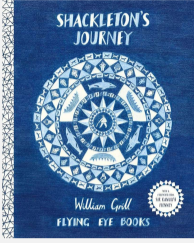
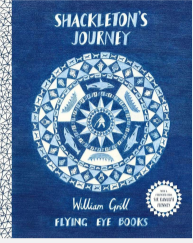
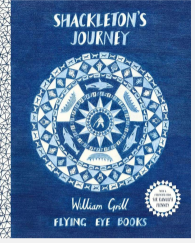
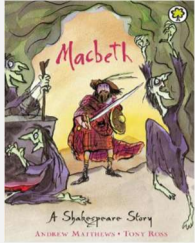
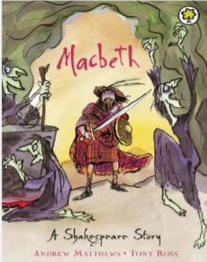


Elveden C of E Primary Academy – Medium Term Plan Spring 1 - Pole to Pole					
W/C:	Week 1 WC 23.02.26	Week 2 02.03.26	Week 3 WC 09.03.26	Week 4 WC 16.03.26	Week 5 (Shakespeare week) 23.03.25
English Reading (VIPERS)					
English Writing	- Biography			- Playscripts	
Maths (White Rose Maths)	Year 5 - Decimals and percentages Year 6 - Fractions, decimals and percentages	Year 5 - Decimals and percentages Year 6 - Fractions, decimals and percentages	Year 5 - Perimeter & Area Year 6 - Area, perimeter & volume	Year 5 - Perimeter & Area Year 6 - Area, perimeter & volume	Year 5 - Statistics Year 6 - Statistics
Science	Lesson 7 – Investigating Air Resistance <i>LO: I am learning to plan and carry out a fair test about air resistance.</i> - Use paper spinners to investigate a chosen question (length, size, folds). - Take repeat readings and calculate averages. - Evaluate whether results answered the question. Outcome: Children link spinner shape to air resistance and make justified conclusions.	Lesson 8 – Water Resistance <i>LO: I am learning to investigate how water resistance slows objects moving through liquids.</i> - Stir bowls of liquid (water, oil, glue). - Predict what will happen to a sinking object. - Observe teacher demonstration; time sinking objects. Outcome: Children explain why thicker liquids cause more resistance.	Lesson 9 – Streamlining <i>LO: I am learning to explain how streamlining reduces water and air resistance.</i> - Compare javelin vs rugby ball (PLAN example). - Look at swimmers vs land athletes. - Build simple model boats/objects and test in a water tray (optional). Outcome: Children use the term <i>streamlined</i> when explaining movement.	Lesson 10 – Levers, Pulleys and Gears <i>LO: I am learning to recognise that mechanisms allow a smaller force to have a greater effect.</i> - Carousel exploring gears, levers, pulleys. - Demonstrate opening a tin with a lever; lifting a load with pulleys; gears rotating. - Children draw and annotate examples. Outcome: Children explain how mechanisms make work easier (e.g., longer lever = less force).	Quick Quiz - End of unit assessment.
Geography	Week 7 — Comparing Climate Zones <i>LO: I am learning to compare different climate zones using data.</i> - Analyse climate graphs (temperature & rainfall). - Compare two contrasting locations (e.g., UK vs Brazil vs Antarctica). - Pupils write a comparison paragraph. Assessment: Using data to justify comparisons.	Week 8 — Local Fieldwork: Understanding Our Local Area <i>LO: I am learning to carry out fieldwork to understand the human and physical features of my local area.</i> - Walk around the school area to identify human/physical features. - Sketch maps of the route. - Take basic measurements (wind direction, noise levels, temperature). Assessment: Pupils annotate sketch maps with accurate features.	Week 9 — Collecting & Presenting Fieldwork Data <i>LO: I am learning to present my fieldwork findings using maps, graphs and digital tools.</i> - Convert fieldwork data into bar charts/line graphs. - Add findings to a digital map (e.g., Google My Maps). - Create a presentation or information board. Assessment: Accuracy in graphs; clarity in explanations.	Week 10 — Applying Location Knowledge <i>LO: I am learning to apply my understanding of climate zones and global locations to real-world problems.</i> - Geography challenge: pupils use lines of latitude/longitude and climate knowledge to: - Match climates to coordinates. - Decide which crops could grow in different regions. - Explain why towns are built where they are. Assessment: Pupils explain clearly how latitude/longitude affect climate and human choices.	Quick quiz, end of unit assessment
History	Week 7 — Causes: Why Did Explorers Race to the Poles? <i>LO: I am learning to understand why nations</i>	Week 8 — Consequences: What Happened After the Expeditions?	Week 9 — Interpretations: How Has Scott Been Remembered?	Week 10 — Final Project: Explorer Museum Exhibition <i>LO: I am learning to use historical enquiry to</i>	End of unit assessment/quick quiz

	<i>compete to reach the poles.</i> - Explore motives: scientific discovery, national pride, empire, funding, fame. - Examine newspapers from the era (interpretations). - Pupils create a “motivation map” showing different causes. Assessment: Pupils justify the most important reason using evidence	<i>LO: I am learning to describe the impact of polar exploration on Britain and the world.</i> - Scientific discoveries from the expeditions. - Impact on cartography, climate study, and technology. - How Scott became a British hero and how this interpretation changed over time. Assessment: Written explanation of short- and long-term consequences.	<i>LO: I am learning to evaluate different historical interpretations of Scott.</i> - Compare textbooks, documentaries, statues, and modern historians. - Discuss why opinions changed (new evidence, modern values). - Pupils create two contrasting mini-posters: “Scott the Hero” “Scott the Flawed Leader”	<i>present what I have learned about the Race to the Poles.</i> - Pupils work in groups to curate a “museum exhibit”: timeline, biography, map, artefacts, and interpretation statement. - Use primary sources studied through the unit. - Whole-class “museum walk”. Assessment: Teachers assess knowledge of chronology, significance, evidence, and interpretation.	
Art					
Computing (Teach Computing)	Selection in Physical Computing (Yr 5)		Selection in Physical Computing (Yr 5)		Assessment
Music – Suffolk Music service/Guitar	Suffolk Music service - Guitar with Mr Morley				
PE					
French (Language Angels)	I am learning to recognise and recall 8 common pets in french with their correct determiners	I am learning to use the structure ‘I have a pet’ in French	I am learning to describe what my pet is called in French	I am learning to describe what per ‘I do not have’ in French	I am learning to integrate conjunctions et (and) and mais (but) accurately in my work.
RSHE (Jigsaw)	I am learning to know the health risks of smoking and I can tell you how tobacco affects the lungs, heart and liver.	I am learning to know some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and heart.	I am learning to know and put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I am learning to understand how the media, social media and celebrity culture promotes certain body types	I am learning to describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressure
RE (Emmanuel) Are some things more sacred than others?	Why do Christians think being a pilgrim is a good analogy for life itself?				
	ENGAGE with the idea of being a pilgrim	ENQUIRE into some places a Christian pilgrim might visit today	EXPLORE Christian ideas about pilgrimage in (i) Christian Narrative	EXPLORE Christian ideas about being a pilgrim in (ii) Christian Narrative / Christian Living	EXPLORE Christian ideas on pilgrimage in (iii) Christian Living