

## Spring Term Pacing grid:

## Phase: 3

	Week 1 (6.1) Epiphany 6 <sup>th</sup> Bikeability Group 1 8.1.26 and 9.1.26	Week 2 (12.1) Bikeability Group 2 12.1.26 and 13.1.26	Week 3 (19.1) Energy Saving Week  CCI - Wed 21 <sup>st</sup> Jan,  NHC class AM  AU/ME class PM	Week 4 (26.1)	Week 5 (2.2) National Storytelling Week Friday 6 Feb 2026. NSPCC Number day  CCI - Wed 4 <sup>th</sup> February AU/ME class AM NHC PM	Week 6 (9.2) Safer Internet Day 10 <sup>th</sup>  CCI trip to Croda, Snaith - Year 5 - AU/ME - 11.2.26  Fri- End of half term afternoon disco Years 3-6  Assessment Week			Week 1 (23.2) Chinese New Year period Shrove Tuesday & Ash Wed in half term	Week 2 (2.3) World Book Day 5 <sup>th</sup>	Week 3 (9.3) Science Week  Mother's Day	Week 4 (16.3) World Poetry Day 21 <sup>st</sup>  Parents Evenings 18 <sup>th</sup> /19 <sup>th</sup>	Week 5 (23.3) Palm Sunday 29 <sup>th</sup>		
									<div> <div>23</div> <div>EYFS Planning day</div> </div> <div> <div>24</div> <div>K32 Easter Egg Winners assembly at 2:15pm</div> <div>Phase 1 <a href="#">Planning day</a></div> </div> <div> <div>25</div> <div>Holy week in a day</div> <div>Phase 2 <a href="#">Planning day</a></div> </div> <div> <div>26</div> <div>Easter Bonnet Parade KS1 am and EYFS (PM)</div> <div>Phase 3 <a href="#">Planning day</a></div> </div> <div> <div>27</div> <div>Citizenship and RE awards</div> <div>End of term treat for house winners</div> </div>						
<b>English Reading/Writing</b>  Planned by: <b>READING:</b> <b>English:</b>	Skills from the curriculum document Non – fiction piece of writing	Y6: Balanced argument  Y5: Biography  Y5-6 Letter of persuasion	Y6: Balanced argument  Y5: Biography  Y5-6 Letter of persuasion	Y6: Balanced argument  Y5: Biography  Y5-6 Letter of persuasion	Y6: Balanced argument  Y5: Biography  Y5-6 Letter of persuasion	Y6: Balanced argument  Y5: Biography  Y5-6 Letter of persuasion			<div>Skills from the curriculum document Fiction piece of writing</div> Y6: Fiction: Narrative  Y5: Narrative - journey story  Y5-6 setting description about the Galapagos Islands	Y6: Fiction: Narrative  Y5: Narrative - journey story  Y5-6 setting description about the Galapagos Islands	Y6: Fiction: Narrative  Y5: Narrative - journey story  Y5-6 setting description about the Galapagos Islands	Y6: Fiction: Narrative  Y5: Narrative - journey story  Y5-6 setting description about the Galapagos Islands	Y6: Fiction: Narrative  Y5: Narrative - journey story  Y5-6 setting description about the Galapagos Islands		

<div>Maths</div> <div>Year 5 - ME and NHC</div> <div>OJ</div>	<div>Division - 2 digit by 1 digit</div> <div>Y6: Unit 12 - Addition and subtraction of fractions</div> <div>NHC Compare and describe measurements using knowledge of multiplication and division</div>	<div>Division - 2 digit by 1 digit</div> <div>Y6: Unit 12 - Addition and subtraction of fractions</div> <div>NHC Compare and describe measurements using knowledge of multiplication and division</div>	<div>Division - 3 digit by 1 digit</div> <div>Y6: Unit 13 - Comparing fractions</div> <div>NHC Calculating with decimal fraction</div>	<div>Understand concept of area</div> <div>Y6: Unit 14 - Multiplication and division of fractions</div> <div>NHC Calculating with decimal fraction</div>	<div>Understand concept of area/link area of rectangles to multiplication</div> <div>Y6: Unit 14 - Multiplication and division of fractions</div> <div>NHC Calculating with decimal fraction</div>	<div>Link area of rectangles to multiplication</div> <div>Y6: Unit 15: Percentages</div> <div>NHC Calculating with decimal fraction</div>			<div>Calculating with decimal fractions</div> <div>Y6: Unit 15: Percentages</div> <div>Calculating with decimal fraction</div>	<div>Calculating with decimal fractions</div> <div>Y6: statistics (one week)</div> <div>Understand and the concept of volume</div>	<div>Calculating with decimal fractions</div> <div>Y6: Unit 17: Ratio and proportion</div> <div>Understand the concept of volume</div>	<div>Understand concept of volume</div> <div>Y6: Unit 17: Ratio and proportion</div> <div>Multiply 3 or more numbers (commutative and associative laws)</div>	<div>Multiply 3 or more numbers</div> <div>Unit 11: Area, perimeter, position and direction (two weeks)</div> <div>Understand and use the concept of factorisation (square and prime numbers)</div>		
<div>Geog/History</div> <div>SOUTH AMERICA</div> <div>Planned by: NHC</div>	<div>I can identify the main features and some countries on a world map (retrieval)</div>	<div>I can locate the 4<sup>th</sup> largest continent, South America, on a world map. I know the countries that make up South America.</div>	<div>Over 2 lessons:</div> <div>I can identify the climate of South America.</div> <div>I can identify the biomes of South America.</div>	<div>PART 1</div> <div>I know that the world's largest rainforest is located in South America</div>	<div>PART 2</div> <div>I know that the world's largest rainforest is located in South America</div>			<div>I know that the world's second longest river is located in South America</div>	<div>I know that the Andes is a major mountain range in South America.</div>	<div>I know that Patagonian is a desert in South America.</div>	<div>I know what a global supply chain is and can research three countries in more detail.</div>	<div>HEXAGONS</div>			

			I can identify the vegetation belts of South America.												
<b>Science</b> Planned by: <b>Scientist focus:</b> Charles Darwin	Retrieval I can explain what fossils, amber and coprolites are.	Lesson 2: I can explain how offspring vary and are not identical to their parents. (Identifying characteristics)	Lesson 3 and 4: Inherited and environmental traits and Charles Darwin.	Lesson 5: I can use Charles Darwin's research to explain how animals and plants are adapted to suit their environment.	Lesson 6: I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	I can construct a concept map to show what I know.			Retrieval and Lesson 1: I can define what electricity is and explain that it is a form of energy.  I can use recognised symbols when representing a simple circuit in a diagram by observing and explaining the effect of different volts in a circuit.	Lesson 2: I can investigate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in the circuit by observing and explaining the effect of different volts in a circuit.	I can compare and give reasons for variations in how components function, including the brightness of bulbs.	I can compare and give reasons for variations in how components function, including the on/off position of switches.	I can construct a concept map to show what I know (end of unit knowledge assessment.)		
<b>Computing</b> Planned by: ME - Teach computing	Variables in Games - Define a variable as something that is changeable	Variables in Games - Explain why a variable is used in a programme	Variables in Games - choose how to improve a game by using variables	Variables in Games - Design a project that builds on a given example	Variables in Games - Use my design to create a project	Variables in Games - To evaluate my project			Introduction to spreadsheets - create a data set in a spreadsheet	Introduction to spreadsheets - build a dataset in a spreadsheet	Introduction to spreadsheets - explain that formulas can be used to produce calculated data	Introduction to spreadsheets - apply formulas to data	Introduction to spreadsheets - create a spreadsheet to plan an event		

<b>Art Drawing</b> Planned by: AU	To be able to explain why we would use variations of lines when drawing.	To be able to describe and explain different shading techniques and explain when they would be used.	To be able to explain how shadows and reflections can be created when drawing.	To be able to explain and use perspective when drawing.	To be able to create a final drawing piece	To be able to critique their art work and that of their peers.			DT this term	DT this term	DT this term	DT this term	DT this term	
<b>DT Amazon Houses</b> Planned by: AU	Art this term	Art this term	Art this term	Art this term	Art this term	Art this term			Q- What housing problems to the Amazon tribe face Develop design criteria to inform innovative, functional and appealing products.	What type of structure is most suitable for a home in a flood prone area.	Which materials are most waterp roof? Selecting materials and components for their properties.	Which material is the strongest. Selecting materials and components for their properties.	What makes your design innovative, appealing and functional.  What problems have you encountered and how have you overcome it.	
<b>PE</b> Planned by: Getset4PE	Dance - to copy and repeat a dance phrase showing confidence in movements	Dance - To work with others to explore and develop the dance idea	Dance - To use changes in dynamics in response to stimuli	Dance - To develop a sense of rhythm and energy when performing samba style motifs	Dance - To perform a samba dance showing an awareness of timing, formations and direction	Dance - To select order structure and perform movements in a samba style			Basketball - to demonstrate attacking skills with control under pressure	Basketball - to move into and create space to support a teammate	Basketball - to choose when to pass and when to dribble	Basketball - to use the appropriate technique for the situation	Basketball - to develop shooting technique and make decisions about when to pass, shoot or dribble	

<b>Music</b> Planned by: Churanga	Creative composition - being able to use and recognise a steady beat	Creative composition - recognise and understand metre 4/4	Creative composition - use and recognise rhythmic and melodic patterns	Creative composition - recognising and reading simple notation	Creative composition - understand and the tonal centre is d major and the d major scale is used	Creative composition - recognise minims, dotted crotchets, quavers and semiquavers -			Enjoying musical styles - I can recognise and use a steady beat	Enjoying musical styles - I can recognise and use metre 6/8	Enjoying musical styles - I can recognise and use rhythmic and melodic patterns	Enjoying musical styles - I can recognise and read simple notation and tonic sol-fa	Enjoying musical styles - I can recognise the tonal centre is c major and the c major scale is used		
<b>PSHE</b> Planned by:ME (Don't forget key dates/events from C Cowan)	Dreams and Goals - I know my learning strengths and can set challenging goals	Dreams and Goals - I can work out the learning steps I need to take to reach my goal	Dreams and Goals - I can identify problems in the world that concern me	Dreams and Goals - I can work with other people to help make the world a better place	Dreams and Goals - I can describe some ways in which I can work with other people	Dreams and Goals - I know what some people in my class like or admire about me			Healthy Me - I can take responsibility for my health and make choices that benefit my health and wellbeing	Healthy Me - I know about different types of drugs their uses and their effects on the body	Healthy Me - I understand and that some people can be exploited and made to do things against the law	Healthy Me - I know why some people join gangs and the risks this involves	Healthy Me - I understand what it means to be emotionally well and can explore people's attitudes towards mental health		
<b>French</b> Planned by: Language angels		CLOTHES Lesson 1 & 2 online	CLOTHES Lesson 3 in books	CLOTHES Lesson 4 in books	CLOTHES Lesson 5 in books	assessment			AT SCHOOL Lesson 1 online	AT SCHOOL Lesson 2 and 3 in books (x2)	AT SCHOOL Lesson 4 online	AT SCHOOL Lesson 5 in books	Assessment		
<b>RE- Y5</b> Planned by:	Galilee to Jerusalem Lesson 1  Lesson 2: 1/2	Galilee to Jerusalem Lesson 2: 2/2  Lesson 3 and 4	Galilee to Jerusalem Lesson 5  Lesson 6	Galilee to Jerusalem Lesson 7  Lesson 8	Galilee to Jerusalem Lesson 9  Lesson 10	Galilee to Jerusalem  Assessment			Branch 4	Branch 4	Branch 4	Branch 4	Branch 4		
<b>RE- Y6</b> Planned by:	Galilee to Jerusalem Lesson 1  Lesson 2: 1/2	Galilee to Jerusalem Lesson 2: 2/2  Lesson 3 and 4	Galilee to Jerusalem Lesson 5  Lesson 6	Galilee to Jerusalem Lesson 7  Lesson 8	Galilee to Jerusalem Lesson 9  Lesson 10	Galilee to Jerusalem  Assessment			Branch 4	Branch 4	Branch 4	Branch 4	Branch 4		