

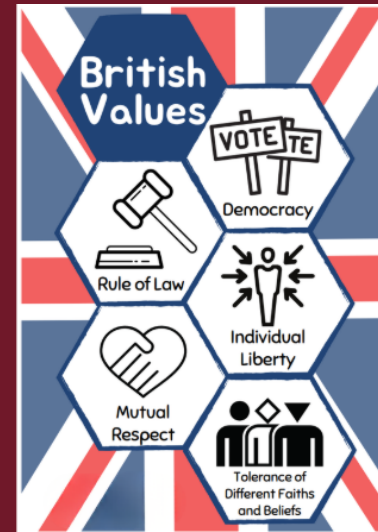


Class 5 - Summer 1 2026

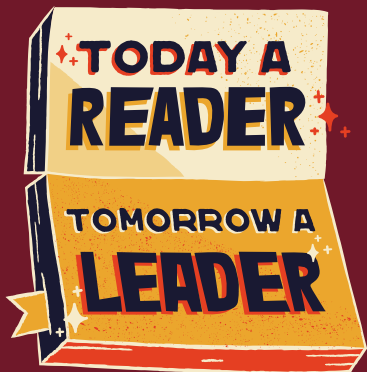
Key Information



Staff: Mrs Thomas
Mrs Safdar
Mrs Parkinson



In our reading lesson, we are reading *The Final Year*



PE Days:
Monday: Cricket
Friday: Tennis



SATS 2026

The 2026 Key Stage 2 (Year 6) SATs will take place from Monday 12th May to Thursday 15th May 2026.

Overview of SATs Week

In 2026, SATs week for Year 6 students is scheduled to begin on **Monday 12th May** and conclude on **Thursday 15th May**. These assessments are designed to measure students' progress at the end of primary school and are not pass/fail exams, but rather a way to identify strengths and areas needing support.

[GOV.UK blogs](#) +1

Daily Breakdown of Tests

- **Monday 12th May:** English Spelling, Punctuation, and Grammar (SPaG) Paper 1 (short answer questions) and Paper 2 (spelling test)
- **Tuesday 13th May:** English Reading Paper
- **Wednesday 14th May:** Mathematics Arithmetic (Paper 1) and Mathematics Reasoning (Paper 2)
- **Thursday 15th May:** Mathematics Reasoning (Paper 3)

IXL - Year 6 maths practice

Free interactive KS1 and KS2 SATs revision resources - BBC Bitesize

DoodleMaths: The Best Maths App for Kids | DoodleLearning



Class 5's Learning Overview Spring 2



Writing

The Rainplayer

Overview and outcomes: This Writing Root uses the fictional narrative The Rain Player as well as making reference to the non-fiction information within History in Infographics: The Maya. The sequence of learning begins with a ball arriving in the classroom with a warning asking children if they dare to play the most dangerous game of all time! Children go on to use this information they have learned to write instructions for pok-a-tok, posters, a missing scene, newspaper reports, conduct debates and write analytical essays

SPAG expectations

Vocabulary, Grammar & Punctuation

Pupils should be taught to:

- Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision]
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using modal verbs or adverbs to indicate degrees of possibility
- Linking ideas across paragraphs using adverbials of time [for example, later]
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- Use of the colon to introduce a list and use of semi-colons within lists
- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]

Reading

Reading Comprehension

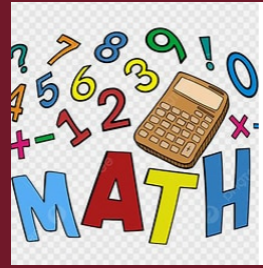
Maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Identifying and discussing themes and conventions in and across a wide range of writing

Understand what they read by:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying how language, structure and presentation contribute to meaning
- Retrieving, record and present information from non-fiction
- Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views.

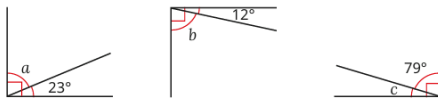




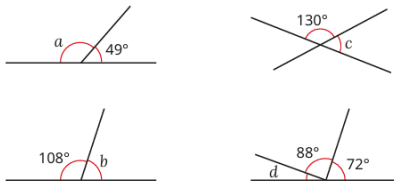
Maths

Key learning

- A right angle measures 90° .
Use this fact to work out the sizes of angles a , b and c .



- Angles on a straight line add up to 180° .
Use this fact to work out the sizes of the angles marked with letters.



National Curriculum links

- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Draw given angles, and measure them in degrees ($^\circ$) (Y5)
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (Y5)

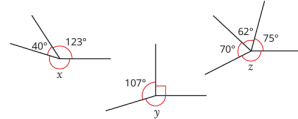


Step 1	Measure and classify angles
Step 2	Calculate angles
Step 3	Vertically opposite angles
Step 4	Angles in a triangle
Step 5	Angles in a triangle – special cases
Step 6	Angles in a triangle – missing angles
Step 7	Angles in a quadrilateral
Step 8	Angles in polygons
Step 9	Circles
Step 10	Draw shapes accurately
Step 11	Nets of 3-D shapes

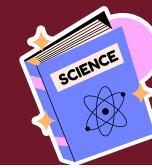
Possible sentence stems

- Angles in a right angle add up to _____ $^\circ$.
 - Angles on a straight line add up to _____ $^\circ$.
 - Angles around a point add up to _____ $^\circ$.
 - The total of angle _____ and angle _____ is _____ $^\circ$.
- To find angle _____, subtract _____ from _____

- Angles around a point add up to 360° .
Use this fact to work out the sizes of the angles marked with letters.



- Here are three angles on a straight line.



Science

Key Vocabulary	Key Knowledge and Skills	Key Images
<ul style="list-style-type: none"> Light source – something that produces its own light, such as the Sun, a torch or a lamp Reflection – when light bounces off a surface Reflect – to bounce light off a surface Opaque – a material that does not let any light pass through Transparent – a material that lets all light pass through clearly Translucent – a material that lets some light pass through but not clearly Absorb – to take in light so it does not reflect Ray – a straight line showing the direction light travels Shadow – a dark shape formed when light is blocked by an object Diagram – a scientific drawing used to explain or show something clearly 	<p>Key Knowledge</p> <ul style="list-style-type: none"> Light is a type of energy that helps us see things Light comes from light sources like the Sun, lamps and torches Light travels in straight lines We see things when light bounces off them and goes into our eyes Darkness happens when there is no light Light can bounce off surfaces (this is called reflection) Not all surfaces reflect light in the same way Some materials absorb light instead of reflecting it Shadows are made when light is blocked by an opaque object Shadows are the same shape as the object Shadows change size depending on how far the object is from the light Transparent materials let all light through Translucent materials let some light through Opaque materials block light completely <p>How Scientists Work (Disciplinary Knowledge)</p> <p>Scientists use diagrams and models to show things we cannot see</p>	<p>Mirror</p> <p>http://www.exploratorium.edu/science_explorer/periscope.html</p>

RE



Unit 6.4: Who was Jesus?
Who is Jesus?

Christian Values

Faith Hope Humility
Key Questions

- Who was Jesus?
- Who is Jesus?
- Who did Jesus say he was?
- Was Jesus the Messiah?
- Why do Christians believe that Jesus was the Messiah?
- Who do Muslims say Jesus was?

Key Skills

Investigate, Interpret, Analyse
Key Experiences

Using the Bible to find answers to the key questions.

P.E.

During P.E. we will be learning Cricket and Tennis skills



French



In French we are learning all about the Phonemes and 'The Weekend'

Music

We are learning how to understand musical styles-
Baroque

DT

In DT we are looking at the theme 'Mechanical toys.

Children will design and make a Mechanical toy. To complete from Spring 1



Art

3D

design



P.S.H.E.

During P.S.H.E., we will be looking at Economic well-being



Computing

We are learning about Micro-Bits and using the internet to support revision learning.

Metacognition Skills



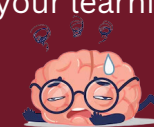
Make connections in your learning



Be a problem solver



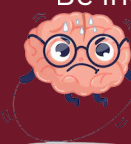
Be independent



Be resilient



Be reflective



Year 6 School Visits

Edgehill University

PGL- Borreatton Park

Summer trip chosen by the children



Class 5 Summer term

Example timetable

Class 5: Y6 Spring 2			Benjamin Hargreaves CE Primary school				Mrs K Thomas 2025-2026		
23.2.26	8.45-9.00	9.00-9.30	Session 1 9.30-10.10.25 SpB4 Fractions, Decimals, Percentages	Session 2 10.45-11.40	11.40 12.00	1.05- 1.25	Session 3	Session 4	
Mon	SPAG	Spelling Kinetic letters	MATHS L4 To use hundred squares and bar models to explore equivalents.	ENGLISH-Writing To ask a range of questions. I can choose appropriate adjectives. I can ask a range of questions. I can use a range of modal verbs.	Reading Lesson	Collective Worship	Science To recognise that Living things have changed over millions of years. To learn that fossils provide evidence of organisms that lived long ago.	PE (2.50-3.25) Gymnastics	
Tue	Arithmetic	Spelling Kinetic letters	MATHS L5 To look at more abstract methods of converting between fractions, decimals and percentages.	ENGLISH-Writing To use a variety of noun phrases to design a warning poster.			Computing/SATS BBC revise wise-co-ordinating conjunctions Modal verbs Simple past	French To name the planets and label them.	
Wed	SPAG	Spelling Kinetic letters	MATHS L6 To explore a range of strategies to compare and order numbers, including converting to the same form.	ENGLISH-Writing To use abstract nouns to write a character description.			PPA SS to cover SPAG session	Arithmetic 30 minutes	PSHE
Thu	Arithmetic	Spelling Kinetic letters	MATHS L7 To calculate percentages of amounts.	ENGLISH-Writing To describe action using a relative clause.			Geography To know which countries were significantly affected by WWII (e.g., UK, Germany, Poland, France, Soviet Union, Japan). To understand where these countries are located within Europe and the wider world.	RE To recognise how resources symbolise the Last Supper.	
Fri	Worship Spelling Test	Spelling Kinetic letters	MATHS L8 To explore different ways of making percentages without actually calculating the percentages of amounts, for example 45% can be made from 25% + 10% +	ENGLISH-Writing To use the passive voice to write a formal report.			DT To design and research mechanical toys	PE OHH.	