# Rhino Class - Unit Plan

# Leigh Primary School 2025-2026

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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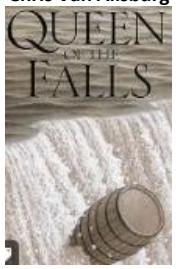
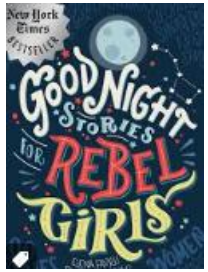
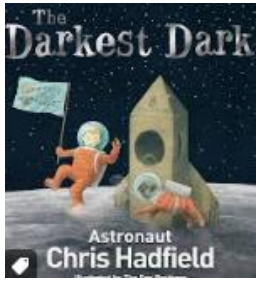
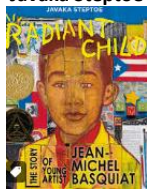
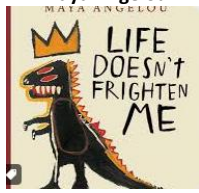
| **Maths** | Place Value<br>Addition, subtraction,<br>Multiplication & Division A<br>Fractions A<br>Multiplications & Division B | | Multiplications &Division B<br>Fractions B<br>Decimals A<br>Area, Perimeter and Volume<br>Decimals B<br>Fractions, Decimals and Percentages | | Ratio<br>Algebra<br>Shape<br>Position and direction<br>Statistics<br>Converting units | |
| **Quality Text** | **Core text:**<br>**Queens of the falls**<br>**Chris Van Allsburg**<br>  <br><br>**Goodnight stories for girls**<br>**Elena Favilli**<br>  <br><br>**Writing outcome:**<br>Recount: write a series of diary entries | **Core text:**<br>**The lost happy endings**<br>**Coral Ann Duffy**<br> <br><br>**Writing outcome:**<br>Fiction: write a traditional tale | **Core text:**<br>**Arthur and the golden robe**<br>**Joe Tadd Stanton**<br> <br><br>**Writing outcome:**<br>Fiction: write a myth | **Core text:**<br>**The darkest dark**<br>**Chris Hadfield**<br>  <br><br>**Writing outcome:**<br>Recount: write a biography | **Core text:**<br>**The paperbag prince**<br>**Colin Thompson**<br> <br><br>**Writing outcome:**<br>Persuasion/information: write a hybrid leaflet | **Core text:**<br>**Radient child**<br>**Javaka Steptoe**<br>  <br><br>**Life doesn't frighten me**<br>**Maya Angelou**<br>  <br><br>**Writing outcome:**<br>Non Fiction: write an information text for a gallery |

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| **Curriculum Coherence** | **WCT/History –** Secrets of the Sun King is set in Egypt and this is being studied in History BY y6<br>**Geography/Art –** Global challenges topic is taught just before global issues in Art topic to support inspiration. | **Science/History –** An interesting link could be made for water resistance and Viking ships for year5.<br>Science: Y5 elctricity and Y4 have studied electricity | **Geography/Art/English/History –** Linked to previous global challenges topic about different climates. Historical context in class text linked to History topic of conflict and resolution.<br>**DT/Science** – DT topic involving electricity follows Year 6 learning their electricity unit in Spring 1 and Year 5 have studied electricity in Year 4. This will support circuit making in DT in Summer 1. | **DT –** Gears and Pulleys unit is supported by learning completed in Y5 forces in Term 2 | **History/English–** Conflict and Resolution/history is enriched through reading of Tom's midnight garden text below. | |
| **WCT** | **Secrets of the Sun King - Emma Carroll**<br>(To support Ancient Egyptians topic)<br> | | **The Final Year – Matt Goodfellow**<br>(To support independence and friendships at this point in the year and prepare for transition)<br> | | **Tom's Midnight Garden plus production text**<br> | |
| **Reading year 5** | **Vocabulary:**<br>Explore the meaning of words in context, confidently using a dictionary<br>**Inference:**<br>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br>**Prediction:**<br>Predict what might happen from details stated and implied in increasingly complex texts<br>**Explanation:**<br>Begin to distinguish between fact and opinion<br>**Retrieval:**<br>Use evidence from across larger sections of text<br>**Summarise/Sequence:**<br>Make connections between information across the text and include this in an answer | **Vocabulary:**<br>Investigate alternative word choices that could be made<br>**Inference:**<br>Make inferences about actions, feelings, events or states<br>**Prediction:**<br>Support predictions with relevant evidence from the text<br>**Explanation:**<br>Begin to distinguish between fact and opinion<br>**Retrieval:**<br>Ask my own questions and follow a line of enquiry<br>**Summarise/Sequence:**<br>Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas | **Vocabulary:**<br>Begin to look at the use of figurative language<br>**Inference:**<br>Begin to draw evidence from more than one place across a text<br>**Prediction:**<br>Accurately confirm and modify predictions as they read on<br>**Explanation:**<br>Begin to challenge points of view<br>**Retrieval:**<br>Confidently skim and scan, and also use the skill of reading before and after to retrieve information<br>**Summarise/Sequence:**<br>Discuss the themes or conventions from a chapter or text across a wide range of writing | **Vocabulary:**<br>Use a thesaurus to find synonyms for a larger variety of words<br>**Inference:**<br>Give one or two pieces of evidence to support the point they are making<br>**Prediction:**<br>Support predictions with relevant evidence from the text<br>**Explanation:**<br>Provide increasingly reasoned justification for views<br>**Retrieval:**<br>Ask my own questions and follow a line of enquiry<br>**Summarise/Sequence:**<br>Discuss the themes or conventions from a chapter or text across a wide range of writing | **Vocabulary:**<br>Discuss and evaluate how the author's choice of language impacts the reader<br>**Inference:**<br>Use figurative language to infer meaning<br>**Prediction:**<br>Accurately confirm and modify predictions as they read on<br>**Explanation:**<br>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader<br>**Retrieval:**<br>Use evidence from across larger sections of text<br>**Summarise/Sequence:**<br>Make connections between information across the text and include this in an answer | **Vocabulary:**<br>Investigate alternative word choices that could be made<br>**Inference:**<br>Begin to draw evidence from more than one place across a text<br>**Prediction:**<br>Predict what might happen from details stated and implied in increasingly complex texts<br>**Explanation:**<br>Identify how language, structure and presentation contribute to meaning<br>**Retrieval:**<br>Retrieve, record and present information from a variety of increasingly complex non-fiction texts<br>**Summarise/Sequence:**<br>Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas |

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| **Reading Year 6** | **Vocabulary:**<br>Discuss how presentation and structure contribute to meaning<br>**Inference:**<br>Draw inferences such as inferring feelings, thoughts and motives from their actions, and justifying inferences with evidence<br>**Prediction:**<br>Confirm and modify predictions in light of new information<br>**Explanation:**<br>Provide increasingly reasoned justification for views<br>**Retrieval:**<br>Retrieve, record and present information from a variety of increasingly complex non-fiction texts<br>**Summarise/Sequence:**<br>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text | **Vocabulary:**<br>Discuss how presentation and structure contribute to meaning<br>**Inference:**<br>Make inferences about events, feelings and states, backing these up with evidence<br>**Prediction:**<br>Support predictions by using relevant evidence from the text<br>**Explanation:**<br>Explain and discuss their understanding of what they have read, including through formal presentations and debates<br>**Retrieval:**<br>Ask own well-considered questions and follow a line of enquiry<br>**Summarise/Sequence:**<br>Make comparisons across different books | **Vocabulary:**<br>Evaluate how the authors' use of language impacts upon the reader<br>**Inference:**<br>Discuss how characters change and develop through texts by drawing inferences based on indirect clues<br>**Prediction:**<br>Make increasingly complex and well-reasoned predictions about what might happen from details stated and implied<br>**Explanation:**<br>Give reasons for authorial choices, including figurative language, considering the impact on the reader<br>**Retrieval:**<br>Use evidence from across whole chapters or texts<br>**Summarise/Sequence:**<br>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | **Vocabulary:**<br>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood<br>**Inference:**<br>infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made; drawing evidence from different places across the text<br>**Prediction:**<br>Make increasingly complex and well-reasoned predictions about what might happen from details stated and implied<br>**Explanation:**<br>Distinguish between fact, opinion and bias explaining how they know<br>**Retrieval:**<br>Retrieve, record and present information from a variety of increasingly complex non-fiction<br>**Summarise/Sequence:**<br>Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs | **Vocabulary:**<br>Explore the meaning of a word in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph<br>**Inference:**<br>Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made; drawing evidence from different places across the text<br>**Prediction:**<br>Confirm and modify predictions in light of new information<br>**Explanation:**<br>identify clearly how language, structure and presentation contribute to meaning<br>**Retrieval:**<br>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information<br>**Summarise/Sequenc**e: Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | **Vocabulary:**<br>Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph<br>**Inference:**<br>Discuss how characters change and develop through texts by drawing inferences based on indirect clues<br>**Explanation:**<br>Recommend books for peers in detail<br>**Retrieval:**<br>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information<br>**Summarise/Sequence:**<br>Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs |
| **SPAG Year 6** | • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must<br>• Types of sentences using . , ? !<br>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun<br>• Determiners - Use of the forms a or an according to whether the next word begins with a consonant or a vowel<br>• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]<br>• Synonyms and Antonyms | • 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?)<br>• 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<br>• Direct and reported speech<br>• Using full range of punctuation for effect<br>• Apostrophes to mark plural possession<br>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must | • 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?)<br>• Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play<br>• Using full range of punctuation for effect<br>• Rhetorical questions<br>• How hyphens can be used to avoid ambiguity<br>• Brackets, dashes or commas to indicate parenthesis<br>• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] | • Layout devices<br>• Punctuation of bullet points to list information<br>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of formal adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis<br>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses<br>• Use of the colon to introduce a list- use of semi-colons within lists<br>• Apostrophes for omission<br>• The use of subjunctive forms (such as 'If I were' or 'Were they to come' in some very formal writing and speech)<br>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [E.G., might, should, will, must | • Layout devices<br>• Direct and reported speech<br>• Rhetorical questions<br>• How hyphens can be used to avoid ambiguity<br>• Brackets, dashes or commas to indicate parenthesis<br>• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]<br>• Use of the passive to affect the presentation of information | |

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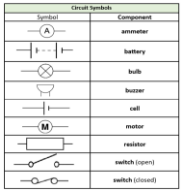
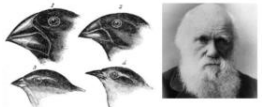
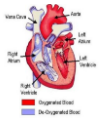
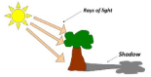
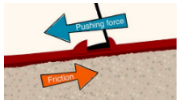
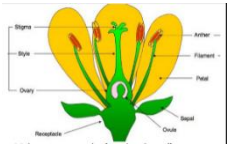
| **SPAG Year 5** | • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun<br>• direct speech<br>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases<br>• Use of paragraphs to organise ideas<br>• Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]<br>• Word families based on common words, showing how words are related in form and meaning<br>• Use of headings and subheadings | • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]<br>• Use of commas to clarify meaning or avoid ambiguity<br>• The grammatical difference between plural and possessive –s<br>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases<br>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition<br>• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] | • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must<br>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun<br>• direct speech<br>• Use of commas to clarify meaning or avoid ambiguity<br>• The grammatical difference between plural and possessive –s<br>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases<br>• Use of paragraphs to organise ideas<br>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition<br>• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] | • Brackets, dashes or commas to indicate parenthesis<br>• direct speech<br>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]<br>• Use of commas to clarify meaning or avoid ambiguity<br>• Fronted adverbials<br>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases<br>• Use of paragraphs to organise ideas | • Linking ideas across paragraphs using adverbials of time ,place and number or tense choices<br>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must<br>• Brackets, dashes or commas to indicate parenthesis<br>• Fronted adverbials<br>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun<br>• direct speech<br>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]<br>• Use of commas to clarify meaning or avoid ambiguity | • Linking ideas across paragraphs using adverbials of time ,place and number or tense choices<br>• Brackets, dashes or commas to indicate parenthesis<br>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun<br>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must<br>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]<br>• Use of commas to clarify meaning or avoid ambiguity<br>• The grammatical difference between plural and possessive –s |
| **Science Y6** | **Classification**<br>• Classification<br> | **Electricity**<br>Components of circuits and impact of making variations<br>  | **Evolution and Inheritance – an in-depth study**<br>• Evolution<br>• Adaptation<br> | **Evolution and Inheritance – an in-depth study**<br>• Evolution<br>• Adaptation<br>  | **Circulation and lifestyle**<br>• Circulatory system<br>• Exercise<br>  | **Light**<br>• How light travels<br>• Lights sources and shadows<br>• How we see<br>  |
| **Science Y5** | **Earth and Space**<br>• Day and night<br>• Year and seasons<br>• The moon<br>Solar system<br> | **Forces**<br>• Gravity<br>• Water and Air resistance<br>Mechanism<br>  <br> | **Properties and changes of materials**<br>• Properties of materials<br>• Insulators and Conductors<br> <br>• Dissolving<br>Separation | | **Animals Including Humans**<br>• Human Life Cycle<br>• Puberty<br> | **All living things**<br>• Reproduction animal and plant<br>• Fertilisation<br>  <br>Life cycles |

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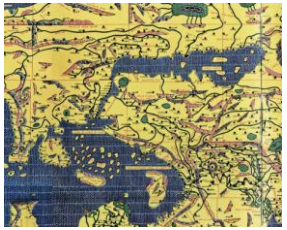
| **Geography Year 6** | **Global Challenges**<br>*What are some of the major human and physical challenges faced around the globe and how can we make a positive difference?*<br> | | | | **Mapping the World**<br>*Designed to develop geographical skills and fieldwork through understanding of maps*<br>  | |
| **Geography Y5** | | | **Asia: Volcanoes and Earthquakes**<br>*What are natural disasters and how do they impact the lives of people living in Asia?*<br> <br> | | | |
| **History Year 6** | | **Ancient Egyptians**<br>*What made the ancient Egyptians one of the most successful civilisations?*<br> | **Conflict and Resolution**<br>*How did the wars impact Britain and the world – what do we learn about conflict and resolution?*<br> | | | |
| **History Y5** | **Anglo Saxons and Scots**<br>*What are the Anglo-Saxons remembered for?*<br> | **Vikings**<br>*How much did Britain change from 793AD to 1066?*<br> | | | **Baghdad and the Middle East**<br>*What was the Golden Age of Islam and how did it help us today?*<br> | **The Industrial Revolution**<br>*What were the positive and negative aspects of the Industrial Revolution?*<br> |
| **PE** | Tennis<br>Orienteering 1 | Dance<br>Games<br>Orienteering 2 | Swimming<br>Games<br>Orienteering 3 | Gymnastics<br>Games<br>Orienteering 4 | Gymnastics<br>Games<br>Orienteering 5 | Games<br>Dance<br>Orienteering 6 |

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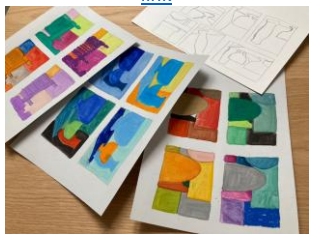
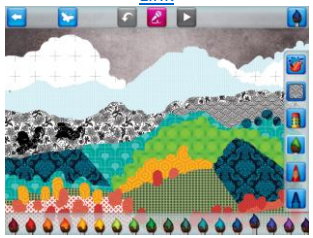
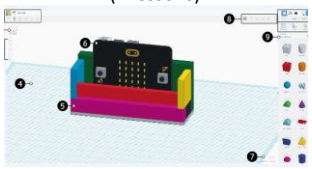
| **Art Cycle B** | Exploring form through drawing<br>Link<br> <br>**Drawing and sketchbooks** | Art to Explore Global Issues<br>Link<br> <br>**Print, colour and collage** | Colour and Composition<br>link<br>  <br>**Paint, surface and texture** Using | **Working in 3D** Drawing and making inspired by Maurice Sendak<br>Link<br> <br>**Working in 3D** | Painting on Screen<br>Link<br>  <br>**Print, colour and collage** | Explore Sculpture through making a mobile<br>Link<br> <br>**Working in 3D** |
| **DT Cycle BC** | | Monitoring Devices<br>(4 lessons)<br>  | | Gears and Pulleys<br>(4 lessons)<br> | Torches<br>(4 lessons)<br> | Developing a new recipe<br>(4 lessons) Pathway 2<br> |
| **Computing** | 6.2 – Online Safety (2 lessons)<br>***2Type – Moving On/Games***<br>6.1 - Coding (6 lessons)<br>6.4 - Blogging (4 lessons) | | 6.5 – Text Adventures (5 lessons)<br>***2Type – Moving On/Games***<br>6.6 - Networks (3 lessons) | | 6.8 – Quizzing (6 lessons)<br>6.9 - Coding (8 lessons)<br>***2Type – Games*** | |
| **RE Y5/6** | Why so people have to stand up for what they believe in? | Why do Dharmic religions look different around the world?<br><br>**Additional Lesson:** Why do some people use different names for Jesus? | What happens when we die? (Part 1) | What place does religion have in our world today?<br><br>**Additional Lesson:** What might the Easter story suggest about life after death? | What happens when we die? (Part 2) | Who should get to be in charge? |
| **MFL Y5/6** | Portraits – describing in French | Meet my French Family | Clothes – getting dressed in France | French Weather | Exploring the French Speaking World | Planning a French Holiday |

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| **Music** | Hey, Mr Miller (6) | Shadows (3)<br>Christmas Songs | Exploring Identity Through Song (3) Composing For Protest (3) | Twinkle Variations or Balinese Gamelan (6) | Touch The Sky (6) | Leaver's Show? |
| **OS Lessons 5/6** | **Autumn 1**<br>**Health, Wellbeing and Lifestyle**<br>Introduction to Balancing Screen Time<br>2 lessons<br>**Managing online information**<br>Introduction to thinking critically online<br>2 lessons<br>**INTERNETMATTERS.org** | **Autumn 2**<br>**Online Reputation**<br>Introduction to sharing online<br>2 lessons<br>**Self-image and identity**<br>Introduction to positive self-image online<br>2 lessons | **Spring 1**<br>**Online Relationships**<br>Introduction to healthy behaviours online<br>2 lessons<br>**Online Bullying**<br>Is it funny or it is hate?<br>1 lesson | **Spring 2**<br>**Online Bullying**<br>Introduction to cyberbullying<br>2 lessons | **Summer 1**<br>**Privacy and security**<br>Introduction to protecting personal information online<br>2 lessons | **Summer 2**<br>**Copyright and ownership**<br>Introduction to online research<br>1 lesson |
| **PSHE Y5/6** | **Autumn 1**<br>**Family and Relationships**<br>Introduction - Rules for PSHE<br>Friendship skills<br>Respect<br>Resolving conflict<br>Family Life<br>Stereotyping<br>Challenging Stereotypes<br>Change and loss | **Autumn 2**<br>**Health and Well-being**<br>Relaxation mindfulness<br>What can I be?<br>Taking responsibility for my health<br>The impact of technology on health<br>Resilience Toolbox<br>Immunisation<br>Physical health concerns<br>Good and bad habits | **Spring 1**<br>**Safety and the Changing Body**<br>Critical digital consumers<br>Social media<br>First Aid: Bleeding<br>First Aid: Basic Life Support | **Spring 2**<br>**Safety and the changing body continued…**<br>**Streamed lessons**<br>**Y5: Puberty**<br>**Y5: Menstruation**<br>**Y5: Emotional changes in puberty**<br>**Y6: Physical and emotional changes of puberty**<br>**Y6: Conception**<br>**Y6: Pregnancy and birth** | **Summer 1** | **Summer 2**<br>**Citizenship**<br>**Year 5 only (A)**<br>**Entire Year 5**<br>Breaking the law<br>Prejudice and discrimination<br>Protecting the planet<br>Contributing the community<br>Rights and responsibilities<br>Parliament and national democracy<br>Year B – Pressure groups |