



Curriculum Overview


Year 5 & 6

2025-2027

"We believe, we achieve, we succeed in God's family"

'With God, all things are possible.' Matthew 19:26


THANKFULNESS ● COMMUNITY ● COMPASSION ● TRUTHFULNESS ● COURAGE ● FORGIVENESS

YEAR A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Extinction Events	Let's Remember & Rejoice WWII	Our Planet	Inventors & Inventions	Time Travellers	The Olympics (Global Events)
Curriculum Enrichment	Harvest Festival Performance Buddhist Centre	Visit from the President of the Royal British Legion	Essex Police Visit	30th anniversary of British Science Week Easter Production Museum of Power	Residential to Danbury Outdoors	
Speaking & Listening	To speak with clarity Harvest Prayers	To tell stories with structure Nativity narration	To hold conversations and debates	To speak with clarity	To present to an audience	To hold conversations and debates
PE & Wellbeing	Games Football & Rugby Net and Wall Tennis, technique, evaluation of performance, controlled rally, tactics, movement, agility and coordination Gymnastics Developing floor movement and floor shapes, apparatus jumping, comparing performance		Dance Fluency, accuracy and consistency, exploring movement memory, composition, structure and comparing performance Team / Invasion Games Handball, methods of passing, dribbling, decision making, tactics for scenarios, outwitting an opponent Outdoor Adventurous Activities compass bearings, directions, advanced teamwork games, leadership		Athletics Jumping / Throwing / Running / Relay / 2 x weeks of competition (cover all events) Distance jumping and throwing, power sprinting, muscle understanding Games – striking and fielding Cricket & Rounders Accuracy, one/two handed shots, power & placement, batting, catching and fielding techniques, tactics	
PSHE	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the changing body	Transition lessons
GPS	Writing – vocabulary, grammar and punctuation – National Curriculum – Appendix 2 – to punctuate accurately Writing – transcription – spelling – to spell correctly					
English Driver Text	Why the Whales Came? Michael Morpurgo The Lion, The Witch and The Wardrobe by C.S. Lewis Noah's Arc	Tom's Private War by Robert Leeson War Horse by Michael Morpurgo	Lost Words by Robert Macfarlane Everest by Alexandra Stewart	Clockwork by Philip Pullman Hacker by Malorie Blackman	Harry Potter and the Philosopher's Stone by J.K. Rowling	Percy Jackson and the Olympians by Rick Riordan
Poetry & Drama	U3 How to enjoy narrative poetry	U6 How to write a crown cinquain	U9 How to enjoy classic poetry	U12 How to use "voice" in poetry	U15 How to write a nonet	U18 How to structure poems
Fiction	U11 How to enjoy classic fiction	U7 How to write a biography	U4 How to write persuasive letters and emails	U1 How to write a "how to" guide	U7 How to debate	U10 How to write a blog
Non-Fiction	U5 How to perform Shakespeare	U5 How to engage the audience (defeat the monster story)	U5 How to write a finding story	U17 how to perform a play	U2 How to create atmosphere (ghost story)	U11 How to write from a viewpoint (portal story)
Mathematics 	Number Place value – including negative numbers Addition and subtraction Four operations	Number Fractions, decimals & percentages Measures Converting units	Number Multiplication & division – using perimeter & area as a context where appropriate Statistics	Measures Area, perimeter & volume Number Ratio & proportion	Geometry Shape Position and direction – retrieval practise in Forest School sessions	Number Fractions, decimals & percentages Measures Converting units Consolidations and investigations

<p>Science</p>	<p>Y6– Evolution and inheritance</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Y6– Light</p> <p>recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Y6– Living things and their habitats</p> <p>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</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Y5– Earth and Space</p> <p>describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>describe the movement of the moon relative to the Earth</p> <p>describe the sun, Earth and moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>Y5 & 6 – Animals, including humans</p> <p>Y5 describe the changes as humans develop to old age</p> <p>Y6 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p>	
<p>Computing</p>	<p>Computing systems and networks - Communication and collaboration</p>	<p>Creating media – Video production</p>	<p>Programming B – Selection in quizzes</p>	<p>Data and information - Introduction to Spreadsheets</p>	<p>Creating media – Web Page creation</p>	<p>Programming B - Sensing movement</p>
<p>Online Safety</p>	<p>SMART rules, logging on/off, Online relationships, Online reputation, Online bullying</p>		<p>Self-image & identity, Health, wellbeing & lifestyle</p>		<p>Copyright & ownership, Privacy & security, Managing online information</p>	
<p>Geography</p>	<p>Humanities: Local Area Study whole term Locational knowledge UK regional comparison study: Chelmsford and Devon (Study of War Horse)</p> <p>Name and locate six cities in the UK.</p> <p>Know the location of the counties within the UK and compare and contrast the different counties of the UK.</p> <p>Know the names and locations of eight counties in England</p> <p><i>Humans and the Environment</i> <i>Governance</i> <i>Cultural Development and Interaction</i> <i>Social organisation</i> <i>Technology and Innovation</i></p>		<p>Physical & Human Geography</p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>Locational knowledge & Physical geography: Mountains Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>		<p>Place knowledge</p> <p>European region: Greece Discuss how people are influenced by both physical and human geography on a local, national and global scale.</p> <p>Geographical skills and field work</p> <p>Begin to use latitude and longitude to describe location. Compare aerial photos and maps over time. Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
<p>History</p>	<p>Significant Person: Winston Churchill & Nancy Wake (WW2)</p>		<p>Discrimination & British Civil Rights Cultural Development and Interaction Social organisation Trade and Economy Significant Person: Emmeline Pankhurst</p>		<p>Ancient Greece Cultural Development and Interaction Governance Social organisation</p>	
<p>RE</p>	<p>Theology: Asking questions theologians ask Philosophy: Asking questions philosophers ask Human/Social Sciences: Asking questions human and social scientists ask</p>					

Essex Approved Syllabus	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
	How do Buddhists explain suffering in the world?	How and why does religion bring peace and conflict?	What can we learn about the world/ knowledge/ meaning of life from the great philosophers?	Creation and science: conflicting or complementary?	How do beliefs shape identity for Muslims?
Charanga Music	Classroom Jazz 1 (Year 5)	Happy (Year 6)	Make you feel my love (Year 5)	Reflect, Rewind & Replay Classical	
Language Angels	Core Vocabulary & Phonics - Fruits (E) Vegetables (E)	At The Café (I)	In the Classroom (I)		
DT	Digital world: navigating the world	Structures: Bridges	Food: What could be healthier?		
Access Art Focus	Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	Architecture: Dream Big or Small? Explore the responsibilities architects have to design us a better world. Make your own architectural model. <i>Have you got maths eyes?</i>	Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.		

YEAR B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Planes, Trains & Automobiles	Let's Remember & Rejoice WW1 & WW2	Author Study George Orwell	Rainforest in Trouble	Question of Sport	Crime & Punishment
Curriculum Enrichment	Harvest Festival Performance	Duxford Air Museum	Author visit Chris Connaughton	Easter Production	Power2Inspire	Power2Inspire visit Tower of London / London Dungeons
Speaking & Listening	To speak with clarity Harvest Prayers	To tell stories with structure Nativity narration	To hold conversations and debates Space	To develop a wide and interesting vocabulary Deforestation	To tell stories with structure Greatest sports stars' life stories.	To listen carefully and understand Secret codes and messages.
PE & Wellbeing	Games Football & Rugby Net and Wall Tennis, technique, evaluation of performance, controlled rally, tactics, movement, agility and coordination Gymnastics Developing floor movement and floor shapes, apparatus jumping, comparing performance		Dance Fluency, accuracy and consistency, exploring movement memory, composition, structure and comparing performance Team / Invasion Games Handball, methods of passing, dribbling, decision making, tactics for scenarios, outwitting an opponent Outdoor Adventurous Activities compass bearings, directions, advanced teamwork games, leadership		Athletics Jumping / Throwing / Running / Relay / 2 x weeks of competition (cover all events) Accuracy, one/two handed shots, power & placement, batting, catching and fielding techniques, tactics	
PSHE	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the changing body	Transition lessons
GPS	Writing – vocabulary, grammar and punctuation – National Curriculum – Appendix 2 – to punctuate accurately Writing – transcription – spelling – to spell correctly					
English Driver Text	FaRther by Grahame Baker-Smith Around the World in Eighty Days by Jules Verne	Friend or Foe by Michael Morpurgo Survivors of the Holocaust Author: Kath Shackleton	Animal Farm by George Orwell	Journey to the River Sea by Eva Ibbotson Unfolding Journeys Amazon Adventure by Stewart Ross	Wonder by R. J. Palacio I am not a label by Cerrie Burnell	Holes by Louis Sachar The Highwayman by Alfred Noyes
Poetry & Drama	U3 How to experiment with language	U6 How to write a renga	U9 How to use stanzas in poetry	U12 How to use viewpoint in poetry	U15 How to write a rondelet	U18 How to be a poet
Fiction	U4 How to present a TV explanation (how something works)	U1 How to write and present a speech	U17 How to script and present a vlog	U13 How to write a textbook	U16 How to write a discussion (for and against)	U13 How to write a webpage (Non-chronological report)
Non-Fiction	U14 How to write a multiple narrator story	U10 How to tell a story using fiction and non-fiction	U16 How to write a character flaw story	U16 How to be an author	U8 How to write a quest	U14 How to write a “rags to riches” story
Mathematics 	Number Place value – inc negative numbers Addition and subtraction Four operations	Number Fractions, decimals & percentages Measures Converting units	Number Multiplication & division – using perimeter & area as a context where appropriate Statistics	Measures Area, perimeter & volume Number Ratio & proportion	Geometry Shape Position and direction – retrieval practise in Forest School sessions	Number Fractions, decimals & percentages Measures Converting units

						Consolidations and investigations
Science	Y5 - Living things and their habitats describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals		Y5 - Properties & changes of materials compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Y6 – Electricity 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.	Y5 – Forces explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	
	Computing	Computing systems and networks - Systems and searching	Creating media – Introduction to vector graphics	Programming A – Variables in games	Creating media - Video production	Programming A – Selection in physical computing
Online Safety	SMART rules, logging on/off, Online relationships Online reputation Online bullying		Self-image & identity Health, wellbeing & lifestyle		Copyright & ownership Privacy & security Managing online information	

Geography	<p>Locational knowledge</p> <p>Know the location of the counties within the UK and compare and contrast the different counties of the UK.</p> <p>Geographical skills and fieldwork</p> <p>Begin to use latitude and longitude to describe location.</p> <p>Compare aerial photos and maps over time.</p> <p>Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Locational knowledge and Physical Geography</p> <p>Locate countries where there are dangerous waters which WaterAid help with.</p> <p>Locate on a world map and identify key features and characteristics.</p> <p>Locate the seas around the UK, and counties which suffer flooding</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within South America (Amazon Rainforest).</p> <p>Physical geography: climate zones, biomes and vegetation belts, rivers.</p> <p>Human geography: types of settlement and land use, economic activity and trade links, the distribution of natural resources. Use maps and globes to locate countries and describe features.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p>	<p>Locational knowledge</p> <p>Physical & Human Geography</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK. (West Africa and trade links around the world).</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Geographical skills and field work</p> <p>Create maps of locations identifying patterns</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	
	History	<p>The History of Flight Technology and Innovation Governance Significant Person: Douglas Bader, The Wright Brothers & Da Vinci</p>	<p>Kingdom of Benin <i>A non-European society (contrasts with British History)</i> Governance <i>Cultural Development and Interaction / Governance</i> <i>Social organisation</i></p>	<p>Early Islamic Civilization - Islamic city of Baghdad <i>Cultural Development and Interaction / Governance</i> <i>Social organisation</i></p>
RE Essex Approved Syllabus	<p>Theology: Asking questions theologians ask Philosophy: Asking questions philosophers ask Human/Social Sciences: Asking questions human and social scientists ask</p>			
	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4
Is believing in God reasonable?	How has belief in Christianity/Islam impacted on music and art throughout history?	What does it mean to be Human? Is the being happy the greatest purpose in life?	What difference does the resurrection make to Christians?	How do Hindus make sense of the world?
Charanga Music	Classroom Jazz 2 (Year 6)	The Fresh Prince of Bel-Air (Year 5)	You've got a friend (Year 6)	Reflect, Rewind & Replay Classical
Language Angels	Core Vocabulary & Phonics - Phonics 3 & 4 (X) The Date (I)	My Home (I)	At School (P)	
DT	Electrical systems: Electronic greetings cards	Mechanical systems: Making a pop-up book	Textiles: Waistcoats	

Access Art Focus	2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.	Fashion Design Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.
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