

Owl MTP

Term 1 North Cerney 2025/26

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
M a t h s Y 5	Place Value Roman numerals to 1,000 Numbers to 10,000 Numbers to 100,000	Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less	Partition numbers to 1,000,000 Number line to 1,000,000 0 Compare and order numbers to 100,000 1 Compare and order numbers to 1,000,000	Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000 Addition and Subtraction: Mental strategies	Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction)	Multi-step addition and subtraction problems Compare calculations Find missing numbers Multiplication and Division: Multiples	Common multiples Factors Common factors Prime numbers	Square numbers Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000
M a t h s Y 6	Numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10,000,000	Powers of 10 Number line to 10,000,000 Compare and order any integers Round any integer	Negative numbers Addition, Subtraction, Multiplication and Division Add and subtract integers Common factors Common multiples	Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit	Solve problems with multiplication Short division 0 Division using factors 1 Introduction to long division	Long division with remainders Solve problems with division Solve multi-step problems Order of operations	Mental calculations and estimation Reason from known facts Fractions A Equivalent fractions and simplifying Equivalent fractions on a number line	Compare and order (denominator) Compare and order (numerator) Add and subtract simple fractions Add and subtract any two fractions
W r i t i n g	Classic fiction Y5/6 – The Firework Maker’s Daughter	Classic fiction Y5/6 – The Firework Maker’s Daughter	Classic fiction Y5/6 – The Firework Maker’s Daughter	Independent Writing	Poetry – The Malfeasance?	Poetry – The Malfeasance?	Poetry – The Malfeasance?	Independent Writing

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E n g l i s h G r a m m a r W o r k s h o p	<p>5.1a using the perfect form of verbs to mark relationships of time and cause (past/present perfect)</p> <p>6.1a recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive form (subjunctive)</p>	<p>5.1b using the perfect form of verbs to mark relationships of time and cause (perfect progressive)</p> <p>6.1b recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive form (formal/informal)</p>	<p>5.2a using modal verbs or adverbs to indicate degrees of possibility (adverbs of possibility)</p> <p>6.2 using passive verbs to affect the presentation of information in a sentence</p>	<p>5.2b using modal verbs or adverbs to indicate degrees of possibility (modal verbs)</p> <p>6.3 using expanded noun phrases to convey complicated information concisely</p>	<p>5.3 using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun</p> <p>6.4 using hyphens to avoid ambiguity</p>	<p>5.4 using commas to clarify meaning or avoid ambiguity in writing</p> <p>6.5a using semi-colons, colons or dashes to mark boundaries between independent clauses (semi-colons)</p>	<p>5.5 using brackets, dashes or commas to indicate parenthesis</p> <p>6.5b using semi-colons, colons or dashes to mark boundaries between independent clauses (colons)</p>	Consolidation
	<p>Year 5 – Forces What is Gravity?</p> <p>Year 6 – Conservation Shark Fin Soup - narrative - vocabulary focus Conservation News - newspaper - summary focus</p>	<p>Y5 - Levers</p> <p>Y6 - National Parks - information text - explanation focus</p>	<p>Y5 - Three Laws</p> <p>Y6 - Hunting the Prey - narrative - explanation focus</p>	<p>Y5 - Gravity</p> <p>Y6 -Conservation in the Rainforest - information text - retrieval focus</p>	<p>Y5 – Resistance</p> <p>Y6 – Man vs Nature The Helicidaes War</p>	<p>Y5 – Global Warming - Dear Humans</p> <p>Y6 - Life on the Line</p>	<p>Y5 – Counting</p> <p>Y6- Inferno</p>	Assessment

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S c i e n c e	Investigating Gravity –	Galileo and Newton –	Why is gravity important?	What is friction?	The big trainer test –	Force of water –	What is a machine?	Gears –
	L.O. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	L.O. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Use test results to make predictions to set up further comparative and fair tests.	L.O. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify scientific evidence that has been used to support or refute ideas or arguments.	L.O. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Plan different types of scientific enquiries to answer questions, including recog	L.O. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when	L.O. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of	L.O. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	L.O. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

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					appropriate.	and degree of trust in results, in oral and written forms such as displays and other presentations		
G e o g r a p h y	Changes in our local environment How is our country changing? To name and locate some key topographical features of the UK and your own region.	To understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable.	To understand that regions change over time and that change is continual	To understand that change is happening in the local area, and that changes will continue to happen	To explain how the local area has changed and how it might change in the future	To understand how the local area has changed and to consider what it might be like in the future	Double page spread	Double page spread
A r t	Art Painting -Portrait Y5 Unit Poem Portrait - To explore how a drawing can be developed.	Developing Drawings - To combine materials for effect.	Self-portraits – To identify the features of self-portraits.	Changing Faces - To develop ideas towards an outcome by experimenting with materials and techniques.	Mixed Media Portraits - To apply knowledge and skills to create a mixed media self-portrait.	Class composition – portraits of each child for one large display	Class composition – portraits of each child for one large display	Class composition – portraits of each child for one large display
M u s	Instrumental unit 3 South America	To understand the history and key features of Latin music.	To identify the pitch of notes from staff	To focus on staff notation.	To compose and notate a salsa-inspired melody.	To compose and notate a salsa-inspired melody.	To perform a piece of salsa music using voices,	To perform a piece of salsa music using voices,

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i c	To learn, perform and combine the key rhythms used in salsa music		notation and play them accurately.				instruments and dancing.	instruments and dancing.
C o m p u t i n g	Unit 5.2 Online Safety (3 weeks) / INSET	Responsibilities and Support when Online	Protecting Privacy	Citing Sources	Reliability	Unit 6.6 Networks (3 weeks) The World Wide Web and the Internet	Our School Network and Accessing the Internet	Research
R S H E	Me and my relationships -year 6 • Working together	• Let's negotiate (OPTIONAL)	• Solve the friendship problem	• Dan's day (OPTIONAL)	• Behave yourself	• Assertiveness skills	• Don't force me	• Acting appropriately
F r e n c h	Family Phonetics 3 Intermediate Lesson 1 In this lesson pupils will learn how to recognise, recall and spell different family members with the correct definite article/determiner in the foreign language.	Lesson 2 In this lesson pupils will consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective 'my' in the foreign language.	Lesson 3 In this lesson pupils will learn how to ask and answer the question 'do you have any siblings?' in the foreign language.	Lesson 4 In this lesson pupils will further consolidate the language needed to introduce their own/fictitious family members in the foreign language. This will involve moving from 1st person	Lesson 5 In this lesson pupils will be introduced to numbers 1-69 in the foreign language and will use this knowledge to be able to say how old their own/fictitious	Numbers 70-100 are explored in the Challenge Section.	Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.	Recap after assessment

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		language with increasing accuracy.		singular 'my name is' to 3rd person singular 'he/she is called'.	family members are.			
R E	U2.1 What influence does believing in God as Trinity have on Christian worldviews? / INSET	<i>Lesson 1 For many Christians, what is the Trinity?</i>	Lesson 2 What can many Christians learn about the Trinity by reading the New Testament?	Lesson 3 How else might many Christians find out information about the Trinity?	Lesson 4 How are ideas of the Trinity expressed in art?	Lesson 5 How do different Christians respond to ideas about the Holy Spirit?	Lesson 6 Drawing together pupils' learning and reflecting on development of understanding	