






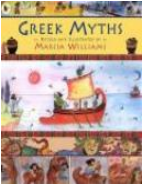
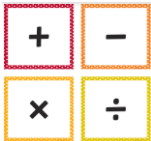




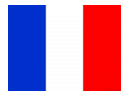



<p><b>Design and Technology (DT)</b></p> 	<p><u><b>Computer Programming and Electrical Circuits</b></u></p> <p>This term, the children will be designing and creating their own fairground ride. They will explore electrical systems such as motors to create movement. Also, they will use programming skills to complement the products. This will link with our Science learning on ‘Forces.’</p>
<p><b>Physical Education (PE)</b></p> 	<p><b>Year 5 : Group Work, Orienteering, Dance</b>  <b>Group Work</b> : The children will develop problem solving, communication and team work skills through challenges that require planning, navigating and co-operation.  <b>Orienteering</b>: The children will use and follow maps and plans to help navigation.  <b>Contemporary Dance</b>: The children will explore movement and create their sequence of motifs.</p> <p><b>Year 6 : Gymnastics, Health Related Exercise, Basketball, Handball</b>  <b>Gymnastics</b>: The focus will be on exploring paired composition and creating sequences.  <b>Health Related Exercise</b>: The children will explore why we need to keep fit and healthy, understanding components of fitness and engage in sustained physical activity. They will reflect on how to set ‘personal bests’.  <b>Basketball</b> : The children will develop attack, defence, control and accuracy skills and apply these in games situations.  <b>Handball</b>: Children will apply passing and moving skills to keep possession of the ball and score and apply these skills in mini-games.</p> <p><i>No watches or earrings are to be worn for PE lessons.</i></p>
<p><b>Computing</b></p> 	<p><u><b>Data and Information – Flat-file Databases</b></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.</p> <p><u><b>3D modelling</b></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.</p> <p><u><b>E-safety</b></u> This unit will focus on stereotypes and also online permissions, including terms and conditions.</p>
<p><b>Personal Social Health Education (PSHE)</b></p> 	<p><u><b>Diversity and Communities</b></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.</p> <p><u><b>Healthy Lifestyles</b></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>
<p><b>World Views</b></p> 	<p><u><b>Do all worldviews that are based on belief share belief in a god?</b></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.</p> <p><u><b>Where did Christianity come from?</b></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>

# 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.</p> <p>This overview gives an outline of the Year 5/6 Spring Term curriculum.</p>
<p><b>English</b></p>  	<p><b><u>Narrative – ‘Asha and the Spirit Bird’ by Jasbinder Bilan</u></b>  We will be continuing to use this text, which we started last term, as inspiration for writing, including letter writing and monologues when writing in role as characters from the story.</p> <p><b><u>Narrative Unit - Greek Myths</u></b>  This unit aims to give children the opportunity to explore an aspect of global literary heritage.</p> <p><b><u>Non-fiction:</u></b>  The non-chronological report unit focuses on conveying information in an engaging way for the reader using specific language and structural choices. The children will also be creating persuasive writing as well as balanced arguments linked to other areas of the curriculum.</p> <p>Within <b>reading lessons</b>, 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.</p> <p><b>Spelling</b> and <b>grammar</b> skills are taught throughout the term, both discretely and integrated into the reading and writing units.</p>
<p><b>Maths</b></p> 	<p>The children will consolidate and build on their learning from the Autumn term. In addition:</p> <p><b>Year 5</b>  Multiplication and Division continued, Fractions, Decimals and Percentages</p> <p><b>Year 6</b>  Decimals, Measurement (all areas), Percentages, Statistics, Algebra and Geometry (Properties of Shape)</p>
<p><b>Science</b></p> 	<p><b><u>Properties and Changes in Materials</u></b>  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.</p> <p><b><u>Forces</u></b>  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>
<p><b>History</b></p> 	<p><b><u>Ancient Greece – What legacy did the Ancient Greeks leave Europe?</u></b>  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>
<p><b>Geography</b></p> 	<p><b><u>Migration</u></b>  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>
<p><b>Art</b></p> 	<p><b><u>Brave Colour</u></b>  In this unit, children will explore colour in bold, creative and immersive ways. They will use sketchbooks to record ideas, experiment with colour combinations and respond to artistic challenges that encourage them to think about how colour can evoke mood and meaning. Pupils will create both 2D and 3D artworks, developing models and designs that imagine how colour, light and form work together to engage an audience. Throughout the unit, children will test ideas, reflect on their creative choices and share their vision with others, building confidence and enjoyment in Art.</p> <p><b><u>Self-Portraits</u></b>  Children will explore self-portraiture by studying portrait artists and experimenting with pencil grades and mark-making techniques. Through careful observation and sketchbook work, they will build up skills to create a pencil self-portrait that reflects character and identity, building confidence in their drawing skills while learning to reflect on their own and others’ artwork.</p>

<p><b>Languages</b></p> 	<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.</p> <p>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>
<p><b>Enrichment</b></p> 	<p>Week beginning 12<sup>th</sup> January 2026 : Year 6 Bikeability (Level 3)  Tuesday 10<sup>th</sup> February 2026: Safer Internet Day  Thursday 5th March 2026: World Book Day  Week beginning 23<sup>rd</sup> March 2026 : Year 5 Bikeability (Level 2)</p>

Music



Film Music

In this unit, children will explore how music in films creates mood and supports storytelling. They will study examples like the heroic finale of *Star Wars: A New Hope* and learn about ‘leitmotifs’—musical themes linked to characters or ideas. Children will practise identifying notes and playing melodies accurately, then create their own 4–8 note leitmotifs. Finally, they will compose music inspired by Wallace and Gromit, applying techniques to convey character and emotion through sound.