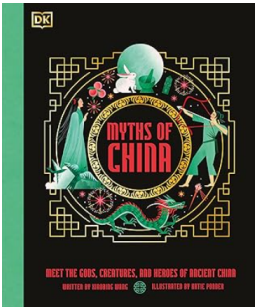


Year 5/6 Overview (Year D: 2025/2026)

Dynamic Dynasties (Autumn) <i>History Driver (Ancient History)</i>			
Reading 	Writing 	Mathematics 	
Year 5/Year 6: Class Texts: Myths of China by Xiaobing Wang and Katie Ponder Bronze and Sunflower by Cao Wenxuan 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 Dynamic Dynasties.	Autumn (15 weeks) Alan Peat: 3 Bad Dash (Y6), De:De (Y5), PC sentence (Y5), Show me 3 (Y6) - Letters to future self to open at the end of the year (1 week) - Setting Description (2 weeks) and tension (2 weeks) based on a scary story - Year 5: dashes, paragraphs for cohesion, commas for clarity, recap Y4 learning. - Year 6: dashes, Adverbials and ellipsis, recap Y5 punctuation above. - Non-chronological Reports on Ancient Chinese mythical beasts (3 weeks) - Year 5: Brackets, subordinate clauses (commas for clarity), fronted adverbials - Year 6: fronted adverbials (position), hyphen, brackets (recap from Y5) - Instructions based on communication - Year 5: Modal verbs, parenthesis (brackets, dashes and commas),	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).

		○ Year 6: modal verbs, colons to introduce lists			
History 		Geography 		Religious Education 	
Year 5: ● Order significant events, movements and dates on a timeline. ● To use different sources to answer historical questions, beginning to evaluate the reliability of the evidence and recognizing that sources can offer different accounts (or bias) ● Choose reliable sources of information to find out about the past. ● Give own reasons why changes may have occurred, backed up by evidence (linking to artefacts studied)	Year 6: ● Order significant events, movements and dates on a timeline. ● Understand how some historical events occurred concurrently in different locations ● Identify and compare changes within and across different periods. ● Investigate own lines of inquiry by posing questions to answer. ● Know that people both in the past have a point of view and that this can affect interpretation. ● Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Year 5: ● Name, locate and describe major world cities. ● On a world map locate the main countries in Africa, Asia. Identify their main environmental regions and major cities	Year 6: ● On a world map locate the main countries in the World's continents ● On a world map locate the main countries in Africa, Asia. Identify their main environmental regions and major cities	<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> ● 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.	

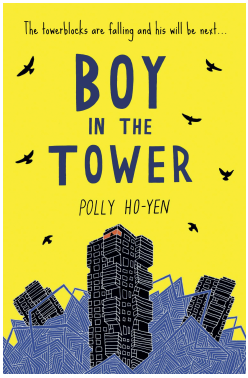
	Describe similarities and differences between some people, events and artefacts studied			
Computing  <i>Digital Literacy and Information Technology</i>		PSHE  <i>Friendships, safe relationships, respecting others</i>		Physical Education  <i>Tag Rugby, Yoga, Swimming, Hockey</i>
Year 5: - Identify positive and negative digital footprints. - Determine whether to allow/deny cookie usage.	Year 6: - Find and use copyright free online content. - Be a responsible digital citizen (including social media usage).	Year 5: Feelings and Friendships - Managing friendships and peer influence Safe Relationships - Physical contact and feeling safe Respecting ourselves and others - Recognising prejudice and discrimination	Year 6: Feelings and Friendships - Attraction to others (marriage, civil partnerships and romantic) Safe Relationships - Recognising and managing pressure and consent Respecting ourselves and others - Expressing opinions and respecting other points of view	Tag Rugby - Use a variety of throwing and catching techniques including fake passes - Confidently change direction to outwit an opponent. - Work collaboratively to create tactics within their team Yoga - Combine and perform more complex balances - Demonstrate more complex actions Swimming - swim confidently over 25 metres. - use a range of strokes effectively. - perform safe self-rescue in different water-based situations. Hockey - Use a variety of dribbling techniques - Strike a ball using a wider range of skills - Effectively create and use space
Science  <i>Electricity and Light</i>		Music  		Art  <i>Paint (colour palettes, fine brush strokes)</i>
Associate the brightness of a lamp or the		Year 5/6		Year 5: Year 6:

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 ● 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.	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	● Introduce acrylic paint ● Develop water colour techniques ● Explore using limited colour palettes ● Mark make with paint ● Develop fine brush strokes	● Develop on use of acrylic paint ● Develop water colour techniques ● Explore using limited colour palettes ● Investigate working on canvas ● Mark make with paint ● Develop fine brush strokes
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Design Technology  Chinese Kite Making	French 	
Year 5/6: • Use research and develop a design criteria for a product that is fit for purpose • Generate, develop, model and communicate their ideas through a range of mediums. • Use a wider range of tools, equipment, materials and components to perform practical tasks • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Apply their understanding of computing to program, monitor and control their products.	Year 5: • <u>Vocab:</u> Numbers, greeting phrases/questions • <u>Phonics:</u> 'oi' (trois) 'i' (huit, dix) Elision (J'habite) Silent letters (Paris, Londres) • <u>Grammar:</u> High frequency verbs - J'ai, Je suis, J'habite Objectives - <i>Ask and answer simple questions with correct intonation</i> - <i>Write familiar words and simple phrases from a model</i> - <i>Retrieve information from a text</i> Year 6: • <u>Vocab:</u> Numbers, greeting phrases/questions • <u>Phonics:</u> 'oi' (trois) 'i' (huit, dix) Elision (J'habite) Silent letters (Paris, Londres) • <u>Grammar:</u> High frequency verbs - J'ai, Je suis, J'habite Objectives - <i>Ask and answer simple questions with correct intonation</i> - <i>Write familiar words and simple phrases from a model</i> - <i>Retrieve information from a text</i> - <i>prepare a short presentation on a familiar topic</i>	

Rock, Relics and Rumbles (Spring)

Geography Driver

Reading 	Writing 	Mathematics 	
Year 5/Year 6: Reading for Pleasure: The Boy In the Tower (Polly Ho-Yen)  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 Rocks, Relics and Rumbles	Spring 1 (6 weeks): ● Alan Peat: Some;others (Y6), OI (Y5) ● Narrative (speech) (3 weeks) ○ Year 5: Relative pronouns, figurative language, inverted commas (recap) ○ Year 6: paragraphs for cohesion, dialogue to advance action, ellipsis ● Persuasive based on evacuation (2 weeks) ● Spring 2 (5 weeks): ● Non-chronological - biography (2 weeks) ● Narrative (speech) - two characters (3 weeks)	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 percentages (percentages and fraction of percentages, equivalent FDP, ordering FDP, percentage of amounts).

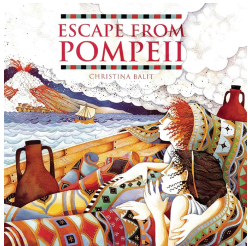
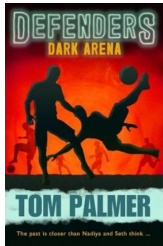
						● Area and perimeter (area of triangle, parallelogram, volume and perimeter and area of shapes)
History 		Geography 		Religious Education  <i>What do religions say to us when life gets hard?</i>		
Year 5: ● Give your own reasons why changes may have occurred, backed up by evidence.	Year 6: ● Describe similarities and differences between some people, events and artefacts studied	Year 5: ● Use 4 figure grid references to read maps ● Explore and compare key features of European settlements, drawing initial conclusions about their development and identifying possible reasons for changes (linked to a major natural disaster).	Year 6: ● Use six-figure to build their knowledge of the wider world ● Investigate how local settlements have changed over time, analysing evidence to draw informed conclusions and develop reasoned arguments for the social, economic, and environmental factors driving these changes.	Year 5 ● Describe the impact that the belief that we have a soul might have on the way someone might live their life. ● Describe the Hindu belief in reincarnation and Karma.	Year 6 ● Explain how believing in reincarnation might affect the way someone lives their life. ● Describe the impact for a Christian and or a Muslim, of a belief in Judgement, in a series of areas of their life.	

			Identify the position and significance of latitude and longitude		
		- Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) (LK) - describe and understand key aspects of volcanoes – cause and effect (HG) - ask and answer questions about volcanoes and draw diagrams featuring accurate vocabulary (HG) - Explore earthquakes/natural disasters (floods/tsunamis) (HG) - Describe and explain the processes that cause natural disasters (HG) - Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources (HG)			
Computing  <i>Control Systems and Digital Literacy</i>		PSHE  <i>Community, media literacy and resilience, and money and work</i>		Physical Education  <i>Gymnastics, dance, football and netball</i>	
Year 5: Select, use and combine a variety of softwares to accomplish given goals	Year 6: Select, use and combine a variety of software to create a database for a specific goal.	Year 5: Community Protecting the environment Media Literacy/ Digital Resilience	Year 6: Community Valuing diversity; challenging discrimination and stereotypes	Gymnastics - Plan and perform with precision - Demonstrate more complex actions Dance - Improvise and combine dynamics - Use counts when choreographing and	

● Evaluate digital content.	● Identify the parts within the schools computer network (eg. servers, router, ports)	● How information online is targeted Money and Work ● Identifying job interests and aspirations ● stereotypes	Media Literacy/ Digital Resilience ● Evaluating media sources Money and Work ● Influences and attitudes to money	performing Football ● Use dribbling to change the direction of play ● Effectively create and use space Netball ● Receive a ball with consideration to the next move. ● Work collaboratively to create tactics
Science  <i>Inheritance and Evolution</i>		Music  <i>Singing, listening, musicianship, focus</i>		Art  <i>Printing (paper and fabrics) and motifs</i>
● recognise that living things have changed over time and that fossils provide information ● recognise that living things produce offspring ● identify how animals and plants are adapted to suit their environment		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.		Year 5: ● Create printing blocks to use with roller and ink ● Design and create motifs to be turned into printing block images Year 6: ● Create printing blocks to use with roller and ink ● Design and create motifs to be turned into printing block images ● Investigate techniques from paper printing to work on fabrics

	Focus: • Perform following staff notation within an octave as a class/small group, taking on different roles within the group. • 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 		
Year 5/6: • Use research and develop a design criteria for a product that is fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through a range of mediums. • Select from and use a wider range of tools, equipment, materials and components to perform practical tasks • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world • Understand and use mechanical systems in their products	Year 5: • <u>Phonics:</u> 'é' 'e' 'eau' • <u>Vocab:</u> 5 types of habitats/animals • <u>Grammar:</u> Verbs - pousser et habiter Objectives - <i>describe people, places, things and actions orally and in writing</i> - <i>Develop a wider vocabulary</i>	Year 6: • <u>Phonics:</u> 'é' 'e' 'eau' • <u>Vocab:</u> 5 types of habitats/animals • <u>Grammar:</u> Verbs - pousser et habiter Objectives - <i>describe people, places, things and actions orally and in writing</i> - <i>Develop a wider vocabulary</i>	

	<i>-Write sentences on a range of topics using a model</i>	<i>-Write sentences on a range of topics using a model</i> <i>-Write sentences using some description</i>	
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Emperors and Empires (Summer) <i>History Driver (Local History Link)</i>			
Reading 		Writing 	
Year 5/Year 6: Reading for Pleasure: Escape from Pompeii by Christina Balit Defenders: Dark Arena by Tom Palmer   In addition, children will explore a range of texts, including non-fiction, poetry and other related texts to Emperors and Empires. Word meaning, inference, summarising, analysis and evaluation, retrieval, prediction, explaining and comparison.		Summer 1 (6 weeks) - Alan Peat: Show me 3 (Y6), PC sentence (Y5) - Scary Story (Narrative) - one character (3 weeks) - Diary (2 weeks) - Summer 2 (7 weeks): - Letter of complaint (2 weeks) - Poetry (2 weeks)	
History 		Geography 	Mathematics 
		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).
		Religious Education  <i>What does it mean to be a Muslim in Britain today?</i> <i>What matters most to Christians and Humanists?</i>	

Year 5: ● Order significant events on a timeline. ● Understand that some evidence from the past is propaganda and that this affects interpretations of history. ● Plan and present a self-directed project or research about the studied period. ● Give reasons why there may be different accounts of history. ● Evaluate evidence to choose the most reliable forms. ● Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.	Year 6: ● Order significant events on a timeline. ● Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. ● Independently formulate a question, execute the self-directed research using diverse sources, and deliver a polished, academically accurate presentation. ● Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) ● Describe how historical events studied affect/influence life today. ● Identify and compare changes within and across different periods.	Year 5: ● Explore and compare key features of local settlements, drawing initial conclusions about their development and identifying possible reasons for early changes. ● Take photographs to show findings	Year 6: ● Investigate how local settlements have changed over time, analysing evidence to draw informed conclusions and develop reasoned arguments for the social, economic, and environmental factors driving these changes. ● Use 6 figure grid references to read a map ● Survey of main road – tally, types of vehicle, traffic flow at different times, parking problems, needs of users, shopkeepers, children, senior citizens ● Collect data and record using data handling software to produce graphs and charts	Year Five ● Deploy a rich knowledge of the 5 Pillars to explain connections between Muslim practice and their beliefs about God and the Prophet Muhammad ● Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)	Year Six ● Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life Answer the title key question from different perspectives, including their own ● Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Make connections:
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			Ask geographical questions – how is traffic controlled? What are the main problems?		
Computing  <i>Information Technology and Control Systems</i>		PSHE  <i>Physical and mental health wellbeing, growing and changing, keeping safe</i>		Physical Education  <i>Cricket, athletics, frisbee</i>	
Year 5: - Use sequencing effectively within programs. - Use repetition (loops) effectively within programs.	Year 6: - Use variables purposefully within programs to achieve specific goals. - Use selection purposefully within programs.	Year 5: Physical Health and Mental Wellbeing - Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Growing and Changing - Physical and emotional changes in puberty, including meditation. Keeping Safe - Keeping safe in different situations	Year 6: Physical Health and Mental Wellbeing - What affects mental health and ways to take care of it Growing and Changing - Human reproduction and birth Keeping Safe - Keeping personal information safe - Drug use and the law	Cricket - Use a variety of throwing techniques - Hit with increasing accuracy and control Athletics - Perform jumps for height and distance using good technique. - Co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. Frisbee - Work collaboratively to create tactics - Confidently change direction to successfully outwit an opponent. Rounders - Effectively create and use space - Hit with increasing accuracy and control	
Science  <i>Forces and Mechanisms and Properties and</i>		Music  <i>Singing, listening, musicianship and focus</i>		Art  <i>Mosacis</i>	

<i>Changes of Materials</i>		
● explain that unsupported objects fall towards the Earth ● identify the effects of air resistance, water resistance and friction ● recognise that some mechanisms allow a smaller force to have a greater effect. ● compare and group together everyday materials on the basis of their properties ● know that some materials will dissolve in liquid to form a solution ● use knowledge of solids, liquids and gases to decide how mixtures might be separated ● give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials ● demonstrate that dissolving, mixing and changes of state are reversible changes ● explain that some changes result in the formation of new materials	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	Year 5/Year 6 To explore the use of mosaic to create a geometric pattern independently

Design Technology  Catapults	French 		
Year 5/6: ● Use research and develop a design criteria for a product that is fit for purpose, aimed at particular individuals or groups ● Generate, develop, model and communicate their ideas through a range of mediums. ● Select from and use a wider range of tools, equipment, materials and components to perform practical tasks ● Investigate and analyse a range of existing products ● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ● Understand how key events and individuals in design and technology have helped shape the world ● Understand and use mechanical systems in their products	Year 5: <u>Vocab:</u> Nouns and determiners for 10 healthy/unhealthy foods and drinks. -Language to describe healthy lifestyles <u>Phonics:</u> qu (electroniques) an (manger, santé, viande) Silent letters (bois, fruits, chocolat) <u>Grammar:</u> -First person conjugation of HFV's (je mange, je bois) -Use of negatives (ne pas) Objectives - <i>Show understanding of a short text containing familiar and unfamiliar language</i>	Year 6: <u>Vocab:</u> Nouns and determiners for 10 healthy/unhealthy foods and drinks. -Language to describe healthy lifestyles <u>Phonics:</u> qu (electroniques) an (manger, santé, viande) Silent letters (bois, fruits, chocolat) <u>Grammar:</u> -First person conjugation of HFV's (je mange, je bois) -Use of negatives (ne pas) Objectives - <i>Understand longer and more complex phrases or sentences</i>	