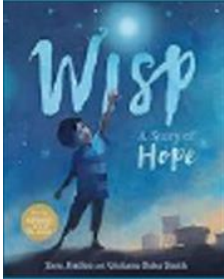
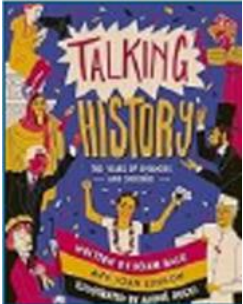
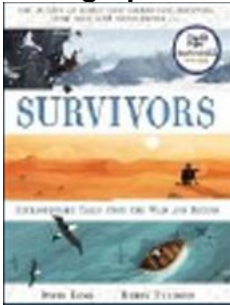
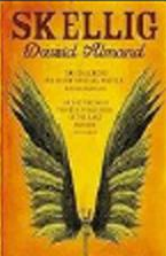
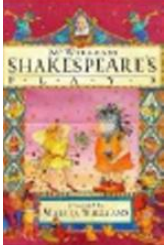


Long Term Curriculum Map

2026-2027 - Year 5/6

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/theme of study:	What is the legacy of the Ancient Greek civilisation?	Why are earthquakes more dangerous in some places than others?	How did Victorian Healthcare lead to the establishment of the NHS? Contacted the Archives to see if a local history lesson could be added to this.	Can I carry out an independent fieldwork enquiry? Fieldwork task in Rockcliffe – based on the children's enquiry question(s)	Geographical comparison – UK and contrasting country e.g. Japan	How did the Maya civilisation compare to the Anglo Saxons?
Writing HfL - Essential Writing	Narrative  Non-chronological report   Potential trip linked Science/English	Narrative  Persuasive speeches 	Narrative  Dialogue Texts supplied by HfL Balanced argument Texts supplied by HfL	Narrative  Biographies 	Advocacy Campaign  Narrative   Advocacy Poetry 	Blogs Texts supplied by HfL Narrative (classic literature)  
Reading- VIPERS & read aloud	Reading sessions linked to above books Some VIPERS lessons linked to The Lion, the Witch and the Wardrobe – C.S. Lewis		Reading sessions linked to above books Some VIPERS lessons linked to Wonder – R.J. Palacio		Reading sessions linked to above books Some VIPERS lessons linked to A Shakespearean Story: Romeo and Juliet by Andrew Matthews and Tony Ross	

Maths White Rose Maths	Place Value Number: Addition and subtraction Number: Multiplication and division A Number: Fractions A Number: Multiplication and division B	Number: Multiplication and division B continued Number: Fractions B Number: Decimals A Number: Fractions, decimals and percentages Measurement: Area, perimeter and volume Number: Decimals B Number: Fractions, decimals and percentages	Number: Ratio Number: Algebra Geometry: Shape Geometry: Position and direction Statistics Measurement and number: Converting units
RE Questful RE	5.8 – What does the world need to make a change? Who is going to make the changes? Theology- How do people of different world faiths and world views answer the unit question? Philosophy –Should we speak up or stay silent? Human Social Sciences- What motivates people to want to make the world a better place? (4-6 weeks) *Link to RE Week Focus* 5.2 – How does the birth of Jesus fit into God’s Big Story? Theology - Why are the stories in the Gospels of Matthew and Luke different/ similar? Philosophy –Why does a person’s opinion affect the way in which they tell a story? Human Social Sciences- Which of the many celebrations reflect the true meaning of Christmas? (4 weeks) 6.2- How do Christians prepare for Christmas? Theology - What are Christians preparing for during Advent? Philosophy –Is it important to be prepared for an event? Why? Human Social Sciences- How do preparations for Christmas during Advent impact on the daily lives of people of faith and those of no particular faith? (4 weeks)	5.4- Why do Christians believe that Easter is a celebration of victory? Theology- What evidence is there that the events of Easter are a victory? Philosophy –Do you have to win to be victorious? Human Social Sciences - How does the belief in Jesus’ victory affect the lives of Christians today? (6 weeks) 5.6 – Is death and ending or a beginning? Theology - Why are there diverse beliefs across world faiths and views as to what happens when we die? Philosophy –What does it mean when someone or something dies? Human Social Sciences- What do funerals and end of life rituals tell us about a person’s life and beliefs? (6 weeks)	6.9- How do promises of commitment shape the lives of those who make them? Theology - What are the connections between the promises of commitment made by people of faith and sacred stories? Philosophy –Why do people make promises/ commitments? Human Social Sciences- Why do people choose to commit to a particular cause of way of life? (12 weeks)

Science	Light - recognise that light appears to travel in straight lines - 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 - 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 - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them - describe the movement of the Earth, and other planets relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Working scientifically Observing over time Measure shadows throughout the day. Researching Generate questions to research about the Earth and space. Children to present what they've learned in different ways/ Possible links to STEM Jobs linked to light	Forces (missed in 25-26) - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effect 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 Working scientifically <u>Comparative/fair testing</u> Create different plasticine shapes and investigate their water resistance in a fair test. Groups to investigate either: 1) air resistance and weight 2) air resistance and shape, or 3) air resistance and size. Children to collect and present their data in an array of scatter graphs or bar graphs. <u>Classifying</u> Classifying objects that use pulleys, gears and/or levers in Venn diagrams <u>Researching</u> Life of Isaac Newton Possible links to STEM Jobs related to forces	Materials changing 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. Working scientifically Comparative/Fair testing Burn different materials (not plastic or toxic substances). Possible links to STEM Jobs linked to materials and reversible/irreversible changes Famous scientists in the field	Ourselves and other animals - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - describe the life process of reproduction in some animals - describe the changes as humans develop to old age Working scientifically Pattern seeking Children generate questions such as: Do larger mammals have longer gestation periods? Researching Develop questions to ask an expert e.g. a health visitor, doctor or nurse. Possible links to STEM Jobs linked to animal and human reproduction Influential scientists in the area Note: Spring 2 and Summer 1 topics may be interlinked	Habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics - describe the difference in the life cycles of a mammal, an amphibian an insect and a bird - identify how animals and plants are adapted to suit their environment in different ways and adaption leads to evolution Working scientifically <u>Classifying</u> Classify animals according to their features or their life cycle Pattern seeking Children generate questions such as: Do larger animals live longer? Do smaller animals lay more eggs? Researching Generate questions to research the life cycle of a chosen animal: mammal, amphibian, insect, bird e.g. dragon-fly, cuckoo, salmon, worm, owl. Children to present what they've learned in different ways Possible links to STEM Jobs related to animal lifecycles, classification of creatures Famous scientists/ developments linked to the life cycles/ evolution e.g. Darwin Note: Spring 2 and Summer 1 topics may be interlinked at points	Human reproduction - describe the life process of reproduction in humans - describe the changes as humans develop to old age Working scientifically <u>Researching</u> Develop questions to ask an expert e.g. a health visitor, doctor or nurse. Links to STEM Research jobs linked to reproduction Links to RE/PSHE to be interwoven with these lessons. Optional sound unit (if time)
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	Jobs linked to space Famous scientists in the field of light and space Famous astronauts – first female, first on the moon etc				
Geography Kapow	Aut 2 - Why are earthquakes more dangerous in some places than others? • Locate earthquake zones, tectonic plate boundaries and affected countries using maps and atlases. • Use latitude and longitude to accurately locate and describe places. • Identify patterns in the global distribution of earthquakes and explain their relationship with tectonic plate boundaries. • Explain how tectonic processes cause earthquakes using appropriate geographical vocabulary. • Use maps, photographs, diagrams and data to investigate the physical and human effects of earthquakes. • Compare the impacts of earthquakes in contrasting places and identify the physical and human factors that influence their severity. • Explain how preparation, planning, infrastructure and building design can reduce the risks and impacts of natural hazards. • Use geographical evidence to reach and justify conclusions about why the same hazard affects places differently.	Spr 2 - Can I carry out an independent fieldwork enquiry? • Give examples of issues in the local area. • Identify questions to be asked to find the relevant data. • Justify which data collection method is most suitable. • Design an accurate data collection template. • Identify areas along a route that are best for data collection. • Discuss how to mediate potential risks. • Collect data at points located on an OS map. • Manage risks during a fieldwork trip. • Identify any outcomes from data collected. • Map data digitally. • Describe the enquiry process.	Sum 1 - Can I compare the geography of the UK and Japan? • Locate the UK and Japan using maps, atlases, globes and digital mapping. • Use latitude, longitude, compass directions and geographical vocabulary to describe location. • Identify and compare physical features, including mountains, rivers, coastlines, islands and relief. • Explain how physical geography influences landscapes, climate and where people live. • Describe and compare patterns of population, settlements, land use and transport. • Interpret geographical data, including population data and climate graphs, to identify patterns and differences. • Use scale, distance and mapping skills to plan and follow routes between places. • Use geographical evidence to compare places, explain similarities and differences, and justify decisions.		
History Kapow	Aut 1 - What is the legacy of the Ancient Greek civilisation? • Describe the features of Ancient Greece. • Identify the key periods in the ancient Greek civilisation. • Make inferences about Greek gods. • Research a Greek god. • Compare Athens and Sparta. • Understand the different types of democracy. • Explain how Athenian democracy worked. • Explain what philosophy is. • Identify the achievements of the ancient Greek philosophers. • Identify the ancient Greeks’ legacies and their impact.	Spr 1- How did Victorian Healthcare lead to the establishment of the NHS? • Use a range of primary and secondary sources to investigate the past. • Make inferences from historical sources and use evidence to support them. • Consider the purpose, provenance and limitations of historical sources. • Identify and explain causes and consequences of significant historical events and developments. • Describe and explain changes and continuities over a period of time. • Compare and corroborate evidence from different sources before reaching a conclusion. • Assess the significance of people, events and developments and justify a judgement using evidence. • Construct a chronological, evidence-based explanation of how and why historical developments were connected.	Sum 2 - How did the Maya civilisation compare to the Anglo Saxons? TBC		

Computing	Networks – Communication and collaboration https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-communication ONLINE SAFETY – PROJECT EVOLVE Self image and identity	Networks – Data packets https://www.thenational.academy/teachers/programmes/computing-primary-ks2/units/communication-and-the-internet/lessons ***check unit contents to avoid repetition from TCC in Aut1*** ONLINE SAFETY – PROJECT EVOLVE Online relationships	Computer science - Programming – Selection in quizzes https://www.thenational.academy/teachers/programmes/computing-primary-ks2/units/using-selection-in-programming-to-develop-a-quiz/lessons ONLINE SAFETY – PROJECT EVOLVE Online reputation	IT – Data - Programming - Variables https://www.thenational.academy/teachers/programmes/computing-primary-ks2/units/using-variables-in-programming-to-develop-a-game/lessons ONLINE SAFETY – PROJECT EVOLVE Managing online information	IT – Media - Creating Media – Web design https://www.thenational.academy/teachers/programmes/computing-primary-ks2/units/web-page-creation/lessons ONLINE SAFETY – PROJECT EVOLVE Health, well-being & lifestyle	IT – Media - Creating Media – 3D modelling https://teachcomputing.org/curriculum/key-stage-2/creating-media-3d-modelling ONLINE SAFETY – PROJECT EVOLVE Privacy and security Copyright and ownership
	Steady hand game- Electrical systems - Explain simply what is meant by ‘form’ (the shape of a product) and ‘function’ (how a product works). - State what they like or dislike about an existing children’s toy and why. - Learn about skills developed through play and apply this knowledge in a survey of one or more children’s toys. - Identify the components of a steady hand game. - Design a steady hand game of their own according to their design criteria, using four different perspective drawings. - Create a secure base for their game, with neat edges, that relates to their design. - Make and test a functioning circuit and assemble it within a case.	Bags- Textiles - Explore and compare real textile products, thinking about how they look, how they are used and how they affect the environment. - Develop and test design ideas by creating pattern pieces and making prototypes to explore how well they work. - Use labelled drawings and diagrams to show clear design ideas, including how pattern pieces will fit together. - Use fabrics and materials suitable for the product, thinking about how they look and how well they work. - Make 3D textile shapes by carefully cutting, folding and joining materials to match the design. - Join fabrics securely using stitches or knots and add decorative details to improve the appearance. - Use pins, scissors and other tools carefully to keep fabric flat and measure and cut accurately. - Evaluate how well the final product meets the design criteria and suggest improvements.			Navigating the world - Incorporate key information from a client’s design request such as ‘multifunctional’ and ‘compact’ in their design brief. - Write a program that displays an arrow to indicate cardinal compass directions with an ‘On start’ loading screen. - Identify errors (bugs) in the code and suggest ways to fix (debug) them. - Self and peer evaluate a product concept against a list of design criteria with basic statements. - Identify key industries that use 3D CAD modelling and why. - Recall and describe the name and use of key tools used in Tinkercad (CAD) software. - Combine more than one object to develop a finished 3D CAD model in Tinkercad. - Complete a product pitch plan that includes key information.	
Design and Technology (Kapow)						

Aut 1 – Drawing: Depth, emotion and movement

Generating ideas:

- Developing ideas more independently from their own research.
- Exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.

Using sketchbooks:

- Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

Making skills:

- Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
- Creating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Knowledge of artists:

- Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Discussing how artists create work with the intent to create an impact on the viewer.
- Considering what choices can be made in their own work to impact their viewer.

Evaluating and analysing:

- Discussing the processes used by themselves and by other artists and describing the particular outcome achieved.
- Considering how effectively pieces of art express emotion and encourage the viewer to question their own ideas.
- Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Printed Christmas card linked to unit – Winter Journey

Spr 1 – Painting and mixed media:

Generating ideas

- Choosing and combining different ideas or influences in thoughtful ways.
- Generating ideas that show a personal response or creative intention.

Making skills

- Selecting and changing brushes confidently to suit the purpose, scale or effect they want to create.
- Blending and layering paint with control to achieve smooth transitions or bold contrasts.
- Building a painting in layers, starting with a sketch, then a light wash, followed by built-up colour and fine detail.
- Controlling water on the brush to create washes, gradients or stronger colour.
- Using wet-on-wet and wet-on-dry watercolour techniques to achieve different effects.
- Exploring and using watercolour paints (solid paint).
- Using water instead of white paint to lighten colours when using watercolour.
- Making sophisticated colour choices to support depth, composition, mood or meaning in their work.

Knowledge of artists

- Describing how artists use the elements of art (e.g. colour, form, tone) as part of their individual style.

Evaluating and analysing

- Describing how an artist has used colour, line, shape or other elements to create an effect.
- Suggesting changes they could make to improve their work, based on what they've noticed or learned.

Sum 2 – Sculpture and 3D – Making Memories

Generating ideas:

- Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

Using sketchbooks:

- Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

Making skills:

- Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
- Combine materials and techniques appropriate to fit with ideas.
- Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

Knowledge of artists:

- Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.
- Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.

Evaluating and analysing:

- Give reasoned evaluations of their own and others' work which takes account of context and intention.
- Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.
- Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
- Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.
- Art can represent abstract concepts, like memories and experiences.
- Sometimes people make art to create reactions.
- People use art as a means to reflect on their unique characteristics.

RSE/PSHE Kapow	My healthy self: How do my choices today shape my future health? Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.	Connecting with others: What does it mean to stand up for myself and others? Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.	The online world: How do I feel about the things I see online? Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.	Citizenship: How can we protect everyone’s rights? Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.	Staying safe: How can I stay safe as I grow up? Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.	Sex education: How do people become parents and carers? 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.
	Music Keyboard Skills -Develop keyboard technique and where to place fingers to play with right hand. -Recap STAF note reading. -Introduce basic scales and accompaniment patterns. -Play a song in two parts with a partner.	KS2 Carol performance	Digital and Keyboard Composition -Compose structured pieces using keyboards and music technology. -Learn how to use garage band to record ensemble composition. -Use staff notation to document compositions.	Music Through Time -Explore Medieval, Baroque, Classical, Romantic and Modern music and compare styles. -Identify features of each era. - Listen and appraise each era.	Year 6 musical -Performance in a musical theatre style. -To incorporate singing and dance skills to create a cohesive stylistic performance. - To act through song.	
	PE PE Planning	Hockey Tag Rugby	Gymnastics 1 Fitness	Dance Golf	Gymnastics 2 Orienteering	Basketball Volleyball Athletics Cricket
FRENCH Language Angels	Phonics 4 & Clothes	Around Town (P)	Healthy Lifestyles (P)	Habitats (P)	Vikings (P)	Me in the World (P)