use of key tools used in Tinkercad (CAD) software. Combine more than one object to develop a finished 3D CAD model in Tinkercad. Complete a product pitch plan that includes key information.	<b>Art Print Making</b> <i>Pupils will learn how to:</i> Explain what a monoprint is and understand stencilling, impression and collagraph block printing methods.  <b>Artists:</b> Andy Warhol (1928 - 1987) John Brunsdon (1933 - 2014)
<b>Geography and History</b>	<b>Geography: Earthquakes, mountains and volcanoes</b> <i>Pupils will learn how to:</i> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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.  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<b>History: Battle of Britain</b> <i>Pupils will learn how to:</i> Know why Britain declared war on Germany in 1939. Know why rationing was introduced. Know why people were evacuated from cities. Know what happened in the Battle of Britain. Know about the Blitz and how Hitler continued to attack Britain. Explain and discuss how the conflict changed society in the Second World War. I know how our local area impacted by the war. I can see evidence of WW2 in Lindal and Barrow using historical maps.

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<b>Music</b>	<p><b>Baroque</b></p> <p><i>Pupils will learn how to:</i></p> <p>Define some key features of Baroque music, including recitative, canon, ground bass and fugue.</p> <p>Take part in a vocal improvisation task based on Baroque recitative.</p> <p>Play several parts of a canon using staff notation, with or without letter names.</p> <p>Compose a ground bass melodic ostinato.</p> <p>Notate a ground bass pattern using staff notation.</p> <p>Name some well-known Baroque composers and describe what musical features they were known for.</p> <p>Learn a fugue part by reading staff notation, with or without note names.</p> <p>Perform a fugue.</p>	<p><b>Theme and variations (Theme: Pop Art)</b></p> <p><i>Pupils will learn how to:</i></p> <p>Performing rhythms confidently either on their own or in a group.</p> <p>Identify the sounds of different instruments and discuss what they sound like.</p> <p>Make reasonable suggestions for which instruments can be matched to which art pieces.</p> <p>Recall the names of several instruments according to their orchestra sections.</p> <p>Keep the pulse using body percussion.</p> <p>Sing with control and confidence.</p> <p>Name rhythms correctly.</p> <p>Copy rhythms accurately with a good sense of pulse.</p> <p>Draw rhythms accurately.</p> <p>Show a difference between musical variations.</p> <p>Show creativity in a finished musical product.</p>
<b>British Values</b>	<p><b>Tolerance and Mutual respect</b></p> <p><i>Understand that we all don't share the same beliefs and values. Compare and contrast different religious beliefs and the significance of food and fasting. Respect for different cultures in Geography.</i></p> <p><b>Democracy</b></p> <p><i>Understand the role of parliament through History sessions.</i></p> <p><b>Rule of Law</b></p> <p><i>Understand the choices children and people have and how to keep our bodies safe in PSHE</i></p> <p><b>Individual Liberty</b></p> <p><i>Learn how to have individual responsibility in daily classroom routines and jobs. Make choices in daily lessons.</i></p>	