


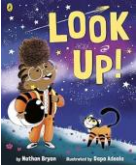

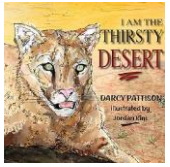




Kiwi Primary School

Long Term Plan LKS2

Cycle A: 2025-26 Cycle B: 2026-27


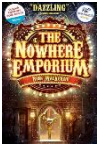

Year 5/6 Cycle A	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
Theme	Making changes	Frozen planet	Myths and legends	From oceans to outer space	Significant people	Extreme Earth
English Fiction unit Non-fiction unit		 <p>Migrants</p>				
	<ul style="list-style-type: none"> <li>-Expanded noun phrases with prepositions and adverbs</li> <li>-Use inverted commas in speech to build character</li> <li>-Use coordination and subordination in a sentence</li> <li>-Expanded noun phrases with prepositions and adverbs</li> <li>-Use commas for subordination</li> </ul>	<ul style="list-style-type: none"> <li>-Use dialogue to advance the action</li> <li>-Use active and passive voice</li> <li>-Relative Clauses with commas</li> <li>- Use embedded clauses with commas</li> <li>-Use commas for subordination</li> </ul>	<ul style="list-style-type: none"> <li>-Modal verbs</li> <li>-Embedded and relative clauses with commas</li> <li>-Expanded noun phrases with prepositions and adverbs</li> <li>-Parenthesis: dashes and brackets</li> <li>-Use a variety of verb tenses accurately, inc. Perfect tense and passive voice</li> </ul>	<ul style="list-style-type: none"> <li>-Use dialogue to advance the action</li> <li>-Move the position of the subordinate clause using commas</li> <li>-Cohesive devices across paragraphs</li> <li>-Use cohesive devices within paragraphs</li> <li>-Colon to introduce list and semi colons to separate items</li> <li>(additional skill: hyphens to avoid ambiguity)</li> </ul>	<ul style="list-style-type: none"> <li>-Parenthesis (commas)</li> <li>-Colon to intro list and Semi colons to separate items</li> <li>-Cohesive devices to link paragraphs</li> <li>-Colon to introduce list and semi colons to separate items</li> <li>-Relative/ embedded clauses</li> </ul>	<ul style="list-style-type: none"> <li>-Verb tense variety inc. formal language structures</li> <li>-Apply and control a variety of sentence structures – commas for clauses</li> <li>-Colons, semi colons</li> <li>-Use cohesive devices within paragraphs</li> <li>Apply and control a variety of punctuation, e.g. “;(-:;</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>-Words with letter string ‘ough’</li> <li>-Words with silent letters: knife, gnome, doubt, debt, autumn, isle</li> </ul>	<ul style="list-style-type: none"> <li>-Previously taught plurals: adding ‘-s’ ‘-es’ and ‘-ies’</li> <li>-Revisit prefixes: ‘co-’ and ‘re-’ and when to use a hyphen</li> </ul>	<ul style="list-style-type: none"> <li>-Rare GPCs: bruise, guarantee, immediately, vehicle, yacht</li> <li>-Words ending ‘-ably’ and ‘-ibly’</li> </ul>	<ul style="list-style-type: none"> <li>-Revisit previous spellings</li> <li>-Proofreading</li> <li>-Homophones previously taught</li> <li>-/i:/ sound spelt ‘ei’</li> </ul>	<ul style="list-style-type: none"> <li>-Homophones cereal/serial father/farther guessed/guest morning/mourning who’s/whose</li> </ul>	<ul style="list-style-type: none"> <li>-Practise commonly misspelt suffixes: ‘-ous’ ‘-ing’ ‘-ed’ ‘-es’ ‘-ies’</li> <li>-Homophones taught so far</li> <li>-Consolidation</li> </ul>



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Year 5/6 Cycle A	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
<b>Theme</b>	<b>Making changes</b>	<b>Frozen planet</b>	<b>Myths and legends</b>	<b>From oceans to outer space</b>	<b>Significant people</b>	<b>Extreme Earth</b>
	-Words ending '-able' and '-ible' -Homophones: isle/aisle aloud/allowed affect/effect herd/heard past/passed -Statutory word list	-Proofreading personal spelling words -Word webs: building new words using known morphemes -Statutory word list	-Homophones: led/lead steel/steal alter/altar -Statutory word list	'-ei' and 'ie' words -Statutory word list	-Revise previously taught spelling rules -Statutory word list	-Statutory word lists
<b>Guided reading</b>						
<b>Science</b>	<b>Properties and changes.</b> Children compare materials by properties, test their uses, and take precise measurements during fair tests using scientific equipment.	<b>Mixtures and separation.</b> Children explore reversible and irreversible changes, investigate separation techniques, and plan scientific enquiries using variables to answer key questions.	<b>Life cycles and reproduction.</b> Children study life cycles and reproduction in plants and animals, recording complex data using diagrams, graphs, and classification keys.	<b>Earth and space.</b> Children explore planetary movements, day and night, and use scientific evidence to understand the Sun, Earth, and Moon system.	<b>Imbalanced forces.</b> Children investigate gravity, resistance, and mechanisms, using test results to make predictions and design fair tests with moving objects.	



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Theme	Making changes	Frozen planet	Myths and legends	From oceans to outer space	Significant people	Extreme Earth
History	<p><b>What was life like in Tudor England?</b> Investigate Tudor history through timelines, key events, and source analysis, exploring how monarchs shaped England and caused lasting change.</p>		<p><b>What did the Greeks ever do for us?</b> Discover Ancient Greece's myths, democracy, and achievements through enquiry, debate, and creativity—exploring their impact on the modern world.</p>		<p><b>Who should go on the £10 bank note?</b> Investigate lesser-known historical figures, developing skills in inference, source analysis, and evaluating significance through enquiry and critical thinking.</p>	
Geography		<p><b>What is life like in the Alps?</b> Explore the Alps' location, features, and tourism. Compare Alpine and local areas through human and physical geography studies.</p>		<p><b>Why do oceans matter?</b> Discover the Great Barrier Reef's location, importance of oceans, and human impact on marine environments, especially coral reefs.</p>		<p><b>Would you like to live in the desert?</b> Learn about deserts, their features, vegetation belts, human uses, threats, and the Prime Meridian's role in global geography.</p>



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Art	<p><b>Craft and design: architecture.</b> Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.</p>		<p><b>Painting and mixed media: portraits.</b> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed media.</p>	<p><b>Drawing: I need space.</b> Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p>		
DT		<p><b>Textiles: soft toys.</b> Create a stuffed toy by applying skills learnt in previous units. Introduce blanket stitch.</p>			<p><b>Cooking and nutrition: developing a recipe.</b> There will be opportunities for children to learn a simple recipe and explore improving nutritional content.</p>	<p><b>Structures: bridges.</b> After learning about various types of bridges and exploring how the strength of structures can be affected by the shapes used, create their own bridge and test its durability - using woodworking tools and techniques.</p>



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Theme	Making changes	Frozen planet	Myths and legends	From oceans to outer space	Significant people	Extreme Earth
Computing	<b>Systems and searching.</b> Understand digital systems, their daily value, and search engines through identifying components, analysing results, and evaluating ranking methods.	<b>Video production.</b> Learn to plan, film, and edit impactful videos by applying techniques, using digital tools, and evaluating creative choices.	<b>Selection in Physical computing.</b> Develop programs using loops and conditions to control physical systems, while designing, testing, and evaluating projects effectively.	<b>Flat-file databases.</b> Understand and use databases to organise, search, and visualise real-world data, answering questions through sorting, filtering, and analysis.	<b>Introduction to vector graphics.</b> Create purposeful vector drawings by exploring digital tools, applying design features, and evaluating effectiveness through layering, grouping, and editing.	<b>Selection in quizzes.</b> Design, test, and refine programs using selection and algorithms to control flow, ensuring effective, purposeful, and accurate outcomes.
French		<b>Seasons.</b> Learn the four seasons in French, describe key features, and express personal preferences with reasons using simple sentences.		<b>My home.</b> Confidently describe home and rooms in French, using familiar grammar with new vocabulary to form accurate, independent spoken and written responses.		<b>The date.</b> Learn days, months, and numbers in French to confidently say the date and talk about birthdays using complete sentences.
Music	<b>We've got rhythm.</b> Explore time signatures, rhythms, and musical styles through songs and poems, experimenting with articulation, dynamics, and timbre in performance.		<b>Musical effects and moods.</b> Create mood and character using vocal and instrumental sounds, exploring dynamics, tempo, articulation, and leitmotifs in composition.		<b>Celebrating songs.</b> Explore song structure, melodic patterns, and chords, learning how composers use musical elements to convey meaning and support performance.	

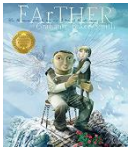







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Theme	Making changes	Frozen planet	Myths and legends	From oceans to outer space	Significant people	Extreme Earth
RE	<p><b>Why does religion look different around the world? Part 1</b></p> <p>Explore how culture, tradition, migration, and interpretation shape religious practices in Judaism, Christianity, Islam, and Hinduism.</p>		<p><b>Why is it better to be there in person?</b></p> <p>Explore religious and non-religious journeys, understanding why places hold meaning for Muslims, Christians, Jews, and Humanists.</p>		<p><b>Why is there suffering? Part 1</b></p> <p>Explore beliefs about suffering through sacred texts and teachings, using critical thinking to reflect on Christian, Jewish, Zoroastrian, and Buddhist views.</p>	




Year 5/6 Cycle B	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
Theme	Voices through time	Bright ideas	Who we are	Power up	Heart of a leader	Local lives
English Fiction unit Non-fiction unit	 <p>-Expanded noun phrases with prepositions and adverbs -Use inverted commas in speech to build character</p>	 <p>-Use dialogue to advance the action -Use active and passive voice -Relative Clauses with commas - Use embedded clauses with commas</p>	 <p>-Modal verbs -Embedded and relative clauses with commas -Expanded noun phrases with prepositions and adverbs</p>	 <p>-Use dialogue to advance the action -Move the position of the subordinate clause using commas -Cohesive devices across paragraphs</p>	 <p><u>Saga of Biorn</u></p> <p>-Parenthesis (commas) -Colon to intro list and Semi colons to separate items -Cohesive devices to link paragraphs</p>	 <p>-Verb tense variety inc. formal language structures -Apply and control a variety of sentence structures – commas for clauses -Colons, semi colons</p>



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	-Use coordination and subordination in a sentence -Expanded noun phrases with prepositions and adverbs -Use commas for subordination	-Use commas for subordination	-Parenthesis: dashes and brackets -Use a variety of verb tenses accurately, inc. Perfect tense and passive voice	-Use cohesive devices within paragraphs -Colon to introduce list and semi colons to separate items (additional skill: hyphens to avoid ambiguity)	-Colon to introduce list and semi colons to separate items -Relative/ embedded clauses	-Use cohesive devices within paragraphs Apply and control a variety of punctuation, e.g. “,-;:
<b>Spelling</b>	-Words ending ‘-able’/’-ably’ and ‘-ible’/’-ibly’ -Add suffixes beginning with vowels to words ending ‘-fer’ -Proofreading small chunks -Statutory word lists	-Homophones ‘se’ ‘ce’ -Words ending ‘-cious’ and ‘-tious’ -Statutory word lists	-Words containing letter string ‘ough’ -Words ending ‘-cial’ and ‘-tial’ -Proofreading someone else’s writing -Generate words from prefixes -Statutory word lists	-Homophones: dessert/desert stationery/stationary complement/compliment principle/principal prophet/profit -Proofreading -Statutory word list	-Revision -Words ending ‘-ant’ - ‘-ance’ and ‘-ancy’ -Proofreading -Root words and meaning -Statutory word lists	-Words ending ‘-ent’ ‘-ence’ and ‘-ency’ -Homophones: draught/draft dissent/descent precede/proceed wary/weary -Commonly misspelt homophones -Statutory word list
<b>Guided reading</b>						
<b>Science</b>	Classify big and small	Light and reflection	Evolution and inheritance	Energy: circuits, batteries and switches	Circulation and health	
<b>History</b>	WW2		Census		Vikings	
<b>Geography</b>		Why does the population change?		Where does our energy come from?		Independent field enquiry
<b>Art</b>	Drawing: making my voice heard		Painting and mixed media: artist study			Sculpture and 3D: making memories
<b>DT</b>		Mechanical systems: pop-up book		Electrical systems: steady hand game	Cooking and nutrition	



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Computing						
French		Fruit		Ice cream		Do you have a pet?
Music	Rhythm builders		Music and words		Song and ingredients: exploring melody, harmony and lyrics	
RE	Why do people have to stand up for what they believe in?		What happens when we die? Part 1		Who should get to be in charge?	