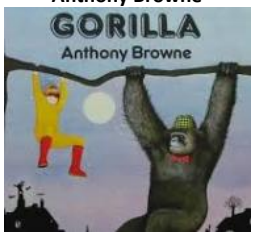
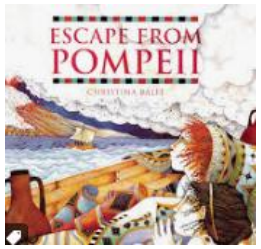
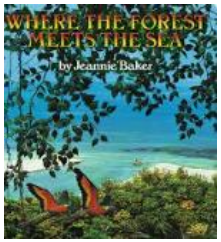
Tiger Class Unit Plan

Leigh Primary School 2025-2026

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths year 4	Place Value Addition and Subtraction Measurement of area Multiplication and division A		Multiplication and Division B Length and perimeter Fractions Decimals A		Decimals B Money Time Shape Statistics Position and direction	
Maths year 5	Place Value Addition & Subtraction Statistics Multiplication & Division Measurement: Perimeter & Area		Multiplication & Division Fractions Decimals & Percentages		Decimals Geometry: Properties of Shape Geometry: Position & Direction Measurement: Converting Units Measurement: Volume	
Quality Text	**Core text:** **Gorilla** **Anthony Browne**  **Writing outcome:** Fiction: write a fantasy story	**Core text:** **Leon and the place between** **Graham Baker-Smith** **Oz and the great powerful (2013 film** **Writing outcome:** Recount: write a diary	**Core text:** **Escape from Pomeli** **Christina Balit**  **Writing outcome:** Fiction: write a historical narrative	**Core text:** **Amazing Islands** **Sabrina Weiss** **Koji's Island** **Literacy company** **Writing outcome:** Fiction: write an adventure story from the POV of the boy	**Core text:** **Where the forest meets the sea** **Jeannie Baker**  **Jungle explorer** **Literacy company** **Writing outcome:** Non Fiction: write an information board	**Core text:** **Blue John** **Berlie Doherty** **Writing outcome:** Recount: write a letter
SPAG Y4	• The grammatical difference between plural and possessive –s • Use of paragraphs to organise ideas • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] - Possessive apostrophe in words with regular and irregular plurals • 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] • Word families based on common words, showing how	• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech • Spell most words from the YR 3-4 statutory word list and some words from the YR 5-6. • The grammatical difference between plural and possessive –s • Use of paragraphs to organise ideas	• Fronted adverbials and Use of commas after fronted adverbials • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech • Spell most words from the YR 3-4 word list • Use of paragraphs to organise ideas	• Fronted adverbials and Use of commas after fronted adverbials • Spell most words from the YR 3-4 word list. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • 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] • Appropriate choice of pronoun or noun within and across	• Use of inverted commas and other punctuation to indicate direct speech • Spell most words from the YR 3-4 word list. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Fronted adverbials and Use of commas after fronted adverbials • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] - Possessive apostrophe in words with regular and irregular plurals	• Apostrophes to mark plural possession [for example, the girl's name, the girls' names] - Possessive apostrophe in words with regular and irregular plurals • Fronted adverbials and Fronted adverbials and Use of commas after fronted adverbials • Use of paragraphs to organise ideas • Spell most words from the YR 3-4 word list. • 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

Tiger Class Unit Plan

Leigh Primary School 2025-2026

	words are related in form and meaning • Spell most words from the YR 3-4 word list. • 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]	• Apostrophes to mark plural possession [for example, the girl's name, the girls' names] - Possessive apostrophe in words with regular and irregular plurals • 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] • S Spell most words from the YR 3-4 word list.		sentences to aid cohesion and avoid repetition	• 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]	example, before, after, during, in, because of] •
SPAG Y5	• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • direct speech • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Use of paragraphs to organise ideas • 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] • Word families based on common words, showing how words are related in form and meaning • Use of headings and subheadings	• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Use of commas to clarify meaning or avoid ambiguity • The grammatical difference between plural and possessive –s • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • 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 • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • direct speech • Use of commas to clarify meaning or avoid ambiguity • The grammatical difference between plural & possessive –s • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Use of paragraphs to organise ideas • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • 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 • direct speech • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Use of commas to clarify meaning or avoid ambiguity • Fronted adverbials • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Use of paragraphs to organise ideas	• Linking ideas across paragraphs using adverbials of time ,place and number or tense choices • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must • Brackets, dashes or commas to indicate parenthesis • Fronted adverbials • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • direct speech • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Use of commas to clarify meaning or avoid ambiguity	• Linking ideas across paragraphs using adverbials of time ,place and number or tense choices • Brackets, dashes or commas to indicate parenthesis • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Use of commas to clarify meaning or avoid ambiguity • The grammatical difference between plural and possessive –s

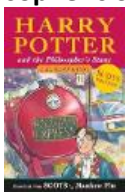
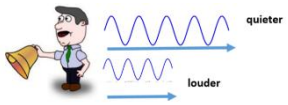
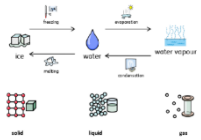
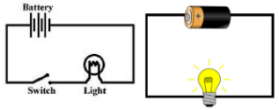
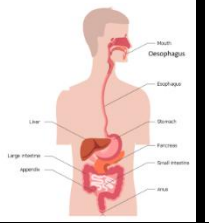
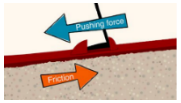
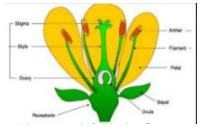
Tiger Class Unit Plan

Leigh Primary School 2025-2026

Reading Y4	**Vocabulary:** Use dictionaries to check the meaning of words that they have read or new vocabulary **Inference:** Ask and answer questions appropriately, including some simple inference questions **Prediction:** Justify genre-appropriate predictions using evidence from the text accurately to support **Explanation:** Discuss words and phrases that capture the reader's interest and imagination **Retrieval:** Understand what is read independently by asking questions to improve understanding of text with increasing complexity **Summarise/Sequence:** Highlight key information and record it in bullet points, diagrams, maps etc.	**Vocabulary:** Use a thesaurus to find synonyms **Inference:** Based on characters' feelings, thoughts and motives (I know this because questions) **Prediction:** Use relevant prior knowledge as well as details from the text to form predictions and to justify them **Explanation:** Identify how language, structure, and presentation contribute to meaning **Retrieval:** Use relevant quotes to support answers to questions **Summarise/Sequence:** Summarise whole paragraphs, chapters or texts	**Vocabulary:** Discuss why words have been chosen and the effect these have on the reader **Inference:** Consolidate the skill of justifying answers using a specific reference point in the text **Prediction:** Use relevant prior knowledge as well as details from the text to form predictions and to justify them **Explanation:** Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context **Retrieval:** Understand what is read independently by asking questions to improve understanding of text with increasing complexity **Summarise/Sequence:** Highlight key information and record it in bullet points, diagrams, maps etc.	**Vocabulary:** Explain how words can capture the interest of the reader **Inference:** Infer characters' feelings, thoughts and motives from their stated actions **Prediction:** Justify genre-appropriate predictions using evidence from the text accurately to support **Explanation:** Identify how language, structure, and presentation contribute to meaning **Retrieval:** Confidently skim and scan texts to record details **Summarise/Sequence:** Summarise whole paragraphs, chapters or texts	**Vocabulary:** Discuss new and unusual vocabulary and clarify the meaning of these **Inference:** Use more than one piece of evidence to justify their answer **Prediction:** Justify genre-appropriate predictions using evidence from the text accurately to support **Explanation:** Recognise authorial choices and the purpose of these **Retrieval:** Retrieve and record information from a fiction or non-fiction text **Summarise/Sequence:** Identify themes from a wide range of books	**Vocabulary:** Find the meaning of new words using the context of the sentence **Inference:** Consolidate the skill of justifying answers using a specific reference point in the text **Prediction:** Justify genre-appropriate predictions using evidence from the text accurately to support Monitor these predictions and compare them with the text as they read on **Explanation:** Recognise authorial choices and the purpose of these **Retrieval:** Confidently skim and scan texts to record details **Summarise/Sequence:** Identify main ideas drawn from more than one paragraph.
Reading Y5	**Vocabulary:** Explore the meaning of words in context, confidently using a dictionary **Inference:** Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence **Prediction:** Predict what might happen from details stated and implied in increasingly complex texts **Explanation:** Begin to distinguish between fact and opinion **Retrieval:** Use evidence from across larger sections of text **Summarise/Sequence:** Make connections between information across the text and include this in an answer	**Vocabulary:** Investigate alternative word choices that could be made **Inference:** Make inferences about actions, feelings, events or states **Prediction:** Support predictions with relevant evidence from the text **Explanation:** Begin to distinguish between fact and opinion **Retrieval:** Ask my own questions and follow a line of enquiry **Summarise/Sequence:** 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:** Begin to look at the use of figurative language **Inference:** Begin to draw evidence from more than one place across a text **Prediction:** Accurately confirm and modify predictions as they read on Explanation: Begin to challenge points of view **Retrieval:** Confidently skim and scan, and also use the skill of reading before and after to retrieve information **Summarise/Sequence:** Discuss the themes or conventions from a chapter or text across a wide range of writing	**Vocabulary:** Use a thesaurus to find synonyms for a larger variety of words **Inference:** Give one or two pieces of evidence to support the point they are making **Prediction:** Support predictions with relevant evidence from the text Explanation: Provide increasingly reasoned justification for views **Retrieval:** Ask my own questions and follow a line of enquiry **Summarise/Sequence:** Discuss the themes or conventions from a chapter or text across a wide range of writing	**Vocabulary:** Discuss and evaluate how the author's choice of language impacts the reader **Inference:** Use figurative language to infer meaning **Prediction:** Accurately confirm and modify predictions as they read on Explanation: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader **Retrieval:** Use evidence from across larger sections of text **Summarise/Sequence:** Make connections between information across the text and include this in an answer	**Vocabulary:** Investigate alternative word choices that could be made **Inference:** Begin to draw evidence from more than one place across a text **Prediction:** Predict what might happen from details stated and implied in increasingly complex texts Explanation: Identify how language, structure and presentation contribute to meaning **Retrieval:** Retrieve, record and present information from a variety of increasingly complex non-fiction texts **Summarise/Sequence:** Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas

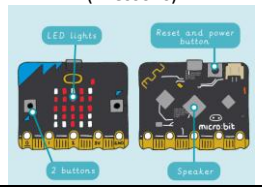
Tiger Class Unit Plan

Leigh Primary School 2025-2026

CC	Art/Literacy/Geography: Link between art of maps/ geography and story telling		**Geography/English:** Year 5 are studying Volanoes. Year 4 have studied Roman Britain and both have studied an in depth study on Italy in in Y3. **Science/English –** States of matter has been studied Y4 a last term and Rocks have been studied in Y3 by both year groups.	**English:** Link between amazing islands and reading for pleasure text	**English/Geography:** Y4 and Y5 have studied the Amazon Rainforest.	**Art/DT:** Both unit link to fashion and textiles.
WCT	**Harry Potter and the Philosopher's Stone** 	**Grimwood** 	**The House with Chicken Legs** 	**Half a creature from the sea by David Almond** 	**HISTORICAL FICTION** **Short stories** Mystery and mayhem 	**MYSTERY** **Cogheart -** Peter Brunzl
Science year 4	**Sound** • How sound is made • How sound travels • How we hear • How sounds change How sound is measured 	**States of Matter** • Particles • Solid, Liquid, Gases • Heating and cooling Water Cycle 	**Electricity** • Where does electricity come from • Appliances • Circuits • Conductors and Insolators 		**Animals Including Humans** • Teeth Digestion 	**All Living Things** • Grouping living things • Classification Keys Environmental change
Science Year 5	**Earth and Space** • Day and night • Year and seasons • The moon Solar system 	**Forces** • Gravity • Water and Air resistance Mechanism  	**Properties and changes of materials** • Properties of materials • Insulators and Conductors • Dissolving • Separation		**Animals Including Humans** • Human Life Cycle • Puberty 	**All living things** • Reproduction animal and plant • Fertilisation  • Life cycles
Geography Y4			**Amazon: Rivers and Rainforests** 			**The USA** *What is it like in the USA?*

Tiger Class Unit Plan

Leigh Primary School 2025-2026

History Y4	**Roman Invasions** *Why did the Romans invade Britain and how successful were they?* 	**Roman Britain** 				**Maya Civilization** *Who were the Ancient Maya and how successful was their civilization?*
Geography Y5			**Asia: Volcanoes and Earthquakes** *What are natural disasters and how do they impact the lives of people living in Asia?* 			
History Y5	**Anglo Saxons and Scots** *What are the Anglo-Saxons remembered for?* 	**Vikings** *How much did Britain change from 793AD to 1066?* 			**Baghdad and the Middle East** *What was the Golden Age of Islam and how did it help us today?* 	**The Industrial Revolution** *What were the positive and negative aspects of the Industrial Revolution?*
PE	Games Gymnastics	Tennis	Games Dance	Swimming Games	Games Gymnastics	Games Dance
Art Year A	**Typography and maps** **Working in 3D**	**Exploring pattern** **Paint, surface and texture**	**Set Design** **Working in 3D**	**Exploring Still Life** **Paint, surface and texture**	**Take a Seat** **Working in 3D**	**Fashion Design** **Collaboration and community**
DT Year B		Electronic Charm (4 lessons) 		Doodlers (4 lessons) 	Adapting a Recipe (Pathway 2) (4 lessons) 	Waistcoats (4 lessons)

Tiger Class Unit Plan

Leigh Primary School 2025-2026

Computing Cycle B	4.1: Coding 4.6: Animation 4.8: Hardware Investigators		4.9: Making Music 5.2: Online Safety 5.4: Databases		5.5: Game Creator 5.6: 3D Modelling 5.7: Concept Maps	
	Pure curriculum for purple units and only Year 4 or only year 5	**Blue units for Y4/5 children to be taught in mixed group**	**Pure curriculum for purple units and only Year 4 or only year 5**	**Blue units for Y4/5 children to be taught in mixed group**	**Pure curriculum for purple units and only Year 4 or only year 5**	**Blue units for Y4/5 children to be taught in mixed group**
PSHE Y4 2025-2027	**Autumn 1** **Family and Relationships** Introduction - Rules for PSHE Respect and Manners Healthy Friendships How my behaviour affects others Bullying Stereotypes: disability Families in the wider world Change and loss	**Autumn 2** **Year 3 Wellbeing lessons** Discover: Practice makes progress Take notice: Making a difference Connect: Shared interests Give: Appreciation Move: Motion detections	**Spring 1** **Health and Well-being** Looking after our teeth Relaxation: Visualisation Celebrating mistakes Meaning and purpose: My role My Happiness My emotions Mental Healthy	**Spring 2** **Year 4 Wellbeing lessons** Discover: Resilience Take notice: My thoughts Connect: Pen pals Give: Giving to my community Move: Making a beat	**Summer 1**	**Summer 2** **Safety and the Changing Body** Internet safety: Age restrictions Share aware First Aid: Asthma Privacy and secrecy Consuming information online Tobacco **Growing up** **Introducing puberty**
PSHE Y5 2025-2027	**Autumn 1** **Year 5 Wellbeing lessons** Discover: Growth Mindset Take notice: Others around me Connect: Working Together Give: Paying it forward Move Adaptive sports	**Autumn 2** **Family and Relationships** Build a friend Friendship skills Marriage Respecting myself Family Life Bullying Stereotypes: Race and religion	**Spring 1** **Year 6 Wellbeing lessons** Discover: Goal Setting Take notice: Myself Connect: Community Give: Apologising Move: Brain breaks	**Spring 2** **Health and Well-being** Relaxation: yoga The importance of rest Embracing Failure Going for goals Taking responsibility for my feelings Healthy Meals Sun safety	**Summer 1** **Safety and the Changing Body** Online friendships Staying safe online **Puberty** **Menstruation** **Emotional Changes in puberty** First Aid: Bleeding and head injuries Alcohol, drugs and tobacco: Making decisions	**Summer 2** **Year 5 learning citizenship in pure cohort in 5/6 class** **Citizenship** **Year 5 only (A)-Entire Year 5** Breaking the law Prejudice and discrimination Protecting the planet Contributing the community Rights and responsibilities Parliament - national democracy Year B – Pressure groups
RE Y4/5	Why so people have to stand up for what they believe in?	Why do Dharmic religions look different around the world? **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?	What happens when we die? (Part 2)	What happens when we die? (Part 2)
MFL Cycle B	French Greetings with Puppets	French adjectives of colour, size and shape	Playground games, numbers and age	In a French Classroom	Bon Appetit!	Shopping for French Food
Music	Chilled out clap rap (6)	Railway carriage (3) Christmas Songs	Sambo with Sergio (6)	Classroom 200 (6)	Baloo Baleerie (6)	Composing in ternary form (6)
OS Year A 2024/2025	**Autumn 1** **Health, Wellbeing and Lifestyle** Introduction to Balancing Screen Time 2 lessons **Managing online information** Introduction to thinking critically online 2 lessons **INTERNETMATTERS.org**	**Autumn 2** **Online Reputation** Introduction to sharing online 2 lessons **Self-image and identity** Introduction to positive self-image online 2 lessons	**Spring 1** **Online Relationships** Introduction to healthy behaviours online 2 lessons **Online Bullying** Is it funny or it is hate? 1 lesson	**Spring 2** **Online Bullying** Introduction to cyberbullying 2 lessons	**Summer 1** **Privacy and security** Introduction to protecting personal information online 2 lessons	**Summer 2** **Copyright and ownership** Introduction to online research 1 lesson

Tiger Class Unit Plan

Leigh Primary School 2025-2026