

Curriculum Overview Y5/Y6 2025-2026

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Properties and changes to materials Learn about the three states of matter: solid, liquid and gases. Learned about the stages of the water cycle. Carry out several practical experiments melting chocolate and using various equipment such as stopwatches and thermometers.	Forces Learn about the different types of forces such as air resistance, gravity, friction and water resistance. Children will also learn about the mechanisms of levers, gears and pulleys. Children will do several practical investigations using equipment such as force meters to test which surface has the most friction and designing parachutes.	Classification of living things. All Living Things 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	Animals Including Humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ii. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function iii. describe the ways in which nutrients and water are transported within animals, including humans	Earth and Space A study of the planets, sun, moon phases, star constellations, seasons and day and night.	
History	<u>The Industrial Revolution and The Victorians</u> In this topic, we begin by looking at an overarching timeline of the Industrial				<u>Ancient Greece</u> We will look at general life for the average Greeks. We will then look at their beliefs and identify the different deities.	

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	<p>Revolution to gain an understanding of the chronology. We then take a look at the causes and consequences of the Industrial Revolution as well as the significance of many inventions including the first railways. We also address the controversy of various creations, and look at the Luddites in more detail. We cover child labour before learning about the individuals who protested it. We compare and contrast the rights of workers then and now. We also take a look at Queen Victoria and her reign. Victorian crime is also discussed as well as the introduction of the Police.</p>		<p>We will delve into various Greek myths, retelling these stories, acting them out, and producing different creative pieces of writing based on various characters within the tales. We will look at Greek battle and arts and entertainment. Greek inventions will also be explored, paying particular attention to the origins of the Olympics Games. We will also look at what the Greek discovered and have a look at the philosophical pioneers.</p>
Geography	<p style="text-align: center;">Locational Knowledge</p> <p>We look at locating and naming various counties and cities in the UK. We identify the human and physical characteristics. We make note of the key topographical features (including hills, mountains, coasts and rivers) which made them suitable for certain kinds of trade. We also look at how some of these aspects have changed over time.</p>	<p style="text-align: center;"><u>North America</u></p> <p style="text-align: center;">Locational Knowledge</p> <p>We begin by locating and naming the 50 states of America. We compare and contrast different states according to their climates.</p> <p style="text-align: center;">Place Knowledge</p> <p>We compare and contrast a region in America with a region in the UK.</p> <p style="text-align: center;">Human and Physical Geography</p> <p>We identify and conduct further research on different physical and human landmarks across America. We also look at volcanoes, mountains and rivers, as well as comparing the climates to see which vegetation grows where.</p>	<p style="text-align: center;">Locational Knowledge</p> <p>We identify different regions of Greece (mainly from Ancient Greek myths).</p>

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		Geographical Skills and Fieldwork We use the eight points of a compass, four and six-figure grid references, symbols and a key to identify and name various landmarks in America.	
Computing	Programming – Selection in Quizzes: Scratch Quiz In this unit, we will be developing our knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. We will represent this understanding in algorithms and then construct programs using the Scratch programming environment. We use our knowledge of writing programs and use selection to control outcomes to design a quiz in response to a given task and implement it as a programme.	3D Modelling We will develop our knowledge and understanding of using a computer to produce 3D models. We will initially familiarise ourselves with working in a 3D space, moving, resizing, and duplicating objects. Then, we will create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, we will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate our own 3D model of a skyscraper, linking to our topic.	Micro:bit – Design In this unit, we will begin by planning our design and thinking creatively. We will then explore some core computing concepts through creating animations on the micro:bit's LED display including algorithms, pattern recognition and abstraction. We will try to create a short animation based on our topic.
Art	LS Lowry We learn about the life of LS Lowry and use him as inspiration to create our own landscape drawings filled with charcoal matchstick people.	Andy Warhol We learn about the life of Andy Warhol and create our own pop art pictures using paint/felt tips. We also create a 'New York' inspired skyline using a printing method.	Modroc masks (Greek drama masks) OR Greek soap sculpture We create our own Greek vase designs using the technique, <i>sgraffito</i> .
DT	Industrial Revolution Invention Children will work in small groups to design and make a simple machine.	(Healthy) New York Cheesecake	Greek Labyrinth The children will channel their inner Daedalus and create a labyrinth. After

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			Children will add their own healthy twist to the beloved American dessert, New York Cheesecake.		learning about 'Theseus and the Minotaur', the class will design, create an evaluate their own Greek labyrinths using wood.	
Music	Reggae		Animal Kingdom		Planets	
RE	Why do some people believe that God exists?		If God is everywhere why go to a place of worship?		What does it mean to be a Muslim in Britain today?	
PE	OAA (Outdoor Adventurous Activities) In this unit, the class will work on teamwork skills. They will have a range of challenges each lesson, and they will have to work together in small groups to complete various missions, showing both teamwork and problem-solving skills.	Fitness/ Athletics Children will work to enhance their stamina and general fitness through a mixture of different circuit training exercises and races.	Gymnastics/ Yoga Children will work on their flexibility and also their mindfulness as we work on improving strength, flexibility, balance, and coordination, while also fostering self-control, emotional regulation, focus, and confidence.	Hockey Children will learn how to correctly hold and use a hockey stick, the correct posture for travelling and the general rules of the game.	Tennis Beginning with the basics of how to serve, the children will also learn about the different swings in tennis, as well as the rules for singles and doubles.	Rounders We learn how to play rounders, beginning with how to correctly throw the ball and where to aim for as the bowler. We also address the correct stance for hitting, promoting a one handed side facing technique. We practise our throwing and catching. We learn how to work effectively as a team when fielding and also learn about short and long barriers.
PSHE/RSE	Being me and my world Identifying goals for the year.	Celebrating difference Perceptions of normality.	Dreams and goals Personal learning goals, in and out of school.	Healthy me Taking personal responsibility.	Relationships Mental health. Identifying mental health worries and	Changing me Self-image. Body image.

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	Global citizenship. Children's universal rights. Feeling welcome and valued. Choices, consequences and rewards. Group dynamics Democracy, having a voice. Anti-social behaviour. Role-modelling.	Understanding disability. Power struggles. Understanding bullying. Inclusion/exclusion. Differences as conflict, difference as celebration. Empathy.	Success criteria. Emotions in success. Making a difference in the world. Motivation. Recognising achievements. Compliments.	How substances affect the body. Exploitation, including 'county lines' and gang culture. Emotional and mental health. Managing stress.	sources of support. Love and loss. Managing feelings. Power and control. Assertiveness. Technology safety. Take responsibility with technology use.	Puberty and feelings. Reflections about change. Respect. Boyfriends/girlfriends. Preparing for transition.
SPANISH	Me present <ul style="list-style-type: none"> · Say their name and age. · Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. · Tell you where they live. · Tell you their nationality and understand basic gender agreement rules 	Mi casa <ul style="list-style-type: none"> · Say whether they live in a house or an apartment and say where it is. · Repeat, recognise and try to spell the house in Spanish. · Tell somebody in Spanish what rooms they have or do not have in their home. · Ask somebody in Spanish what rooms they have or do not have in their home. 	La fruta y Las Verduras <ul style="list-style-type: none"> · Name and recognise up to 10 fruits and vegetables in Spanish. · Attempt to spell some of these nouns. · Ask somebody in Spanish if they like a particular fruit or vegetable. · Say what fruits and vegetables they like and dislike. 	Mi familia <ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. • Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive 	En la cafetería <ul style="list-style-type: none"> · Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. · To understand better how to change a singular noun to plural form. · Perform a short role-play ordering what they would 	La clase <ul style="list-style-type: none"> · Remember and recall 12 classroom objects with their indefinite article. · Replace an indefinite article with a possessive adjective. · Say and write what they have and do not have in their pencil case.

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		<ul style="list-style-type: none">· Attempt to create a longer spoken or written passage in Spanish.		adjectives 'mi' and 'mis' in Spanish. <ul style="list-style-type: none">• Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).	like to eat and drink.	
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