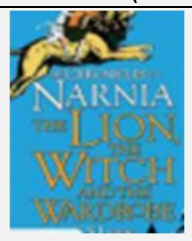
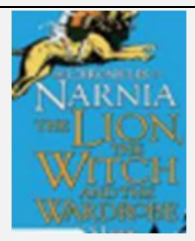
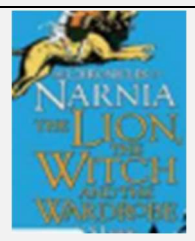
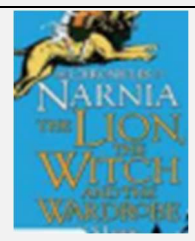
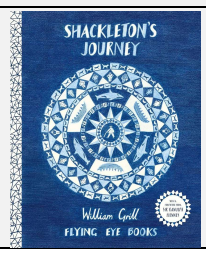
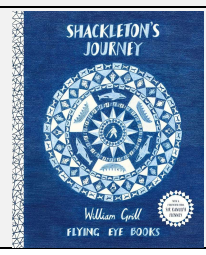
Elveden C of E Primary Academy – Medium Term Plan Spring 1 - Pole to Pole						
W/C:	Week 1 WC 05.01.26 (4 days)	Week 2 WC 12.01.26	Week 3 WC 19.01.26	Week 4 WC 26.01.26	Week 5 02.02.26	Week 6 09.02.25
English Reading (VIPERS)						
English Writing	3rd Person stories (Voyage and return): - Use a wide range of clause structures, varying position - Integrate dialogue to convey character and advance action - Use model verbs to indicate possibility - Use relative clauses			Non-chronological report: - Research and gather materials - Use devices to build cohesion within and across paragraphs - Use cohesive devices across paragraphs - Use colons, semi colons and dashes		
Maths (White Rose Maths)	Year 5 - Multiplication B Year 6 - Converting measurements	Year 5 - Multiplication B Year 6 - Ratio	Year 5 - Multiplication B Year 6 - Algebra	Year 5 - Fractions B Year 6 - Algebra	Year 5 - Fractions B Year 6 - Decimals	Year 5 - Decimals and percentages Year 6 - Decimals
Science	**Lesson 1 – Introduction to Forces** *LO: I am learning to identify forces as pushes and pulls.* - Show a range of moving and stationary objects (clips/images). - Discuss where pushes and pulls are happening. - children sort images into *push*, *pull*, *both*. **Outcome:** Children describe the forces acting in each scenario.	**Lesson 2 – Gravity** *LO: I am learning to explain that unsupported objects fall because of gravity.* - Drop objects and discuss why they fall. - Explore "a world without gravity" (PLAN example). - Draw/annotate what happens when people throw a ball anywhere on Earth. **Outcome:** Children use the word *gravity* accurately.	**Lesson 3 – Measuring Force with Forcemeters** *LO: I am learning to measure force in newtons using a forcemeter.* - Compare forcemeters; discuss springs, scales, hooks. - Demonstrate accurate measuring. - Children measure forces needed to lift different objects. **Outcome:** Children take precise readings and choose appropriate forcemeters.	**Lesson 4 – Friction: Introduction** *LO: I am learning to identify friction as a force between two surfaces.* - Image stimulus (sledge on grass). - Discuss why movement is harder/easier on different surfaces. - Predict which surfaces have the most friction. **Outcome:** Children define friction and link it to movement.	**Lesson 5 – Investigating Friction** *LO: I am learning to compare how objects move on different surfaces.* - Use a trainer or toy to measure the force needed to move it across surfaces. - Record results in a table. - Conclude which surfaces create more friction. **Outcome:** Children relate ease of movement to texture; draw conclusions from evidence.	**Lesson 6 – Air Resistance** *LO: I am learning to identify the effects of air resistance on falling objects.* - Drop parachutes (scrunched vs open; small vs large canopy). - Observe and explain differences. - Introduce term *air resistance*. **Outcome:** Children explain how air resistance slows falling objects.
Green Schools Project	Green Schools Project Session 2 - The impactsL Why does climate change matter?	Green Schools Project Session 3 - The impact: Why does climate change matter	Green Schools Project Session 4 - Exploring nature around us	Green Schools Project Session 5 - Changemakers: Who is taking action to tackle climate change	Green Schools Project Session 6 - Inspiring action: How can we use out voices to inspire action?	Green Schools Project Session 7, 8 & 9: Carbon footprint (energy & travel)
Geography	**Week 1 — Understanding Lines on the Globe** *LO: I am learning to identify and describe lines of latitude and longitude.* - Use globes/maps/Google Earth to locate the Equator, Tropics, Arctic/Antarctic circles. - Pupils draw a simplified world map and mark major lines. - Mini-game: "Name that Line!" with coordinates. **Assessment:** Can they label the lines correctly? Can they explain the difference between latitude and longitude?	**Week 2 — Hemispheres & World Regions** *LO: I am learning to describe the Northern and Southern hemispheres and what makes them different.* - Investigate the Northern/Southern hemispheres (land vs water distribution). - Use world maps to identify countries in each hemisphere. - Sorting activity: which hemisphere is it in? **Assessment** Correctly sort locations into hemispheres. Explain a physical difference between the hemispheres.	**Week 3 — The Tropics & Climate** *LO: I am learning to locate the Tropics and explain how they affect climate.* Label the Tropic of Cancer and Tropic of Capricorn. Explore why tropical regions are hotter (sun angle / distance). Match climates to world regions (rainforest, desert, savannah). **Assessment** Pupils explain what "tropics" means and	**Week 4 — Arctic & Antarctic Circles** *LO: I am learning to locate the Arctic and Antarctic circles and describe their extreme climates.* - Locate the polar circles on a map. - Explore day/night variation (midnight sun, polar night). - Compare photos/footage of Arctic vs Antarctic wildlife and environment. **Assessment** Explanation of 24-hour day/night cycles. Discussion about life in polar climates.	**Week 5 — Using Coordinates to Locate Places** *LO: I am learning to use latitude and longitude to find global locations.* - Teach how coordinates work (e.g., 60°N, 20°W). - Coordinate treasure hunt using atlases/Google Earth. - Pupils create a quiz using coordinates. **Assessment** Can pupils accurately locate given coordinates?	**Week 6 — Climate Zones of the World** *LO: I am learning to identify the world's climate zones and explain what affects climate.* - Introduce climate zones: Polar, Temperate, Tropical, Arid, Mediterranean. - Link location with climate (latitude, altitude, oceans). - Create a climate zone world map with colour coding. **Assessment** Pupils explain why hotter climates are near the Equator and colder ones near the poles.

			where they are.			
History	**Week 1 — Introduction to Exploration** *LO: I am learning to understand why exploration became important after 1066.* - Timeline warm-up: place key British historical eras after 1066 (Medieval → Tudor → Stuart → Georgian → Victorian → 20th century). - Introduce exploration: why humans explore, dangers, rewards. - Look at Victorian/Edwardian Britain as the context for polar exploration. **Assessment:** Can pupils place the polar era in British chronology?	**Week 2 — Where Are the Poles? (Geography Link)** *LO: I am learning to locate the Arctic and Antarctic to understand the context of exploration.* - Map work: Arctic vs Antarctic, climate and dangers. - Discuss why the South Pole became the ultimate prize. - Short video on early attempts to reach the poles. **Assessment:** Pupils explain what made the poles such challenging places	**Week 3 — Key Figures: Captain Robert Falcon Scott** *LO: I am learning to investigate the life and achievements of Captain Scott.* - Explore who Scott was, his naval career, and why he led expeditions. - Look at primary sources: diary excerpts, photographs, equipment lists. - Discuss Scott's leadership strengths and weaknesses. **Assessment:** Pupils create a short biography page.	**Week 4 — Key Figures: Ernest Shackleton** *LO: I am learning to understand Shackleton's role in British polar exploration.* - Learn about Shackleton's early life, Endurance expedition, and rescue mission. - Compare Shackleton's leadership style with Scott's. - Drama activity: freeze-frame moments from Shackleton's journey. **Assessment:** Pupils can identify key decisions Shackleton made and their consequences.	**Week 5 — Key Figures: Roald Amundsen (Contrasting Non-British Figure)** *LO: I am learning to compare Amundsen with British explorers to understand different viewpoints.* - Study Amundsen's methods, planning, clothing, dog teams. - Discuss different leadership and survival strategies. - Debate: Who was better prepared — Scott or Amundsen? **Assessment:** Pupils compare two interpretations using evidence.	**Week 6 — Chronology: The Race to the South Pole** *LO: I am learning to place key events of the Race to the Pole on a timeline.* - Sequence events from 1901–1912 using pictures and text cards. - Create a large class timeline. - Introduce the concept of causes and consequences. **Assessment:** Timeline accuracy and explanations.
DT (Kapow - Gears & Pulleys)	To create a working gear system and explain its function.	To improve a working gear system and suggest some applications.	To create a working pulley system and explain its function.	To conduct market research to discover useful tasks an eco-gadget bike could perform.	To design and evaluate an eco-gadget bike using design criteria.	
Computing (Teach Computing)	Selection in Physical Computing (Yr 5)		Selection in Physical Computing (Yr 5)		Selection in Physical Computing (Yr 5)	
Music – Suffolk Music service/Guitar	Suffolk Music Service - Guitar with Mr Morley					
PE	Tennis Netball	Tennis Netball	Tennis Netball	Tennis Netball	Tennis Netball	Tennis Netball
French (Language Angels)	I am learning to ask what the weather is like and respond in French	I am learning to recognise and recall the conjunctions 'and' & 'but' in French	I am learning to recognise and recall the 4 core compass points in French	I am learning to recognise and recall the numbers 1-31 in French to say the temperature	I am learning to recognise and recall the 7 days of the week and the time of day in French	I am learning to present and weather forecast in French.
RSHE (Jigsaw)	I am learning to know my strengths and can set myself challenging but realistic goals.	I am learning to work out the learning steps I need to take to reach my goal.	I am learning to identify problems in the world that concern me and talk to other people about them.	I am learning to work with other people to help make the world a better place	I am learning to describe some ways in which I can work with other people to help make the world a better place.	I am learning to know what some people in my class like or admire about me and accept their praise.
RE (Emmanuel) Are some things more sacred than others?	What spiritual pathways to moksha are written about in Hindu scriptures?					
	ENGAGE with the idea of different pathways to the same goal	ENQUIRE into a dilemma about choosing the right pathway in a Hindu holy book	EXPLORE (1) ideas about different pathways to moksha in Hindu Narrative	EXPLORE (2) bhakti yoga as a pathway to moksha in Hindu Community Practice	EXPLORE (3) following the pathway of love and devotion as part of Hindu Living	EVALUATE what pupils have learnt about Hindu belief in different pathways to Moksha