

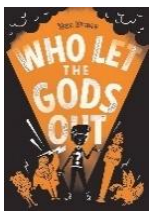
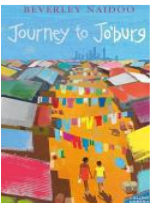

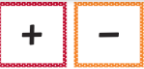







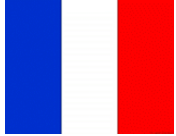





Year 5/6 Spring Term Curriculum 2026

	<p>The children will continue to develop their growth mindset as it leads to a desire to learn and therefore a tendency to embrace challenges. We promote this positive attitude to learning across the curriculum. This overview gives an outline of the Year 5/6 Spring Term curriculum.</p>	Design and Technology (D.T.) 	<p><u>Computer Programming and Electrical Circuits</u></p> <p>This term, the children will be designing and creating their own fairground ride. They will use electrical systems such as motors to create movement. Also, they will program 'Crumble boards' to control the products. This will link with our Science learning on 'Forces.'</p>
English  	<p><u>Narrative – ‘Journey to Jo-Burg’ by Beverley Naidoo</u> This unit focuses on the understanding of character and setting as fundamental aspects of narrative. This thought-provoking novel is set in South Africa in the time of Apartheid. The gripping and empathetic story will draw children into engaging with what life would have been like for families living during this time. <u>Non-Chronological Report Unit</u> This unit focuses on conveying information in an engaging way for the reader using specific language and structural choices. <u>Narrative Unit - Greek Myths – ‘Who Let the God’s Out?’</u> This unit aims to give children the opportunity to explore an aspect of global literary heritage. Within reading lessons, a range of texts will be used to support children in developing their retrieval, inference, prediction, explanation and summarising skills. These texts, along with ‘Powerful Words’ will support the children’s vocabulary development. Spelling and grammar skills are taught throughout the term, both discretely and integrated into the reading and writing units.</p>	Physical Education (P.E.) 	<p><u>Invasion Games: including Football, Hockey and Tag Rugby</u> The children will apply their prior learning of passing, dribbling (football and hockey), turning and moving, to move the ball up the pitch, creating an attack that results in a successful shot/goal/try. They will develop their understanding of the rules (laws) of the game and how they can apply this to mini games and improve attacking and defensive tactics. <u>Contemporary Dance:</u> The children will explore movement and create their sequence of motifs. <u>Gymnastics:</u> The focus will be on group work, exploring paired composition. <i>Please note: no watches or earrings are to be worn for P.E. lessons.</i></p>
Maths  	<p>The children will consolidate and build on their learning from the Autumn term. In addition: <u>Year 5</u> Multiplication and Division continued, Fractions, Decimals and Percentages <u>Year 6</u> Decimals, Measurement (all areas), Percentages, Statistics, Algebra and Geometry (Properties of Shape)</p>	Computing 	<p><u>Data and Information – Flat-file Databases</u> This unit looks at how a flat-file database can be used to organise data in records. The children will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question and present their work to others. <u>3D modelling</u> Linking to our History learning, this unit will introduce software to create a 3D model of a Greek pot, allowing the children the opportunity to practise computer-aided design. <u>E-safety</u> This unit will focus on stereotypes and also online permissions, including terms and conditions.</p>
Science 	<p><u>Properties and Changes in Materials</u> The children will build on their previous science knowledge about ‘States of Matter’. They will focus on changes of state, using their knowledge of solids, liquids and gases to decide how mixtures might be separated through filtering, sieving and evaporating. While developing their scientific skills through investigations, the children will be able to identify and give reasoned explanations for which changes of state are reversible or irreversible changes. <u>Forces</u> The children will be exploring forces and their role in making objects begin to move, get faster or slow down. They will investigate gravity acting on falling objects and use the evidence put forward by Galileo and Isaac Newton to consider the impact of air resistance, water resistance and friction.</p>	Personal Social Health Education (PSHE) 	<p><u>Diversity and Communities</u> The children will explore the impact of gender perceptions on identity, emotions, friendships, behaviour and choices. They will also delve into appreciating national identities, religious beliefs, cultural traditions and lifestyles, considering the negative effects of stereotyping. <u>Healthy Lifestyles</u> This unit focuses on factors influencing physical and mental health, understanding the benefits of various nutrients in diet, and evaluating the impact of online activities on well-being. The unit also covers age-restricted apps and games, emphasising making healthier and safer choices in online use.</p>
History 	<p><u>Ancient Greece – What legacy did the Ancient Greeks leave Europe?</u> The children will explore where the Ancient Greeks fit into the timeline of history, use a range of sources to theorise what objects from the past teach about this period of time and how the different people of Ancient Greece lived. By completing a study of Ancient Greek life and achievements, the children will recognise the Ancient Greek’s influences on democracy, architecture and Science across the modern world today.</p>	World Views 	<p><u>Do all worldviews that are based on belief share belief in a god?</u> We will explore two very different belief-based worldviews: Humanism and Shinto - one of the main belief systems in Japan and an important cultural influence today. What is different about them? What is the same? Is a belief in kami the same as a belief in a god? Are Humanism and Shinto religions? What is a ‘religion’ anyway? We will explore these questions and use our learning to arrive at our own conclusions. <u>Where did Christianity come from?</u> Jesus was born and raised in the Jewish faith, as were most of his followers, so how did Christianity start? We will look at Jesus’ ‘Great Commission’ and the important message that he asked his followers to spread ‘to the ends of the Earth.’ How did they achieve this? What happened to the message in the Roman Empire and across medieval Europe? Is the message still being spread today?</p>
Geography 	<p><u>Migration</u> In this unit, the children will explore the real-world reasons why people migrate, including cultural, economic and environmental factors, and compare these to the journeys animals make across the globe. They investigate how climate change impacts migration patterns and use geographical research and presentation skills to communicate their findings. Along the way, children revise their knowledge of the seven continents, making connections between global geography and the movement of living beings.</p>	Languages 	<p>This term in French, Year 5 will be focussing on different areas of a house and some furnishings before focussing on how to describe peoples’ appearances and learning the different facial features. For intercultural understanding, they will learn about the festival of La Chandeleur. This term in French, Year 6 will be focussing on the different parts of the human body and how to describe appearances. They will then learn how to tell a story in French, using a famous French story as a stimulus. For intercultural understanding, they will learn about the festival of Mardi Gras.</p>
Art 	<p><u>Brave Colour</u> As part of our learning the children will look at the work of installation artists who use light, form and colour to create immersive environments. We are then hoping to create our own 2D or 3D models to share our vision of imagined installations with others. <u>Self Portraits</u> During this unit, we will explore and discuss the work of a range of portrait artists. We will investigate the qualities and potential of different pencil grades, develop our mark making vocabulary and practise drawing features of the face before we then create our own pencil self-portraits.</p>	Enrichment 	<p>Tuesday 20th January 2026: Catch your breath – anti-smoking/vaping workshop - Year 6 only Tuesday 10th February 2026: Safer Internet Day Thursday 5th March 2026: World Book Day Monday 16th – Thursday 19th March: Bikeability - Year 5 only</p>
Music 	<p><u>Livein’ on a Prayer – Guns ‘n’ Roses</u> In this unit, children will explore rock music. Using Charanga, pupils will develop their skills of listening and appraising. They will then learn to sing and play the song using glockenspiels and perform this in their class groups. The children will learn some basic notations and time signatures as well as related major and minor scales. Finally, they will compose their own accompaniment and perform this to the class.</p>		