

Years 5 & 6 Curriculum Overview 2026-2027 Cycle B

William Gilpin - Curriculum for Learning

INTENT	A curriculum that is...	...cohesive, knowledge rich and skills focused. Enables all learners to apply skills, deepen their understanding and achieve successful outcomes.											
	Nurturing Learners that are:	Resilient & curious		Collaborative		Effective communicators		Independent		Reflective		Future leaders	
	A curriculum that	Delivers high quality outcomes		Has secure learning pathways		Inspires & engages			Has an inclusive approach and is challenging for all				
IMPLEMENTATION	Subjects	EYFS	English	Maths	Science, Technology, Computing	Geography, History, Religion		Art, Music		MFL	PE & Games	RSE, PSHE	
	Teaching for Learning	Quality first teaching Inclusive teaching		Secure learning journeys		Responsive & adaptive teaching strategies		High expectations for learning outcomes and behaviours		Calm, well organised and enabling learning environments			
	Assessment for learning	High challenge, low threat	Clear learning objectives shared with pupils		Understood success criteria	Feedback that has impact	Use of self & peer assessment		Effective use of summative & formative assessment		Quality assurance through moderation		
IMPACT	High expectations	To secure...											
		Excellent teaching & learning		Great progress		High attainment & standards		High attendance and good learning behaviours		Positive learning culture			

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Term	Years 5 & 6 Art & Design Technology		
Autumn	Art Drawing: Depth, emotion and movement Investigating how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett.	DT Mechanical Systems: Automata toys Applying woodworking skills by constructing an automaton with moving parts and mechanisms.	Christmas Projects
Spring	DT Structures: Playgrounds Designing and creating a model for a new playground featuring five apparatus, made from three different structures. Using a footprint as the base, practising visualising objects in plan view and including natural features within their designs.	Art Craft and design: Photo opportunity Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.	
Summer	DT Digital world: Navigating the world Programming a navigation tool to produce a multifunctional device for trekkers. Combining 3D virtual objects to form a complete product concept in 3D computer-aided design modelling software	Art Sculpture and 3D: Making memories Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.	

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Term	Years 5 & 6 Computing	
Autumn	Programming - BBC micro:bit Investigating how to program the BBC micro:bit by creating interactive projects using sensors, variables and conditional statements.	Creating media - Stop motion animation Creating animations, storyboard ideas and decomposing a story into small parts before putting it together to create the illusion of a moving image.
Spring	Computing systems and networks - Search engines Learning about how PageRank works and how to identify inaccurate information.	Data handling - Big data part 1 Identifying how barcodes and QR codes work. Learning how infrared waves are used for the transmission of data while recognising the uses of RFID.
Summer	Data handling - Big data part 2 Further developing understanding of how networks and the Internet are able to share information. Learning how big data can be used to design smart buildings.	Creating media - Intro to Python Using the programming language 'Python' to create designs and art. Learning how to create loops and nested loops to make their code more efficient.

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Term	Years 5 & 6 English					
Autumn	WRITING					
	The Lost Words Write an acrostic poem	Black and British Write a short biography of Pablo Fanque	Son of the Circus Write a letter reviewing the circus	The Watertower Write a narrative with some dialogue	The Nowhere Emporium Write a report about a new wonder	The Nowhere Emporium Write a narrative with dialogue
	SPaG: Using grammar/vocabulary to enhance, brackets, dashes, commas, fronted adverbials, colons, inverted commas, relative clauses, modal verbs, subjunctive, organisational and presentational devices, tense consistency, paragraph cohesion Handwriting: speed and fluency Spelling: Grammarsaurus Morphology					
	READING					
	Son of the Circus by E L Norry The People Awards by Ana Albero Selections from Stars a Year of Nature Poems by Joseph Coelho			The Nowhere Emporium by Ross McKenzie Online news reports about strange discoveries Twas the Night Before Christmas		
Spring	WRITING					
	Assassin’s Creed Odyssey: A Tour of Athens Write a guide to the city of Athens	A Journey Through Greed Myths Retell the story of Odysseus and the Cyclops with dialogue	Paradise Sands Write a diary		Broken: Rock, Paper, Scissors Write a letter/information page	
	SPaG: passive verbs, semi-colons, grammar selection, selection of appropriate register, modal verbs/adverbs for possibility, building cohesion, punctuation use, subjunctive form Handwriting: speed and fluency Spelling: Grammarsaurus Morphology					
	READING					
	A Journey Through Greed Myths by Marchella Ward Children’s Book of Mythical Beasts and Magical Monsters			Holes by Louis Sachar National Parks of the USA by Kate Siber		

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Summer	WRITING		
	Holes Write a setting description, a report, a narrative and a letter	Macbeth Write a narrative with dialogue	The Unforgotten Coat Write a welcome guide to the school
	SPaG: appropriate choice for purpose and audience, parenthesis, description, passive verbs, use of dialogue, grammar selection Handwriting: speed development, different styles Spelling: Grammarsaurus Morphology		
	READING		
	Author Study: The Fastest Boy in the World by Elizabeth Laird Africa, Amazing Africa: Country by Country: An illustrated journey around Africa by Atinuke and Mouni Feddag Classic Poetry: The Listeners by Walter De La Mere	The Unforgotten Coat by Frank Cottrell Boyce Who are refugees and Migrants? What Makes People Leave Their Homes? And Other Big Questions by Michael Rosen Performance Poetry: Joyful Noise, Poems for Two Voices, The Whirligig Beetles or Son of the Witches: Double Double Toil and Trouble	

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Term	Years 5 & 6 Geography and History	
Autumn	History - Were the Vikings raiders, traders or something else? Explaining where the Vikings came from and why they invaded Britain, finding evidence and making inferences from sources, naming Viking trade routes and explaining why they were important to the Vikings, and evaluating the impact of Viking achievements.	Geography - Why does population change? Looking at global population distribution, thinking about why certain areas are more populated than others. Exploring the factors that influence birth and death rates and using case studies to illustrate these. Exploring the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.
Spring	History - What is the legacy of the ancient Greek civilisation? Through investigating the city states of Athens and Sparta, the children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.	Geography - Why do oceans matter? Exploring the significance of our oceans, learning how humans use and impact them and how this has changed over time. Studying the Great Barrier Reef and how plastic and pollution is damaging this marine environment, and considering positive environmental changes that can be made including making eco-friendly choices. Using fieldwork skills to investigate the amount and type of litter in a marine environment.
Summer	History: Unheard histories Who should go on the £10 banknote? Investigating why historical figures are on banknotes and learning about the criteria for historical significance. The children participate in a tennis rally debate and create a video to explain why a particular historical figure was significant, before selecting a historical figure for the £10 note.	Geography - Can I carry out an independent fieldwork enquiry? Planning and carrying out an independent enquiry, exploring an issue in the local area. Developing an enquiry question, designing data collection methods, and recording, analysing and presenting the findings.

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<i>Term</i>	Years 5 & 6 Mathematics									
Autumn	Number and Place Value	Addition & Subtraction	Multiplication & Division		Fractions		Measure	Geometry		
Spring	Number and Place Value	Decimals & Percentages	Angles	Multiplication & Division		Fractions, Decimals & Percentages	Addition & Subtraction	Algebra	Area & Perimeter	
Summer	Statistics	Four operations	Fractions, Decimals & Percentages	Measure	SATs	Ratio & Proportion	Four operations with measure	Geometry	Fractions	Statistics

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<i>Term</i>	Years 5 & 6 MFL (French)		
Autumn	En Classe By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.	Les Vêtements By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French by colour. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, articles/determiners, plurality, adjectival agreement, 1st person verb conjugation) so that pupils can express what they are wearing in full sentences in different scenarios in French.	Noel
Spring	À l'école In this unit pupils will learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. They will also learn how to conjugate the verb “to study”, will be introduced to time and will expand their use of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.	Le Weekend In this unit pupils will learn 10 phrases for activities they may do at the weekend in the foreign language. They will also be presented with further extension on telling the time and opinions/justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.	
Summer	En Ville In this unit pupils will learn the nouns and definite articles/determiners for 10 places around a town in the foreign language. They will learn how to navigate around the town using directions and prepositions to indicate the exact position of a place in relation to another in the foreign language. Pupils will build towards performing an extended role-play in pairs acting as the tour guide and a tourist asking and answering where places are in the town in the foreign language.	Present tense -er, -ir, -re verbs A series of explicit grammar lessons in which pupils will focus on personal pronouns before learning how to conjugate regular verbs in the foreign language. They will learn the terminology and patterns involved in regular whole verb conjugation.	

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Term	Years 5 & 6 Music	
Autumn	Film Music Exploring and identifying the characteristics of film music; creating a composition and graphic score to perform alongside a film scene.	Blues Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.
Spring	Dynamics, pitch and tempo - Theme: Fingal's Cave Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	Composition - Theme: Holi festival Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent the festival of colour.
Summer	South and West Africa Learning 'Shosholozza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Composing and performing a Leavers' Song Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of the four chord backing track and composing melodies.

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Term	Physical Education & Games	
Autumn	Tag Rugby Children refine passing, catching, tagging and evasive movement, applying skills with greater speed and accuracy. They develop tactical understanding, deciding when to pass, run, support or defend, and learn to anticipate play and adapt strategies in competitive games.	Football Children refine passing, receiving, dribbling and shooting under increasing pressure. They learn to create and exploit space, anticipate opponents' actions and apply attacking and defensive tactics, developing decision making, positional awareness and teamwork through competition.
	Team building Children tackle increasingly complex team challenges requiring planning, communication and perseverance. They take on different roles, including leadership, and evaluate their approach, developing trust, resilience and an understanding of how individual strengths contribute to a shared goal.	Fitness: stamina, strength and flexibility refined Children develop stamina, strength, flexibility and muscular endurance through increasingly demanding activities. They exercise with good technique, pace themselves appropriately and monitor their performance, considering how different forms of exercise affect the body and setting goals for improvement.
Spring	Orienteering and leadership Children use increasingly sophisticated navigation, tactical and problem solving skills. They design balanced games with clear rules and scoring systems and develop strategies for team challenges, taking greater responsibility for leadership.	Cricket - Striking & Fielding Children refine batting, bowling, throwing and catching and apply these skills under pressure. They develop tactical awareness, make decisions about scoring and field placement and communicate effectively, developing greater understanding of rules, teamwork and strategic play.
	Gymnastics Children develop partner and group gymnastics through counter balance and counter tension. They explore body weight, position and contact to create stable shapes, linking these with travelling, jumping and rotation to create controlled, fluent sequences.	Dance Children create and perform increasingly complex dance sequences, refining timing, coordination, dynamics and expression. They use formations and relationships creatively, take greater responsibility for choreography and evaluate and improve their own and others' performances.
Summer	Tennis Children refine racket control and develop consistent forehand and backhand shots, serves and returns. They sustain rallies, direct the ball into space and select shots strategically, developing footwork, anticipation and tactical decision making in competitive play.	Athletics Children refine running techniques across different distances, developing effective starts, acceleration and pacing strategies. They evaluate performance using times and distances, recognise how technique affects efficiency and set personal goals to improve speed and endurance.
	Swimming Children develop their swimming skills from their individual starting points, building confidence, competence and water safety. Teaching is adapted to individual need, with children working to improve technique, stamina and independence in the water.	Rounders Children apply refined running, throwing, catching and striking skills in competitive situations. In rounders, they make tactical decisions about batting, fielding and running, communicating effectively as a team and applying rules and strategies with increasing independence.

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Autumn	Freedom and Justice Christianity Key Learning Points The book of Exodus tells how Moses led the Israelites out of slavery in Egypt through the Red Sea. The Story of Moses and the Exodus is important for both Jews and Christians. The story has inspired many people through history, including slaves in America. Many Christian groups try to bring freedom and justice to the World today.	Interpretation (Two Birth Narratives) Christianity Key Learning Points The story of the birth of Jesus is only found in Matthew and Luke's gospels. The two stories have similarities, such as Jesus being born in Bethlehem and the family making their home in Nazareth. The two stories have differences, such as the shepherds in Luke and the wise men in Matthew. Children will learn that this is because each of the gospel writers interpreted the story of Jesus in a way that highlighted what was important to them
Spring	Community Umma - Islam Key Learning Points Many Muslims try to go on pilgrimage to Mecca (the Hajj) once in their life. It reminds them they are part of a worldwide community. They perform certain rituals together, like circling the Kaaba. Zakat means giving money to charity. It is important for Muslims to look after others in their community, locally and globally.	Resurrection Christianity Key Learning Points Christians believe that Jesus rose from the dead on the third day. They celebrate this on Easter Sunday. All four Gospels give accounts of Jesus' death and resurrection. Belief in Jesus' resurrection gives Christians hope that death is not the end and that life with God will continue in heaven. Non-religious people, like Humanists, believe that this life is the only life we have.
Summer	Love Peace in Islam Key Learning Points The word Islam means peace and the greeting 'Alsalem alaykum' (or Salam) means 'Peace be with you.' Ramadan is a month when most Muslims fast from dawn to sunset and pray. This spiritual discipline helps them feel at peace with Allah and other people. Muslims often break their fast by eating with others (the Iftar) and visiting the Mosque.	River of Life Humanism Key Learning Points Some people use the idea of a river to explain the different things that happen in life. Humanists do not believe in life after death. Humanists believe that we can live on through our genes, our atoms, in people's memories and by making the world a better place

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Term	Years 5 & 6 RSE and PSHEE	
Autumn	Connecting with others: Why are healthy relationships important? Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour.	Citizenship 1: How can we make a difference in our communities and beyond? Considering how people can make a difference in their communities, pupils explore the roles of people who care for others and learn how community groups help improve local life. Pupils are also introduced to how democracy works, including how local councillors listen to community concerns and how Parliament helps to make decisions that affect the wider society.
Spring	Growing up: How can I manage the changes to my body and emotions as I grow up? Learning about the physical and emotional changes that happen during puberty, pupils explore how these changes can affect feelings, behaviour and relationships. They also discuss personal hygiene, kindness and respect, emotional wellbeing, periods, personal boundaries and who to talk to for support during puberty	My healthy self: How do my choices today shape my future wellbeing? Reflecting on how their current choices can affect future wellbeing, pupils develop an understanding of emotional responses and how to manage them. They explore how mindset can influence their approach to challenges; examine everyday habits such as sleep, physical activity, nutrition and dental care and their long-term impact; and consider how their actions can affect others now and in the future.
Summer	Citizenship: How can we protect everyone's rights? Exploring how rights are upheld in society, pupils develop an understanding of the rights people have and the responsibilities that come with them. They learn about human rights and why laws exist, including the consequences of breaking the law and how the justice system works. Pupils also explore prejudice and discrimination and consider how stereotypes, including those linked to the workplace, can be challenged to promote fairness and equality	Sex education Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.

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Term	Years 5 & 6 Science		
Autumn	Materials: Mixtures and Separation Exploring different types of mixtures, the children learn methods of separation, dissolve various substances, investigate how temperature affects solubility, and gather answers to open-ended questions from a variety of sources.	Forces, Earth and space - Unbalanced forces Building on their knowledge of forces, children explore gravity, air resistance and water resistance in more depth and consider the effect of these forces being unbalanced. They demonstrate key principles in the classroom and plan investigations to further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system.	
Spring	Living things and their habitats - Classifying big and small Children broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. Pupils use and produce classification keys to sort and identify organisms.	Energy - Circuits, batteries and switches Using their prior knowledge of electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current, resistance and voltage. They compare different batteries and consider the effect on bulb brightness. Pupils apply their knowledge of switches and electrical circuits to design and produce their own practical devices.	
Summer	Evolution and inheritance. Studying patterns in humans and other species, children learn about characteristics that are inherited from parents and those that are environmental. Through the eyes of Darwin and Wallace, they learn how observations lead to theories and explore natural selection.	Human timeline Studying human development and changes, children identify key stages and consider what data may help determine if a child is growing normally. They describe how puberty affects girls and boys.	Making connections How does light affect the direction of plant growth? Developing their “working scientifically” skills, pupils explore how plants respond to their environment. Prompted by observing phototropism, pupils plan and carry out a comparative test to investigate how light direction affects plant growth.

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