



## Curriculum Plan: Autumn 1 2025-2026 Westgate



Curriculum Focus Area	01/09 Wk 1 (3 days)	08/09 Wk2	15/09 Wk3	22/09 Wk4	29/09 Wk5	06/10 Wk6	13/10 WK7	20/10 Wk8 (4 days)
School Events	INSET Days 1 <sup>st</sup> 2 <sup>nd</sup> Pupil leaders to be nominated (Westgate)	Eco Warrior nominations  Swimming starts	Literacy Drop ins  Clubs start	Year 5/6 Residential 21 <sup>st</sup> – 24 <sup>th</sup>		Mental Health Day?	Recycle Week ?	INSET Day 24 <sup>th</sup>
					Black History Month			
	Music starts 12/09				Harvest			
Jigsaw – PSCHE Y5	<b>Being Me</b> I can face new challenges positively and know how to set personal goals	<b>Being Me</b> I understand my rights and responsibilities as a citizen of my country	<b>Being Me</b> I can empathise with people in this country whose lives are different to my own	<b>Being Me</b> I can make choices about my own behaviour because I understand how rewards and consequences feel	<b>Being Me</b> I understand how an individual's behaviour can impact on a group	<b>Being Me</b> I understand how democracy and having a voice benefits the school community and know how to participate in this	<b>Being Me</b> Extra session if needed to complete sessions.	
Jigsaw – PSCHE Y6	<b>Being Me</b> I can identify my goals for this year, understand my fears and worries about the future and know how to express them	<b>Being Me</b> I can identify my goals for this year, understand my fears and worries about the future and know how to express them	<b>Being Me</b> I understand that my actions affect other people locally and globally	<b>Being Me</b> I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities	<b>Being Me</b> I understand how an individual's behaviour can impact on a group	<b>Being Me</b> I understand how democracy and having a voice benefits the school community	<b>Being Me</b> Extra session if needed to complete sessions.	

PE	Whole phase activities	Yr 6 – Swimming GL1 Tues pm Yr5 – Flexibility and balance
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Maths Yr 5	Maths focus games	<b>Reasoning with large whole numbers (U1)</b> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to one million</li> <li>Round numbers within one million to the nearest multiple of powers of ten</li> <li>Read Roman numerals up to M</li> </ul>		<b>Problem solving integers addition/subtraction (U2)</b> <ul style="list-style-type: none"> <li>Use rounding to estimate</li> <li>Use a range of mental calculation strategies to add and subtract integers</li> <li>Illustrate and explain the written method of column addition and subtraction</li> <li>Select efficient calculation strategies</li> </ul>		<b>Multiplication and Division (U4)</b> <ul style="list-style-type: none"> <li>Identify multiples and factors</li> <li>Investigate prime numbers</li> <li>Multiply and divide by 10, 100 and 1000 (integers)</li> <li>Derived facts</li> <li>Illustrate and explain formal multiplication and division strategies such as short and long</li> <li>Use a range of mental calculation strategies</li> </ul>		
	Maths focus games	<b>Y6 SATs Benchmark</b> Maths Paper 1 Maths Paper 2 Maths Paper 3  <b>Integers &amp; decimals (U1)</b> <ul style="list-style-type: none"> <li>Represent, read, write, order and compare numbers up to ten million</li> <li>Round numbers, make estimates and use this to solve problems in context</li> <li>Solve multi-step problems involving addition and subtraction</li> </ul>		<b>Multiplication &amp; division (U2)</b> <ul style="list-style-type: none"> <li>Identify and use properties of number, focusing on primes</li> <li>Multiply larger integers and decimal numbers using a range of strategies</li> <li>Divide integers by 1-digit and 2-digit numbers representing remainders appropriately</li> <li>Illustrate and explain formal multiplication and division strategies</li> </ul>		<b>Calculation Problems (U3)</b> <ul style="list-style-type: none"> <li>Understand the use of brackets</li> <li>Use knowledge of the order of operations to carry out calculations</li> <li>Generate and describe linear number sequences</li> <li>Express missing number problems algebraically</li> <li>Solve equations with unknown values</li> </ul>		
Literacy	Short burst writing	Year 5 Persuasive letter		Recount		Explanation Text		
		<b>Y6 SATs Benchmark</b> SPAG Reading Year 6 Narrative		Recount		Explanation Text		
	See below for Y5/6 Writing & Reading objectives							
Guided Reading	STAR Reader ZPD's and library visit.	<b>Y6 SATs Benchmark</b> Reading Paper Roald Dahl Week	More Best Books of 2023	Deaf Awareness 1	Poetry Week: Male Poets	Black History Month: Katherine Johnson	Black History Month: Black Britons and Windrush	Black History Month: Young, Gifted and Black
	Fred's teaching Autumn 1 Cycle A <a href="https://www.fredsteaching.com/2024-25-uks2-medium-term-planning-autumn-1-cycle-a/">https://www.fredsteaching.com/2024-25-uks2-medium-term-planning-autumn-1-cycle-a/</a>							



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MFL <i>French Y5 Pleased to meet you</i>	Hello!	What's your name?	How are you?	Goodbye!	Counting 0-10	How old are you?		
MFL <i>French Y6 Let's visit a French Town</i>	Who lives where	I go to school to learn	Where's the Library	Maths	Welcome to my Home	Ordinal Numbers		
Music Pathway 4: Performance  To be taught by peripatetic teacher		Drumming	Drumming	Drumming	Drumming	Drumming	Drumming	Drumming
RE Yr 5	2.1 What does it mean if Christians believe God is Holy & Loving							
		To identify some different types of biblical texts, using technical terms accurately.	To explain connections between biblical texts and Christian ideas of God, using theological terms		To make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. To show how Christians put their beliefs into practice in worship			
RE Yr 6	2.2 Creation Science – conflicting or complementary							
		To outline the importance of Creation on the timeline of the 'big story' of the Bible.	To identify what type of text some Christians say Genesis 1 is, and its purpose.	To take account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations		To make clear connections between Genesis 1 and Christian belief about God as Creator.	To show an understanding of why many Christians find science and faith go together	



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D&T Diet Nutrition and Hygiene.						<p>To differentiate between a healthy and an unhealthy diet relating to required energy intake, activity levels and lifestyle choices</p> <p>To have an awareness and understanding of calories and relate this to energy expenditure e.g. how many calories are in a chocolate bar? How long would you have to run/walk/ cycle to spend these?</p>	<p>To understand food seasonality and how the food we eat affects our world in terms of environmental impact</p> <p>To apply practical skills to develop a repertoire of predominantly savoury dishes to feed themselves and others.</p>	Time travellers Mon pm Thu pm in lieu of French
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Science Animals and their environments (including humans).	<p>To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. <b>WS: Identifying and Classifying and Knowledge</b></p> <p>To describe and explain the changes as humans develop to old age. <b>Knowledge</b></p> <p>To explore human adaptations, understanding how this may impact an individual's life <b>Knowledge</b></p>	<p>To recognise the impact of diet, exercise and drugs on the way human bodies function <b>WS: Observation and Research</b></p> <p>To understand the link between food choices and the impact on the body, now and in later life e.g. impact of obesity and on risk of developing diseases such as diabetes.</p>		<p>To know that some foods e.g. sweet and acid and some drugs, including cigarettes) will accelerate dental decay. <b>WS: Observation, Fair Test and Recording Data.</b></p> <p>To understand the link between food choices and the impact on the body, now and in later life e.g. impact of obesity and on risk of developing diseases such as diabetes. <b>Knowledge</b></p>			Time travellers Mon pm Thu pm in lieu of French
	<p><b>Working Scientifically Objectives:</b></p> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• Using test results to make predictions to set up further comparative and fair tests</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> </ul>						



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<ul style="list-style-type: none"> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• Using test results to make predictions to set up further comparative and fair tests</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p>								
Geography Food miles and Natural Resources Geographical Skills					<p><b>Trade</b></p> <p>To recognise and understand the distribution of natural resources worldwide and how this influences the wealth/ power of a country (oil, coal, precious metals)</p> <p>To explore and research how a country's economic growth is attributed to natural resources (The Middle East)</p>	<p>Understand that natural resources are not always positive – explore and compare to diamond trade in Africa</p>	<p>To know and understand how a country's natural resources may be depleted and the consequent impact on the country - human, animal, vegetation, physical effects, financial i.e. Palm Oil.</p>	<p>Time travellers</p> <p>Mon pm</p> <p>Thu pm in lieu of French</p>



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History – Time Traveller Week 1	<p><b>Week beginning: 20/10</b></p> <p><b>Y5: The Viking and Anglo Saxon struggle for Britain</b></p> <p>To know where the Vikings came from and why they came to Britain. Using a timeline and historical vocabulary, give an overview of significant Viking events. To know some of the items Vikings traded. To learn about the Viking raid on the monastery at Lindisfarne. To compare and contrast a raid and a conquest. To learn about Viking long boats and know why they were so important in battles.</p> <p><b>Y6: Normans</b></p> <p>To understand the Battle of Hastings and how this began the reign of William the Conqueror. To know how William the Conqueror ruled Britain and the changes he made. To understand why some people rebelled against William the Conqueror. To understand the feudal system. To explore and discuss the Domesday book. To discuss and debate how we can learn from the ruling of William the Conqueror.</p>
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Computing – Internet Safety	<p><b><u>Self-Image and Identity and Online Relationships.</u></b> <i>Independent pre-task assessment.</i></p> <p><b><u>Self-Image and Identity</u></b> I can explain how identity online can be copied, modified or altered.</p>	<p><b><u>Self-Image and Identity</u></b> I can explain how identity online can be copied, modified or altered.</p>	<p><b><u>Self-Image and Identity</u></b> I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p><b><u>Online Relationships</u></b> I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</p>	<p><b><u>Online Relationships</u></b> I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.</p>	<p><b><u>Online Relationships</u></b> I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p>	<p><b><u>Online Relationships</u></b> I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p>	<p><b><u>Online Relationships</u></b> I can demonstrate how to support others (including those who are having difficulties) online.</p>
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Computing Programming and Algorithms	<p><i>Pre-learning task</i></p> <p>To understand that an algorithm is a sequence of precise commands as a program on a digital device</p> <p>To design programs that accomplish specific goals by creating a procedure (group of commands) to do a specific task i.e. draw a specific shape</p> <p>To solve problems by decomposing them into smaller steps</p>	<p>To design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems, solve problems by decomposing them into smaller parts</p> <p><i>To use sequence, selection and repetition in programs, work with variables and various forms of input and output</i></p> <p><i>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p>To reason about why the sequence of commands is important when creating an algorithm</p> <p>To work with variables and understand how a small change can alter an outcome</p> <p>To use logical reasoning to predict, detect and correct errors in algorithms, building to more complex sequences of commands.</p> <p>To use 'if...' then a command within a series of commands and discuss the potential changes, impacts of this command</p> <p>To plan and test algorithms and programs, detecting and correcting errors as required</p>					
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### Writing Objectives Y5/6:

#### Transcription:

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus

#### Handwriting and presentation:

- Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task

#### Composition:

- Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary
- Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Draft and write by: précising longer passages
- Draft and write by: using a wide range of devices to build cohesion within and across paragraphs
- Draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by: assessing the effectiveness of their own and others' writing
- Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing
- Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Vocabulary, grammar and punctuation
- Develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Develop their understanding of the concepts set out in English Appendix 2 by: using passive verbs to affect the presentation of information in a sentence
- Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause
- Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely
- Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility



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- Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 5 and 6 in English Appendix 2
- Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing
- Indicate grammatical and other features by: using hyphens to avoid ambiguity
- Indicate grammatical and other features by: using brackets, dashes or commas to indicate parenthesis
- Indicate grammatical and other features by: using semi-colons, colons or dashes to mark boundaries between independent clauses
- Indicate grammatical and other features by: using a colon to introduce a list
- Indicate grammatical and other features by: punctuating bullet points consistently
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

#### **Reading Objectives Y5/6:**

##### Word Reading:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

##### Comprehension:

- Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes
- Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices
- Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing
- Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books
- Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart
- Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Understand what they read by: asking questions to improve their understanding
- Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Understand what they read by: predicting what might happen from details stated and implied
- Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Understand what they read by: identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction



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- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views