

Y5/6 Curriculum Information – Spring 2026

Happy New Year and welcome back to school! The following gives some information about the learning taking place this term.

Important dates:

Polar explorer visitor to school: Friday 16th January

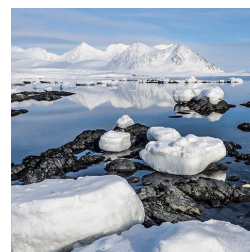
Year 6 Mock SATS: W/C Monday 19th - Thursday 22nd January

Parents Evenings- Wednesday 11th and Thursday 12th February

Frozen Kingdom VR experience in school: Friday 27th February

Parent theme event afternoon: Monday 23rd March, 2:45pm

In the **Frozen Kingdoms** project, your child will learn about the regions of the Arctic and Antarctic. They will learn about the similarities and differences between these two regions, including the climate, landscape and natural resources. They will learn how to use grid references, lines of latitude and longitude, contour lines and symbols to identify the geographical locations of the Arctic and Antarctic, and how these, along with the tilt of the Earth, affect day length and warmth. They will investigate polar oceans to learn how they differ from other oceans on Earth and how climate change increases Earth's temperature and leads to rising sea levels. They will learn about the indigenous people of the Arctic, including how their lives have changed over time, and about the positives and negatives of tourism in Antarctica. They will also learn about classifying animals, animal adaptations and evolution, and polar exploration and discovery.



The **Inuit** project teaches children about the Inuit way of life, including some of their cultural and artistic traditions.

The **Environmental Artists** project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.



Engineer teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype.

In the **Electrical Circuits and Components** project, your child will consolidate their understanding of the components that make up a circuit, such as a lamp, cell, wire and switch. They will make a range of circuits and use symbols to draw circuit diagrams. Your child will learn about electric currents and measure the voltage of different cells. They will discover how cells produce electricity and research questions about cells and batteries. Your child will



also learn how the voltage across a circuit affects the performance of different components. They will explore how programmable devices are used in everyday life and create a program to switch a light on and off via a light sensor. They will use the knowledge gained throughout the project to design, make and evaluate a programmable home device.

English

Fiction: Narrative: Finding tale (Focus: Setting description); Narrative Character flaw (focus: character description)

Non-fiction: Explanation text; Newspaper report

Maths

Year 5: Block 2: Number – Fractions; Block 3: Number – Decimals and percentages; Block 4: Measurement – Perimeter and area; Block 5 – Statistics

Year 6: Block 3: Number – Decimals; Block 4: Number – Fractions, decimals and percentages; Block 5 – Measurement – Area, perimeter and volume; Block 6 – Statistics; Block 1-Shape

R.E.

Spring 1 If God is everywhere, why go to a place of worship?

Spring 2 What do religions say to us when life gets hard?

PSHE

Spring 1 Safety and the Changing Body

Spring 2 Citizenship

Computing

Spring 1 Programming - Introduction to Python + Online Safety

Spring 2 Data Handling - Big Data 1 + Online Safety

Music

Spring 1 Creative Composition

Spring 2 Musical Styles Connect Us

French

Spring 1 French Music Celebrations

Spring 2 French verbs in a week

P.E.

Spring 1 Fitness (Unit 1) Netball

Spring 2 Gymnastics (Unit 2) OAA

Please wear P.E. kits to school on the days that your class has their P.E lessons. P.E kits should consist of a white t-shirt, black/navy shorts and trainers. On colder days, your child may wear a matching black/navy tracksuit or black/navy joggers or leggings with a school jumper. Any child with long hair must have it tied back on P.E days. Earrings must be removed at home on P.E days.

P.E. days in Y5/6 are as follows:

Y5/6LH (*previously Y5/6LHFM*): Mondays (indoor) and Thursdays (outdoor)

Y5/6PHFM (*previously Y5/6ACPH*): Wednesday (indoor) and Tuesdays (outdoor). However, the first half term will be swimming on Fridays which will replace the indoor PE slot. Swimming will start Friday 9th January and end Friday 13th February

Y5/6LW (previously Y5/6BS): Fridays (indoor) and Tuesdays (outdoor)

Library visits

We will visit the school library each week and children will be encouraged to choose up to 3 books. The library visit days are:

Y5/6LH (previously Y5/6LHFM): Wednesdays

Y5/6PHFM (previously Y5/6ACPH): Mondays

Y5/6LW (previously Y5/6BS): Fridays

Homework Expectations

- 15 minutes of reading (*at least 5x per week*). Reading records to be signed by parents/carers for teachers to check.
- Spelling Shed/ weekly spellings from the spelling list (*10-15 mins a week*)
- CGP Reading comprehension, punctuation and grammar booklets as well as White Rose maths booklets. These books will be due on Mondays. You are encouraged to mark these at home with your child using the answers in the back and they will be reviewed as a class on Mondays focusing on common tricky questions. Answers for the White Rose maths booklets can be accessed through this link: [White Rose Maths Practice Journals Answers](#)
- Times Table Rock Stars (optional)
- Creative homework linked to learning project (optional)

Spelling overview for Spring term:

Spring 1

Week 2	Week 3	Week 4	Week 5	Week 6
Words with suffixes where the base word ends in '-fer'	Words with silent first letters	Words with silent letters	Challenge Words	Words with 'ie' after 'c'
referee	wreath	solemn	symbol	society
preferred	wreckage	autumn	yacht	science
conferring	knight	build	equipment	species
referring	knife	doubt	amateur	efficient
transference	pterodactyl	island	pronunciation	deficient
	writer	lamb	awkward	glacier
	knuckle	thistle	criticise	scientists
	mnemonic	receipt	excellent*	sufficient
	knowledge	ascend	foreign	emergencies
	wrestler	disciple	ancient	inefficient

We have provided an outline of the spelling focus for each week this half term. Please make sure that each week, your child practises their spelling patterns for the appropriate school week. Children can use the Spelling Shed platform to do this (an assignment is set each week for the focus list) or write them down on paper. This will help your child's understanding of vocabulary and spelling development. If you have any questions, please contact your child's class teacher.

Thank you, the Year 5/6 team.

Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5
Words where 'ei' can make an /ee/ sound	Words where 'ough' makes an /or/ sound	Words containing 'ough'	Words that are adverbs of possibility and frequency	Challenge words
<div>deceive</div> <div>conceive</div> <div>receive</div> <div>perceive</div> <div>ceiling</div> <div>protein</div> <div>caffeine</div> <div>seize</div> <div>either</div> <div>neither</div>	<div>bought</div> <div>fought</div> <div>thought</div> <div>ought</div> <div>sought</div> <div>nought</div> <div>brought</div> <div>wrought</div> <div>afterthought</div> <div>thoughtfulness</div>	<div>though</div> <div>although</div> <div>dough</div> <div>doughnut</div> <div>rough</div> <div>tough</div> <div>enough</div> <div>plough</div> <div>bough</div> <div>toughen</div>	<div>definitely</div> <div>possibly</div> <div>probably</div> <div>frequently</div> <div>infrequently</div> <div>occasionally</div> <div>rarely</div> <div>certainly</div> <div>obviously</div> <div>often</div>	<div>accompany</div> <div>communicate</div> <div>conscience</div> <div>desperate</div> <div>disastrous</div> <div>interfere</div> <div>nuisance</div> <div>queue</div> <div>restaurant</div> <div>rhythm</div>