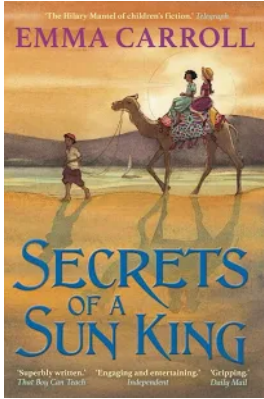


Year 5/6 Overview (Year A: 2026/2027)

Ancient Civilisations (Autumn)					
History Driver					
Reading 		Writing 		Mathematics 	
Year 5/Year 6: Class Texts: Secrets of the Sun King by Emma Carroll Word meaning, inference, summarising, analysis and evaluation, retrieval, prediction, explaining and comparison. In addition, children will explore a range of texts, including non-fiction, poetry and other related texts to ancient civilisations 		Diaries - Exploring the specific features of Diaries - Focus on Alan Peat: Outside Inside Sentence and 3 bad sentence - SPAG: Fronted Adverbials, Consistency of tense, Describing settings and characters and using colons - Independent: Writing a diary entry from Egypt Narratives - Exploring features of Narratives - Focus on Alan Peat: De: De sentence and 3 bad sentence - SPAG: Conjunctions, Speech and using colons - Independent: Writing a story based on the myth Osiris and Iris Non- Chronological Report - Exploring features of Non-Chronological Report - Focus on Alan Peat: De: De sentence and some-others sentence - SPAG: Organising paragraphs, relative clauses, commas for clarity, brackets, hyphens, dashes and using the passive voice - Independent: Writing a report based on Ancient Sumer		Year 5: - Place Value (roman numerals, read and write numbers to 1,000,000, rounding) - Number: Addition and Subtraction - Number: Multiplication and Division (multiples, factors, prime, square, cube) - Fractions (equivalent fractions, mixed fractions, order fractions, add and subtract fractions). Year 6: - Place value (read, write, order and compare numbers to 10,000,000, round numbers and use negative numbers). - Number: Addition, Subtraction, Multiplication and Division - Fractions (equivalent fractions, improper fractions, mixed numbers, compare and order, add and subtract, multiply and divide).	
History 		Geography 		Religious Education 	
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. - a non-European society that provides contrast with British history - Mayan civilization		Year 5: - Use maps, atlases, globes and digital/computer mapping (google earth) to locate the countries Year 6: - On a world map locate the main countries in the World's continents.		<i>What would Jesus do?</i> - Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live - Explain the impact Jesus' example and teachings might have on Christians today <i>Why do some people think God exists?</i>	
Year 5: Put key events and eras on a timeline.					
Year 6: Place key historical events on a timeline.					

• Use different sources to answer questions about the past • Explain why people might tell different versions of the same historical event. • Look at evidence carefully and decide which sources are the most reliable. • Plan and present a small research project about a historical period. • Choose sources when finding out about the past. • Explain why changes happened in history, using evidence	• Understand that events can happen at the same time in different parts of the world. • Spot and compare changes between different historical periods. • Use BCE and CE • Describe the major changes that took place in a period of history. • Ask their own questions about the past. • Decide which sources of evidence are the most trustworthy. • Understand that people in the past had their own opinions • Explain why different versions of the same event might exist. • Research a question independently and present what they have learned. • Compare people, events and objects from the past. • Make links between features of past societies.			• Present different views on why people believe in God or not, including their own ideas • Express thoughtful ideas about the impact of believing or not believing in God on someone's life.
Computing 	PSHE 		Physical Education  Tag Rugby and fitness	
• Understand what a digital footprint is and how it can impact your life. • Understand that algorithms are used to track online activity in order to influence us (e.g. cookies = advertising). • Understand how software can be used to analyse and evaluate data. • To understand how we can evaluate digital content based on reliability and authenticity.	Year 5 • Managing friendships and peer influence • Physical contact and feeling safe • Responding respectfully to a wide range of people; recognising prejudice and discrimination. • Core Values • Anti bullying	Year 6 • Attraction to others; romantic relationships; civil partnership and marriage • Recognising and managing pressure; consent in different situations • Expressing opinions and respecting other points of view, including discussing topical issues. Core Values. Anti bullying	Year 5 • Use a variety of throwing techniques with some control under increasing pressure. • Catch and intercept a ball using one and two hands with some success in game situations. • Link hopping and jumping actions with some control. • Demonstrate improved body posture and speed when changing direction.	Year 6 • Use a variety of throwing techniques, including fake passes, to outwit an opponent. • Use a variety of throwing techniques including fake passes to outwit an opponent. • Link hopping and jumping actions with some control. • Change direction with a fluent action and can transition smoothly between varying speeds.

Science 		Music 	Art 	
<u>Earth and Space</u> - Describe the movement of the Earth and other planets relative to the Sun in the solar system. - Describe how the Moon orbits the Earth. - Learn that the Sun, Earth and Moon are all spherical in shape. - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.		Year 5/6 Singing: - Sing songs (octave,beyond octave) in groups following dynamics and tempos, using the terms forte/piano and crescendo/decrescendo. To sing in tune with good diction. - Sing a 3/4 part canon. Listening: - When listening to music, identify musical elements (tempo dynamics, pitch, rhythmic patterns, structure, articulation), recognise instruments and types of ensembles. Articulate likes and dislikes. - Know the difference between singers Differentiate between styles and assess performance quality. Musicianship: - Maintain pulse including tempo changes and rest bars playing as a class. - Read and write 25/30 rhythms. - Identify pitch changes using vocabulary, illustrating with hand gestures with notation for 6 pitches. Term Focus: - Perform following staff notation within an octave as a class/small group, taking on different roles within the group. - Explore writing chords using music technology, understanding the notes in the chord and an awareness of what sharps/flats mean in notation. - Experience performing cultural music	- Year 5: - Explore ancient hieroglyphics and be able to replicate them accurately - Shape and mould clay to create an Ancient Egyptian tablet	- Year 6: - Explore ancient hieroglyphics and be able to replicate them accurately - Shape and mould clay to create an Ancient Egyptian tablet
Design Technology 			French 	
- To use a bradawl to mark out hole positions - To use a hand drill to drill tight and loose fit holes. - To build frameworks using a range of materials e.g. wood, card, corrugated plastic to support mechanisms. - To join materials using appropriate methods. - To construct a pulley system to move a load. - To use a glue gun (with close supervision).	- To use a cam to make an up and down mechanism. - To build frameworks using a range of materials eg: wood, card, plastic to support mechanisms. - To use a glue gun with close supervision. - To join materials using appropriate methods. - To use a hand drill to drill tight and loose fit holes. - To use bradawl to mark out hole positions. - To control a model using a computer control programme.		- Remember the nouns for different family members in French from memory with their articles/determiners - Describe our own or a fictitious family in French by name, age and relationship. - Learn numbers up to 70 and the multiples of ten (10-100) in French. - Understand possessive adjectives better in French ('my' form	- Remember the nouns for different family members in French from memory with their articles/determiners - Describe our own or a fictitious family in French by name, age and relationship. - Learn numbers up to 70 and the multiples of ten (10-100) in French. - Understand possessive adjectives better in French ('my' form

			only). Phonics • IN sound in cinq & cinquante • I sound in petite • ILLE sound in famille & fille • IQUE sound in unique • Silent letters: the final consonant ('s') is not pronounced in appellees,ans, soeurs, mes grands-parents or parents. • Elision: in 'je m'appelle/ il s'appelle/elle s'appelle/j'ai'.	only). Phonics • IN sound in cinq & cinquante • I sound in petite • ILLE sound in famille & fille • IQUE sound in unique • Silent letters: the final consonant ('s') is not pronounced in appellees,ans, soeurs, mes grands-parents or parents. • Elision: in 'je m'appelle/ il s'appelle/elle s'appelle/j'ai'.
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Sow, Grow, Farm (Spring) Geography Driver			
Reading 	Writing 	Mathematics 	
Year 5/Year 6: Class Texts: Secret Garden by Frances Hodgson Burnett Word meaning, inference, summarising, analysis and evaluation, retrieval, prediction, explaining and comparison. In addition, children will explore a range of texts, including non-fiction, poetry and other related texts to farming.	Persuasive Writing • Exploring the specific features of writing a persuasive letter • Focus on Alan Peat: PC Sentence and Show me 3 sentence • SPAG: Apostrophes, vocabulary choices, formal tone, semi colons, dashes and hyphens • Independent: Writing a letter to an MP about pollution Setting description • Exploring features of descriptive writing • Focus on Alan Peat: Irony Sentence and Show me 3 Sentence • SPAG: Describe settings, characters and atmospheres, prepositions, adverbials and semi colons	Year 5: • Fractions (Multiply fractions by an integer, fractions of an amount) • Decimals and percentages (2 decimal places, equivalent fractions and decimals, thousandths) • Area, perimeter and volume (perimeter of rectangles and polygons, area of rectangles and compound shapes)	Year 6: • Ratio (ratio symbol, ratio and fraction, scales, ratio problem). • Algebra (function machines, form expressions, formula, two unknowns). • Decimals (place value with 1, rounding, adding and subtracting, multiplying and dividing) • Fractions, decimals and

		- Independent: Writing based on the Secret Garden Book Poetry - Exploring features of poetry - Focus on Alan Peat: PC and Some-others sentence - SPAG: Word choice, personification, correct tense and apostrophes - Independent: Writing a poem about the personification of harvest		percentages (percentages and fraction of percentages, equivalent FDP, ordering FDP, percentage of amounts). Area and perimeter (area of triangle, parallelogram, volume and perimeter and area of shapes)	
History 		Geography 		Religious Education 	
Order significant events, movements and dates on a timeline.	Order significant events, movements and dates on a timeline.	- Learn what climate zones are and identify different ones around the world. - Find and study world biomes - Connect how the Equator and the Tropics shape the climates of North and South America. - Look at the impacts and consequences of climate change. - Use maps, globes, and Google Earth to locate countries, major cities, and landscapes in North and South America. - Research how water shapes local environments, where people settle, and sustainability. - Choose a clear way to present how transport is used in the area today.		To be added after Autumn	To be added after Autumn
		Year 5: - Use 4 figure grid references - Compare a region of the UK with a contrasting region and identify similarities and differences - Focus on areas of Earth with a particular climate and living things (Biome)	Year 6: - Use 6 figure grid references. - Compare a region of the UK with a contrasting region and identify similarities and differences - Focus on areas of Earth with a particular climate and living things (Biome)		

		tundra, desert, grassland, rainforest	tundra, desert, grassland, rainforest		
Computing 		PSHE 		Physical Education  <i>Dance and Netball</i>	
- Understand how sequencing can be used within programs. - Understand how variables can impact programs. - Understand what plagiarism and copyright means and its impact. - Understand that we are all digital citizens and how we can impact and influence the wider world.		Year 5 - Protecting the environment; compassion towards others - How information online is targeted; different media types, their role and impact - Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Year 6 - Valuing diversity; challenging discrimination and stereotypes. Protected. Characteristics. Misogyny - Evaluating media sources; sharing things online. Critical approaches misinformation/disinformation. Understanding AI - Influences and attitudes to money; money and financial risks	- Accurately copy and repeat set choreography - Use count accurately when choreographing to perform in time with others and the music. - Understand the need for tactics and can identify when to use them in different situations.	- Perform dances confidently and fluently with accuracy and good timing. - Use counts when choreographing and performing to improve the quality of work. - Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
Science 		Music 		Art 	
<u>Living Things and their Habitats</u> - Explore differences between things that are living, dead and things that have never been alive. - Identify that most living things live in habitats to which they are suited. - Describe the differences between different habitats. - Use simple food chains to show where food comes from.		Year 5/6 Singing: - Sing songs (octave, beyond octave) in tune in a group following musical instructions. - Sing a 3/4 part round. Listening: - Listen/identify several musical elements, recognise a range of instruments and types of ensembles. Articulate likes and dislikes. Know the difference between singers. Differentiate between styles and assess performance quality. Musicianship: - Maintain pulse including tempo changes and rest bars playing as a class. - Read and write 25/30 rhythms. - Identify pitch changes using vocabulary, illustrating with hand gestures with notation for 6 pitches. Focus: - Perform following staff notation within an octave as a class/small group, taking on different roles within the group.		- Use various drawing techniques to create shading - Look at how light interacts with a drawing - Practise how to create light within a drawing - Be able to create accurate shadows within a drawing	- Use various drawing techniques to create shading - Look at how light interacts with a drawing - Practise how to create light within a drawing - Be able to create accurate shadows within a drawing

	- Improvise freely with a sense of character, within a small group to create music with sections that include repetitions/contrast. Record a pitched rhythm with stick notation		
Design Technology 	French 		
- To sensory vocabulary to describe the smell, taste, texture and feel of different foods. - To analyse the taste, texture, smell, and appearance of a range of foods. - To measure and weigh ingredients appropriately - To follow instructions. - To make healthy eating choices from an understanding of a balanced diet. - To make healthy eating choices from an understanding of a balanced diet. - To join and combine a range of ingredients eg: snack food,	<u>Au Salon De Thé</u> - Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. - Understand better how to make nouns plural in French. - Improve our knowledge of French currency. - Order in French what we would like to eat and drink in a role-play <u>Phonics</u> - IN sound in cinquante. - I sound in sandwich, limonade, grenadine & brioche. - Silent letters. Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat & lait but noting that cent is an exception!	<u>Au Salon De Thé</u> - Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. - Understand better how to make nouns plural in French. - Improve our knowledge of French currency. - Order in French what we would like to eat and drink in a role-play <u>Phonics</u> - IN sound in cinquante. - I sound in sandwich, limonade, grenadine & brioche. - Silent letters. Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat & lait but noting that cent is an exception!	

History and Geography Driver			
Reading 	Writing 	Mathematics 	
Year 5/Year 6: Class Texts: Freedom by Catherine Johnson Word meaning, inference, summarising, analysis and evaluation, retrieval, prediction, explaining and comparison. In addition, children will explore a range of texts, including non-fiction, poetry and other related texts to African culture. 	Biographies - Exploring the specific features of writing a biography - Focus on Alan Peat: OI sentence and 3 bad sentences. - SPAG: Focus depending on needs of the children from across the year. - Independent: Writing a biography about a black person who changed the world. Poetry (Y6) - Exploring features of poetry - SPAG: Focus depending on needs of the children from across the year. - Independent: Writing a Park Grove Poem (Y6) Letter Writing (Y5) - Exploring the specific features of writing a letter - Focus on Alan Peat: Irony sentence and some-others sentence - SPAG: Focus depending on needs of the children from across the year. - Independent: Writing a Buddy Letter	Year 5: - Ratio (scale factors) - Algebra (solving equations) - Shape (angles, regular and irregular polygons, 3D shapes) - Position and Direction (coordinates, translation, symmetry) - Statistics (line graphs, tables) - Converting Units (conversions including: time, length, weight)	Year 6: - Statistics (line graphs, dual bar charts, interpret pie charts with percentages, draw pie charts, the mean) - Position and Direction (four quadrants, coordinates, translations and reflections).
History 	Geography 	Religious Education 	
a non-European society that contrasts with British history – Maafa	Contrast a rural (countryside) area with an urban (city) area.	To be added	To be added

		• Locate main countries, major cities, and environmental regions across Africa, Asia, and Oceania. • Look at how the UK trades goods with Europe. • Trace where everyday items like chocolate, coffee, and bananas come from. • Discuss how resources are shared globally and debate fairness in trade.		after Autumn	after Autumn
Year 5 • Leadership & Power: Analyse monarch motivations, common traits, and the impact of major figures, discoveries, and inventions over time. • Impact of Conflict: Evaluate how war, rebellion, and oppression directly affected everyday people. • The Transatlantic Slave Trade: Understand how the triangular trade operated and its lasting global consequences. • Bias & Equality: Identify political, cultural, and racial bias, and examine key civil rights events like the 1965 Race Relations Act.	Year 6 • Power & Leadership: Compare ruler motives, traits, and world-changing figures/inventions. • Conflict & Society: Evaluate the real impact of war, oppression, and rebellion on daily life. • Exploitation & Equality: Understand the triangular slave trade, the 1965 Race Relations Act, and the push for equal rights. • Source Analysis: Identify political, cultural, and racial bias in historical evidence.	Year 5 • Human & Economic: Settlements, land use, global trade, and resource distribution (food, water, energy, minerals). • Regional Study: Africa's immense scale and population as the second-largest continent. •	Year 6 • Human & Economic: Settlements, land use, global trade, and resource distribution. • Regional Study: Africa's scale and population as the second-largest continent. • Map Skills: Using latitude and longitude coordinates to locate places. •		
Computing 		PSHE 		Physical Education  Rounders	
• Understand the difference between the internet and the world wide web and what they do.		Year 5	Year 6 • mental health and ways	• Strike a ball using a wider range of skills. Apply	• Strike a ball using a wider range of skills to outwit

● To understand what databases are and how they are used to store information. ● Understand how repetition (loops) can be used within programs. ● Understand how selection can impact a program.	● Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies ● Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. (menstruation talk) ● Keeping safe in different situations, including responding in emergencies, basic first aid (and dealing with common injuries) and FGM	to take care of it; managing change, loss and bereavement; managing time online ● Human reproduction and birth; increasing independence; managing transition. (Sex education session). Human reproduction and birth ● Keeping personal information safe; regulations and choices; drug (including alcohol and tobacco) use and the law; drug use and the media	these with some success under pressure. ● Create and use space for self and others with some success. ● Can co-ordinate a range of body parts at increased speed. ● Run at the appropriate speed over longer distances or for longer periods of time.	an opponent. Apply these with increasing control under pressure. ● Effectively create and use space for self and others to outwit an opponent. ● Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. ● Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Science 	Music 	Art 		
<u>Animals Including Humans</u> ● Notice that animals, including humans, have offspring which grow into adults. ● Find out what animals and humans need to survive. ● Describe how humans need exercise, a balanced diet, and good hygiene to stay healthy.	Year 5/6 Singing: ● Sing songs (octave, beyond octave) in tune in a group following musical instructions. ● Sing a 3/4 part round. Listening: ● Listen/identify several musical elements, recognise a range of instruments and types of ensembles. Articulate likes and dislikes. ● Know the difference between singers. ● Differentiate between styles and assess performance quality. Musicianship: ● Maintain pulse including tempo changes and rest bars playing as a class. ● Read and write 25/30 rhythms. ● Identify pitch changes using vocabulary, illustrating with hand gestures with notation for 6 pitches. Focus: ● Perform following staff notation within an octave as a class/small group, taking on different roles within the group. ● Perform a range of repertoire, singing in chorus items expressively and with good diction, following cues. ● Experience performing cultural music ● Understand chords, awareness of sharps and flats	● To recap primary, secondary and tertiary colours and how they compliment each other ● To understand and evaluate the artwork by Lubaina Himid ● Understand how use of different colours in artwork can represent different emotions ● Use knowledge of colour theory to replicate artwork by Lubaina Himid independently		

Design Technology 	French 	
• To understand pattern layout. • To create 3D products using pattern pieces and seam allowance. • To decorate textiles appropriately often before joining components. • To pin and tack fabric pieces together. • To combine fabrics to create more useful properties. • To make quality products.	• Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French. • Understand more about adjectival agreement when describing the colours of items of clothing. • Express what we wear in 4 different scenarios in French using the verb 'Je porte' (I wear) and the conjunction 'et' (and) Phonics • é sound in 'écharpe' • e sound in 'chemise' • eau sound in 'manteau' • Silent letters. The final 's' is not pronounced in 'gants', 'chaussures', and 'chaussettes'. 'S' is often silent when it is the final consonant of a word in French. • Guttural 'R'. Becoming more familiar with the French 'r' sound as in 'orange', 'rouge', 'robe', 'écharpe'.	• Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French. • Understand more about adjectival agreement when describing the colours of items of clothing. • Express what we wear in 4 different scenarios in French using the verb 'Je porte' (I wear) and the conjunction 'et' (and) Phonics • é sound in 'écharpe' • e sound in 'chemise' • eau sound in 'manteau' • Silent letters. The final 's' is not pronounced in 'gants', 'chaussures', and 'chaussettes'. 'S' is often silent when it is the final consonant of a word in French. • Guttural 'R'. Becoming more familiar with the French 'r' sound as in 'orange', 'rouge', 'robe', 'écharpe'.