

Oak Class - Summer Term Overview 2026

	1	2	3	4	5	6		1	2	3	4	5	6	7
	SATs Week						Sports Week							
WRITING	<p style="text-align: center;">Shackleton's Journey Writing Outcomes: Endurance Narrative/ Biography</p> <p>Build on previous units & focus on: Develop understanding and recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Develop understanding of how words are related by meaning as synonyms and antonyms Develop understanding of the passive to affect the presentation of information in a sentence Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Using headings and sub-headings to organise information (WO2) Use semi-colons to mark the boundary between independent clauses Use dashes to mark the boundary between independent clauses (WO2) Use commas to clarify meaning or avoid ambiguity (Year 5 consolidation)</p>							<p style="text-align: center;">Paradise Sands Writing Outcomes: 1st Person Narrative/ Warning Letter</p> <p>Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms Develop understanding and recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (WO2) Use expanded noun phrases to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate for formal speech and writing Develop understanding and recognise the use of subjunctive forms in some very formal writing and speech Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Using the semi-colon to mark the boundary between independent clauses Using the colon to mark the boundary between independent clauses (WO2) Using the dash to mark the boundary between independent clauses (WO2) Using hyphens to avoid ambiguity</p>						
CLASS NOVEL	The Explorer by Katherine Rundell			Boy In The Tower by Polly Ho-Yen				Boy In The Tower by Polly Ho-Yen						
READING	Cosmic by Frank Cottrell-Boyce			Noughts and Crosses by Malorie Blackman				The Thirteen Treasures by Michelle Harrison		Refugees by Brian Bilston		Working with Dragons by Ernest Drake		
SPELLING	Homophones/ near homophones (25)	Homophones (26)	Homophones (27)	Homophones/ near homophones (28)	Homophones/ near homophones (20)	Challenge Words		Words with hyphens	Challenge Words	Revision Words	Revision Words	Revision Words	Revision Words	Revision Words
MATHS	Fractions and Percentages		Negative Numbers		Mean average			Draw, compose and decompose shapes		Calculating using knowledge of structures			Solve problems with 2 unknowns	
SCIENCE	<p style="text-align: center;">Living Things: Life Cycles and Reproduction</p> <p>Describe the life cycle of a plant, including the reproductive stage. Describe the life cycle of a mammal. Describe the life cycle of a bird and compare it with that of a mammal. Describe the life cycle of an amphibian. Describe the life cycle of an insect and compare it with that of an amphibian. Describe asexual reproduction in plants. Observe and compare equivalent parts in different flowers. Research the life cycles of different mammals. Pose questions to compare the life cycles of different birds. Suggest how one temperature may affect egg hatching. Use data to describe a relationship and make predictions. Represent root growth over time on a line graph.</p>							<p style="text-align: center;">Living Things: Classifying big and small</p> <p>Define the term 'organism' and name the seven life processes of all living things. Describe the work of Carl Linnaeus. Define the term 'vertebrate' and name the vertebrate groups. Describe the characteristics of fish, amphibians, reptiles, birds and mammals. Compare the characteristics of the vertebrate groups. Define the term 'invertebrate'. Describe the characteristics of worms, snails, spiders and insects. Compare the characteristics of the invertebrate groups. Name the plant groups. Describe the characteristics of flowering plants, ferns, mosses and conifers. Define the term 'micro-organism' and name some examples. Use a classification key to group and identify organisms. Make a simple classification key.</p>						
RE	<p style="text-align: center;">For Christians, what kind of King is Jesus?</p> <p>What kind of leader would they follow and compare this with the qualities Jesus demonstrates. Examine how Christian beliefs about Jesus as king influence their worship, language and daily lives. Consider how Christians try to make the world more like the Kingdom of God through acts of kindness, campaigning for justice, and living out their faith.</p>							<p style="text-align: center;">Why do some people believe in God and some not? How does faith help people when life gets hard?</p> <p>Examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. Examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.</p>						
FRENCH	<p style="text-align: center;">Year 5/6 Year B Unit 2: In my French house</p> <p>Classroom commands: · dessinez (draw) · rangez vos affaires (tidy your things) · croise les bras (fold your arms)</p>							<p style="text-align: center;">Year 5/6 Year B Unit 2: In my French house</p> <p>Classroom commands: · dessinez (draw) · rangez vos affaires (tidy your things) · croise les bras (fold your arms)</p>						

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MUSIC	South and West Africa					South and West Africa							
PSHE	Health and Wellbeing					Families and Relationships							
<p>Describe how they look after their physical wellbeing and suggest what else they can do to improve how they look after themselves.</p> <p>Understand how vaccination works and why it is important to individuals.</p> <p>Understand that changes in my body could mean I am unwell and what I can do if I notice them.</p> <p>Understand that habits can be good or bad for health.</p>					<p>Recognise that friendships have ups and downs and this is normal.</p> <p>Understand everyone can expect a level of respect but this can be lost.</p> <p>Understand what respect is and how I should be respected and also respect others.</p> <p>Understand one stage of the resolution process.</p> <p>Understand that sometimes families can make children feel unhappy or unsafe.</p> <p>Understand that attitudes and laws around gender equality have changed over time.</p> <p>Understand that stereotypes exist including those based on how people look and these can lead to discrimination.</p> <p>Understand how stereotypes influence our ideas and opinions and begin to explore our own opinions.</p> <p>Understand a range of stereotypes. identify key information about them and share this information effectively.</p> <p>Understand the term 'grief' and explain some of the associated emotions.</p>								
PE	Unit 5- Combining Skills in Specific Contexts					Unit 6- Describe Basic Fitness Components							
<ul style="list-style-type: none"> Dynamic balance to agility/ Jumping and landing/ Static balance- One leg balance 					<ul style="list-style-type: none"> Coordination Sending and receiving Agility- ball chasing 								
ART	Mixed-media Portraits												
<p>Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</p> <p>Try a variety of materials and compositions for the backgrounds of their drawings.</p> <p>Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</p> <p>Create a successful print.</p> <p>Use some Art vocabulary to talk about and compare portraits.</p> <p>Explain their opinion of an artwork.</p> <p>Experiment with materials and techniques when adapting their photo portraits.</p> <p>Create a self-portrait that aims to represent something about them.</p> <p>Show they have considered the effect created by their choice of materials and composition in their final piece.</p>													
HISTORY													
<p>Who should go on the banknote?</p> <p>Name the features of a banknote.</p> <p>Make inferences about a historical figure using a banknote.</p> <p>Research and explore the achievements of different historical figures.</p> <p>Make inferences about historical figures from sources.</p> <p>Describe the legacies of historically significant people</p> <p>Apply criteria to decide if a person is historically significant and explain why.</p>													

