



Curriculum Overview by Year Group Year 5 and 6

Year A	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core value	compassion		Empathy and perseverance		Determination and resilience	
Big Question	Can Beech class make a difference?		Can we fall in love with reading?		Can we become Olympians/Paralympians?	
Key Texts	Floodlands by Marcus Sedgewick Kensuke's Kingdom by Michael Morpurgo		Y6 The Middler by Kirsty Applebaum and The Boy At The Back Of The Class by Onjali Q. Raúf Y5		RT=RP texts (not yet shared)	
Trips and experiences	Cheltenham Literature festival	Cinema				
Science	Y5 living things and their habitats Pupils should be taught to: <ul style="list-style-type: none"> ♣ 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. Y6 Living things and their habitats Pupils should be taught to: <ul style="list-style-type: none"> ♣ describe how living things are classified into broad groups according to common observable characteristics and based on 		Y5 Properties of changing materials <ul style="list-style-type: none"> ♣ 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 ♣ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 		Y5 Forces Pupils should be taught to: <ul style="list-style-type: none"> ♣ 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 	

	<p>similarities and differences, including microorganisms, plants and animals</p> <ul style="list-style-type: none"> ♣ give reasons for classifying plants and animals based on specific characteristics. 	<ul style="list-style-type: none"> ♣ 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 <p>Y6 Electricity Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. 	<p>Y6 Evolution and inheritance Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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.
History		<p>Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p>Ancient Greece A study of Greek life and achievements and their influence on the western world. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The Legacy of Greek culture (art, architecture, literature) on later periods in British History, including the present day.</p>
Geography	<p>Locational Knowledge (local) name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use</p>	<p>Linked to history and Ancient Egypt Human and Physical Geography human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Plan a field trip: Cardiff/Bristol</p> <p>Human and Physical Geography physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>

	<p>patterns; and understand how some of these aspects have changed over time</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK</p> <p>Human and Physical Geography physical geography, including: vegetation belts Human geography: types of settlements (population)</p> <p>Geographical Skills and Fieldwork use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Geographical Skills and Fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Geographical Skills and Fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Music			
Art	<p>DRAWING, COLLAGE, PRINTING. Link with science and life cycles. Showing depth and scale. Observational drawings. Identify how artists use line, shape and tone for purpose. CUBISM. Great artist: Picasso and Paul Klee. Photographer 'David Hockney.'</p>	<p>Link to History 'Ancient Egypt.' COLLAGE, PAINTING. Study of hieroglyphs. Record observations, review and revisit in sketchbooks. Ancient Egyptian collars and headresses.</p>	<p>SCULPTURE AND DRAWING. Link with History and Ancient Greeks. Sketch a mythical beast, revisit and improve. Sculpt the beast from clay. Great architects of Rome. Study of the different styles of pillars in Rome.</p>

	Develop work to convey contrast. Rough/smooth, dark/light, plain/pattern.					
DT						
RE	<p>Unit U2.2 Creation and science: conflicting or complementary? [Creation] Make sense of belief: Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</p> <p>Understand the impact: Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together</p> <p>Make connections: Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</p>	<p>Unit U2.3 Why do Christians believe that Jesus is the Messiah? [Incarnation] Make sense of belief: Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p> <p>Understand the impact: Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p> <p>Make connections: Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make</p>	<p>Unit U2.7 Why do Hindus try to be good? [Karma/dharma/samsara/moksha] Make sense of belief: Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.</p> <p>Understand the impact: Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p> <p>Make connections: Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.</p>	<p>Unit U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] Make sense of belief: Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice</p> <p>Understand the impact: Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways</p> <p>Make connections: Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view.</p>	<p>Unit U2.11 Why do some people believe in God and some people not?</p> <p>Make sense of belief: Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God</p> <p>Understand the impact: Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>Make connections: Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p>	<p>Unit U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/Iman/Ibadah] Make sense of belief: Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet)</p> <p>Understand the impact: Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections: Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim</p>

					Make connections between belief and behaviour in their own lives, in the light of their learning.	in Britain today, giving good reasons for their views.
Computing						
Spanish	<p>Listening Understand the main points from a spoken passage made up of familiar language— e.g .basic telephone message/weatherforecast</p> <p>Speaking Ask and answer simple questions— e.g.taking part in an interview/survey about pets/favourite food, talking to a friend about hobbies Talk about personal interests Know how to pronounce some letter strings.</p> <p>Reading Understands the main point(s) from a short written text— e.g .simple messages on a postcard/in an email. Use a book or glossary to find out the meanings of new words. Match sound to print by reading aloud familiar words and phrases.</p> <p>Writing Write a few short sentences with support using words already learnt—e.g. Postcard, simple note or message, identity card spell words that are understandable.</p> <p>Intercultural Understanding Respect and cultural diversity Understand how symbols, objects and pictures can represent a country.</p>	<p>Listening Understand the main points from a spoken passage made up of familiar language— e.g .basic telephone message/weatherforecast</p> <p>Speaking Ask and answer simple questions— e.g.taking part in an in terview/survey about pets/favourite food, talking to a friend about hobbies Talk about personal interests Know how to pronounce some letter strings.</p> <p>Reading Understands the main point(s) from a short written text— e.g .simple messages on a postcard/in an email. Use a book or glossary to find out the meanings of new words. Match sound to print by reading aloud familiar words and phrases.</p> <p>Writing Write a few short sentences with support using words already learnt—e.g. Postcard, simple note or message, identity card spell words that are understandable.</p> <p>Intercultural Understanding Respect and cultural diversity Understand how symbols, objects and pictures can represent a country.</p>	<p>Listening Understand the main points from a spoken passage made up of familiar language— e.g .basic telephone message/weatherforecast</p> <p>Speaking Ask and answer simple questions— e.g.taking part in an in terview/survey about pets/favourite food, talking to a friend about hobbies Talk about personal interests Know how to pronounce some letter strings.</p> <p>Reading Understands the main point(s) from a short written text— e.g .simple messages on a postcard/in an email. Use a book or glossary to find out the meanings of new words. Match sound to print by reading aloud familiar words and phrases.</p> <p>Writing Write a few short sentences with support using words already learnt—e.g. Postcard, simple note or message, identity card spell words that are understandable.</p> <p>Intercultural Understanding Respect and cultural diversity Understand how symbols, objects and picture can represent a country.</p>			

	Eating out in Spain. Spanish life style.	Weather, months of the year, telling the time.	Parts of the body. Visiting the Doctor.			
PSHE Statutory Revision RSE	<ul style="list-style-type: none"> To understand that everyone has human rights –all people and all societies, and that children have their own special rights set out in the UN Declaration of the Rights of the Child. To learn that there are different kinds of responsibilities, rights and duties at home, at school, and in the community. To appreciate the range of national, regional, religious and ethnic identities in the UK. To think about the lives of people living in other 	<ul style="list-style-type: none"> To learn about the role money plays in their own and others’ lives (revision). To develop an understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’, and to increase their understanding of how to manage their money and become a critical consumer (revision). <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p>	<ul style="list-style-type: none"> To understand personal boundaries and that we all have rights to privacy. To understand the concept of keeping something confidential or secret, when we should or should not agree to this and when it is right to break a confidence or share a secret (revision). To recognise and manage dares (revision). To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these (revision). 	<ul style="list-style-type: none"> To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (revision). To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability. <p>To realise the nature and consequences of discrimination, teasing,</p>	<ul style="list-style-type: none"> To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. How to keep safe online and protect personal information. 	<ul style="list-style-type: none"> To learn about taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact. To develop strategies for keeping physically and emotionally safe –including safety in the environment and online safety (revision). To recognise that increasing independence brings increased responsibility to keep themselves and others safe. <p>To learn what is meant by the term habit and</p>

	places, and people with different values and customs.		<ul style="list-style-type: none"> To recognise that their actions affect themselves and others (revision). To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision). 	bullying and aggressive behaviours and how to respond to them and ask for help (revision).		why habits can be hard to change.
PE						
Notable dates	<p>National Poetry Day (3rd October – 25th Anniversary)</p> <p>World Clean-up Day (21st September)</p> <p>Parents evening</p>	<p>Halloween Bonfire night</p> <p>Christmas and other celebrations around the world</p> <p>Anti-bullying week (11th – 15th November)</p> <p>Festival of Remembrance (9th November)</p> <p>Children in Need (15th November)</p> <p>PTFA Christmas Fair</p> <p>R and KS1 Nativity</p> <p>Christmas carols</p> <p>Diwali: October/November</p> <p>Barvember: November</p> <p>Hanukkah: December</p>	<p>Chinese New Year Safer</p> <p>Internet Day (11th February)</p>	<p>INSET – 24th and 25th Feb (curriculum and wellbeing)</p> <p>Hindu festival of Holi (9th March – festival of colours)</p> <p>World Book Day (5th March)</p> <p>International Women’s Day (8th March)</p> <p>Drybrook Dance Festival (TBC – 27th March?)</p> <p>Open morning for parents to showcase learning (TBC)</p> <p>Parents evening – 31st and 1st April</p>	<p>Shakespeare day (23rd April)</p> <p>On Your Feet Britain (26th April)</p> <p>SATs week KS2/SATs</p> <p>Month KS1/Phonics/EYFS profile/times table test (May/June)</p> <p>National Environment Day (5th June)</p> <p>World Ocean Day (8th June)</p>	<p>Sports Day</p> <p>BNF Healthy Eating Week (10th – 14th June)</p> <p>World Clean Air Day (20th June)</p> <p>June/July: Eid al-Fitr</p> <p>Tokyo Olympics and Paralympics (24th July – 9th August and 25th August - 6th September)</p> <p>Leavers service</p>