

Newburgh Primary school

Year Long term plan 2025-26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum enrichment	History			WW2 – English/History	Science Malvern Hills?-English/Geography link	Red Ridge
Visit/visitor and subject link	County records	Science at Aylesford?		Museum of Natural History	Coventry Cathedral	
English-core text	We Are Here Final Year	Fuzzy Mud	Shakespeare	Letters From A Lighthouse	Everest	Performance Text
Writing Genres	Narrative, diary, letter, short description pieces	Recount Descriptions Biographical writing	Narrative, description, diary, letter, non-chronological reports, biographies, newspaper, persuasion, poetry as well as supplementary smaller pieces of writing		Narrative, description, diary, letter, non-chronological reports, biographies, newspaper, persuasion, poetry as well as supplementary smaller pieces of writing	
Grammar focus	Foundational writing skills: Sentence types	Deepening use of sentence	Secure sentence demarcation (full stops, capital letters, question/exclamation marks)			

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	Noun phrases	structures and paragraphing Embedding key grammar (tense forms, clauses, commas, conjunctions, and punctuation for effect)	• Accurate use of apostrophes for contraction and possession • Consistent tense use and control, including simple, perfect, progressive, and perfect progressive tenses • Direct and reported speech punctuation and paragraphing • Use of commas for clarity and control, including subordinate clauses • Expanded noun phrases, adverbials and prepositional phrases to add detail • Modal verbs and adverbs to express possibility and degrees of certainty • Cohesive devices including repetition, ellipsis, and pronoun clarity • Brackets, dashes or commas to indicate parenthesis • Colons and semicolons to separate related ideas or lists • Use of past perfect and past progressive tense • Expanded noun phrases, prepositional phrases, and fronted adverbials • Modal verbs and adverbs to show possibility and consequence • Colons, semicolons, dashes for clarity and emphasis • Commas for clauses, lists, and control • Cohesive devices across paragraphs	
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			(pronouns, conjunctions, adverbials)			
Spelling focus	Spelling shed step 1 – step 6	Spelling shed step 7 – step 12	Spelling shed step 13 – step 18	Spelling shed step 19 – step 24	Spelling shed step 25 – step 30	Spelling shed step 31 – step 38
Reading opportunities	The Final Year Understanding text types linked to writing	Fuzzy Mud Understanding text types linked to writing	Blackberry Blue Understanding text types linked to writing	Letters from a lighthouse Understanding text types linked to writing	Everest Darwin's Dragons Understanding text types linked to writing	
Maths- Unit	Place Value. Addition, subtraction, multiplication and division. Fractions A Fractions B Converting units		Ratio Algebra Decimals Fractions, decimals and percentages. Area, perimeter, volume Statistics		Shape Position and direction	Themed projects
Maths fluency	• Mastery of large number place value • Secure and efficient use of written and mental		• Deep fluency in decimal and percentage equivalence and calculations • Introduction to algebraic		• Confident interpretation and analysis of	

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	calculation strategies Confident working with fractions in various contexts	thinking and pattern recognition - Efficient and accurate unit conversions - Confident use of area, perimeter, and volume formulas	data - Mastery of angle calculation and shape properties - Accurate work with coordinates, translation, and reflection Revision and consolidation of key fluency skills in preparation for secondary maths			
Science -unit	Electricity	Light	Classification	Heart & Lungs	Evolution	
Science-Disciplinary	Pupils should be	Pupils should be	Pupils should be	Pupils should be	Pupils should be	

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and substantive knowledge	taught to: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.	taught to: recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	taught to: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.	taught to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.	taught to: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	
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Key Vocabulary	Circuits, complete circuits, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage, fuse, terminal	Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matte, surface, shadow, reflect, mirror, sunlight, dangerous, straight lines, light rays, refraction, medium, density	Organism, bacteria, amphibians, reptiles, birds, microorganisms, virus, insects, arachnids, vertebrates, fungus, fish, non-flowering, mollusc, invertebrates, Carl Linnaeus, Edward Jenner, Alexander Fleming, environment, classification key	Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, diet, circulatory system, exercise, lifestyle	Offspring, sexual reproduction, variants, characteristics, suited, adapted, environment, inherited, species, fossils, survival, evolution, genetics, living things.	
Art -Unit	Solomon Chidinma - Collage		Henry Moore			Art – Free Choice
Art- Disciplinary and substantive knowledge						
Key Vocabulary						
Computing unit	Computer Systems & Networks	3D Modelling	Webpage Creation	Spreadsheets	Variables in Games (A)	Sensing (B)
Computing Disciplinary and	In this unit learners	Learners will develop their	Learners will be introduced	This unit introduces the	This unit explores the	This unit is the final KS2

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substantive knowledge	explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and	knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model	to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of	learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be	concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners	programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also
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	evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.	of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.	the site, and navigation paths.	taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.	experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.	utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit.
Key Vocabulary						
Design Technology unit		Electrical		Pulleys & Gears		Food

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		Systems				
Design Technology Disciplinary and substantive knowledge		In Year 6 Design and Technology, substantive knowledge includes understanding how electrical components such as switches, bulbs, buzzers, motors, and simple circuits work and can be combined to perform specific functions. Disciplinary knowledge involves applying this understanding to design, build, and evaluate		In Year 6 Design and Technology, substantive knowledge includes knowing how pulleys and gears change the direction of motion, alter speed, and increase mechanical advantage in systems. Disciplinary knowledge involves applying this understanding to design and build functional products, selecting appropriate mechanisms to achieve specific		In Year 6 Design and Technology, substantive knowledge includes understandin g seasonality, key food groups, and the nutritional value of ingredients, as well as knowing how to prepare and cook a variety of savoury dishes using a range of techniques. Disciplinary knowledge involves applying this understandin

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		working products, making decisions about component selection, layout, and safety. Pupils also develop the ability to test, refine, and troubleshoot their systems using increasingly accurate diagrams and appropriate technical vocabulary.		movements or outcomes. Pupils also learn to represent mechanical systems accurately using annotated diagrams and to evaluate how effectively the mechanisms meet the intended purpose.		g to plan, prepare, and evaluate meals that are healthy, balanced, and suited to a particular purpose or audience. Pupils also develop skills in working safely and hygienically, adapting recipes, and justifying their ingredient choices based on nutritional content and flavour.
Key Vocabulary						
Geography unit		Population	Energy		Fieldwork	

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Disciplinary and substantive knowledge		- Identify the most densely and sparsely populated areas. - Describe the increase in global population over time. - Begin to describe what might influence the environment: climate factors. - Define birth and death rates, suggesting what may influence them. - Define migration, discussing push and pull factors. - Explain why some people have no choice but to leave their homes. - Describe the causes of climate change, explaining its impact on the global population. - Suggest an action they can take to fight climate change. - Calculate the length of a route to scale. - Follow a selected route on an OS map. - Use a variety of data collection methods, including using a latent scale. - Collect information from a member of the public. - Create a digital map to plot and compare data collected from two locations. - Suggest an idea to improve the environment.	- Pupils who are secure will be able to: - Describe the significance of energy. - Give examples of sources of energy and their trading routes. - Define renewable and non-renewable energy. - Discuss the benefits and drawbacks of different energy sources. - Describe the significance of the Prime Meridian. - Identify human features on a digital map. - Discuss how transport links have changed over time. - Locate UK cities on a map. - Use six figure grid references to identify features on an OS map. - Consider and justify the location of energy sources. - Design and use interview questions. - Plot points on a sketch map.		- Pupils who are secure will be able to: - Give examples of issues in the local area. - Identify questions to be asked to find the relevant data. - Justify which data collection method is most suitable. - Design an accurate data collection template. - Identify areas along a route that are best for data collection. - Discuss how to mediate potential risks. - Collect data at points located on an OS map. - Manage risks during a fieldwork trip. - Identify any outcomes from data collected. - Map data digitally. - Describe the enquiry process.	
Key Vocabulary		air pollution birth rate cartogram climate climate change conclusions death rate deforestation densely populated digital technologies fossil fuels greenhouse gases	biofuel coal consumption contour line crude oil dam emissions energy source hydropower natural gas non-renewable nuclear power Prime Meridian producer regenerate renewable replenish sea level solar power time zone urban planner windpower		analyse audience city data data collection methods enquiry evidence impact improvement issue justify plot presenting process	

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		impact improvements	six-figure grid reference			
History unit	Census			WW2		
Disciplinary and substantive knowledge	Pupils who are secure will be able to: ✓ Identify the type of information the census gives about people. ✓ Use the census to make inferences about people from the past. ✓ Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. ✓ Identify and describe the changes between periods of time using the census. ✓ Use other primary and secondary sources to verify the data in a census. ✓ Use a range of sources, including the census, to build an understanding of a period. ✓ Describe the changes in the 1921 census. ✓ Plan a local history enquiry using the census.			Pupils who are secure will be able to: ✓ Identify the causes of World War 2. ✓ Identify the different phases in the Battle of Britain. ✓ Make deductions about the Blitz from photographs. ✓ Describe how children may have felt when evacuated. ✓ Evaluate the accuracy, reliability and usefulness of sources. ✓ Describe the impact WW2 had on women's and African-Caribbean migrant lives.		
Key Vocabulary	decade historical enquiry occupation politics reliable suffrage			advancement alliance cause conflict cultural exchange emigration evacuation immigration migration propaganda		
MFL	At school	Healthy Lifestyle	At the Weekend	World War 2	Vikings	Me in the World

Disciplinary and substantive knowledge						
Music Disciplinary and substantive knowledge	Dynamics, pitch and texture	Film music	Songs of WW2	Themes and variations	Baroque	Composing and performing a leavers song
Key Vocabulary	classical characterise composition conductor depict dynamics ensemble graphic score improvisation notation orchestra pitch texture	accelerando body percussion brass characteristics chords chromatics clashing composition conversation convey crescendo descending dynamics emotion	accuracy backing track compare contrast complement control counter-melody diaphragm dynamics era expression features graphic score harmony	3/4 time 4/4 time accidentals body percussion diaphragm legato motif orchestra percussion phrases pitch pizzicato pulse quaver	Baroque bass clef bass instrument canon counter melody counter-subject fugue ground bass improvise melodic ostinato melody musical structure opera	allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody

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					ostinato part	
PE unit	Personal	Social	Cognitive	Creative	Physical	Fitness
Disciplinary and substantive knowledge	Ball skills, reaction and response Net and Wall Swimming	Dynamic balance and counter-balance. OAA	Stance and Footwork Invasion Gymnastics	Seated balance and footwork Invasion	Jumping and landing and one-leg balance Athletics Sports Day Prep	Sending and receiving and ball chasing. Striking and Fielding Dance - Performance
Key Vocabulary						
PSHE- unit	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Disciplinary and substantive knowledge	Who am I and how do I fit? Lesson 1 1. My Year Ahead. Lesson 2 Year 5 - Being a Citizen of My Country. Lesson 3 3. Being a Global Citizen 1.	Respect for similarity and difference, anti-bullying and being unique All Year 6 Lesson 1 1 Am I Normal? Lesson 2 2. Understanding Difference Lesson 3 3. Power Struggles	Aspirations, how to achieve goals and understanding the emotions that go with this. Year 6 Lesson 1 - Personal Learning Goals Year 6 Lesson 2 - Steps to Success Year 5 Lesson 3 - Lesson 3: Redefining racism - Anti-racism lesson	Being and keeping safe and healthy. All Year 6 Lesson 1 - Taking responsibility for my health and well-being Lesson 2 - Drugs Lesson 3 - Exploitation	Building positive and healthy relationships. All Year 5 Lesson 1. KS2 Lesson 6: Being anti-racist in our actions Lesson 2. Safety with Online Communities Lesson 3. Being in an Online Community	Coping positively with change. Year 5 Lesson 1 - KS2 Lesson 7: Representation matters - Anti-racism lesson Year 5 Lesson 2 - Puberty for girls Year 5 Lesson 3 - Puberty for boys

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	(changed to your lesson 3) Lesson 4 4. The Learning Charter. Lesson 5 5. Our Learning Charter. Lesson 6 KS2 Talking about race and racism - Anti-racism lesson	Lesson 4 4. Why Bully Lesson 5 5. Celebrating Difference Lesson 6 KS2 Defining racism – Anti racism lesson	Year 5 Lesson 4 - Lesson 4: Understanding racial socialisation and stereotypes – Anti-racism lesson Year 6 Lesson 5 - Helping to Make a Difference Year 6 Lesson 6 - Recognising Our Achievements	Lesson 4 – Lesson 5: Unconscious bias – Anti-racism Lesson 5 - Emotional and Mental Health Lesson 6 - Managing Stress and Pressure	Lesson 4. Online Gaming Lesson 5. My Relationship with Technology: screen time Lesson 6. Relationships and Technology	Year 5 Lesson 4 - Conception Year 6 Lesson 5 - Babies: Conception to Birth Year 6 Lesson 6 - Lesson 8: Myth busting – Anti Racism Lesson Year 6 Lesson 7 - The Year Ahead
RE unit						
Disciplinary and substantive knowledge	Substantive Knowledge (what pupils learn about religions/worldviews): Key teachings about living well from various religions (e.g. <i>Buddhist Eightfold Path</i>, <i>Christian ideas of love and forgiveness</i>, <i>Islamic values like justice and compassion</i>).		Substantive Knowledge: Religious views on land and nature: <i>Hindu beliefs about sacred rivers</i>, <i>Christian stewardship</i>, <i>Indigenous traditions seeing land as sacred</i>. Environmental ethics in religions		Substantive Knowledge: Varied religious beliefs about death and afterlife: <i>reincarnation</i>, <i>resurrection</i>, <i>heaven/hell</i>, <i>moksha</i>, <i>jannah</i>. Non-religious perspectives: <i>Humanist focus on legacy, memory, and</i>	

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	Non-religious ideas about the good life (e.g. <i>Humanism – happiness through reason, empathy, and meaning</i>). Exploration of moral codes, such as commandments, precepts, or virtues. Disciplinary Knowledge (how pupils learn to think about religion/worldviews) : Philosophy: Ask and explore moral questions: <i>What is a good life?, Is pleasure the same as happiness?</i> Theology: Analyse how religious teachings influence views on right and wrong. Human/Social Sciences: Investigate how different communities practise their values		and worldviews – responsibility for the planet, sustainability. How sacred places affect settlement, travel, and worship (e.g. <i>Mecca, Jerusalem, the Ganges</i>). Disciplinary Knowledge: Theology: Explore how scriptures and teachings inform ideas about creation and nature. Human/Social Sciences: Examine how beliefs influence community actions (e.g. conservation projects, land rights activism). Philosophy: Discuss ethical		<i>meaning in this life.</i> Rituals around death (e.g. funerals, mourning practices) and their meanings. Disciplinary Knowledge: Theology: Study sacred texts and doctrines about death and the afterlife. Philosophy: Reflect on big questions: <i>What happens when we die? What makes a life meaningful?</i> Human/Social Sciences: Look at how beliefs about death shape cultural practices and community responses to loss.	
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	and ethics in everyday life.		dilemmas: <i>Should we protect the Earth at all costs?</i>			
Key Vocabulary	Morality Ethics Virtue Compassion Forgiveness Justice Kindness Commandments Precepts Noble Eightfold Path Dharma Zakat Ahimsa Stewardship		Stewardship Creation Sacred Pilgrimage Environment Conservation Sustainability Dominion Custodianship Harmony Ritual Indigenous Ecology Worship		Afterlife Reincarnation Resurrection Heaven Hell Moksha Samsara Karma Legacy Grief Funeral Mourning Soul Immortality	

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	Humanism		Responsibility		Memory	
	Conscience		Sacred sites		Salvation	
	Wisdom		Natural world		Eternal life	
	Integrity		Land rights		Nirvana	
	Responsibility		Interdependence		Belief	
	Wellbeing		Reverence		Worldview	