

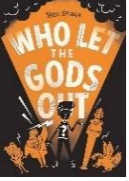
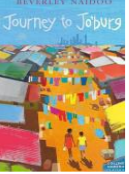

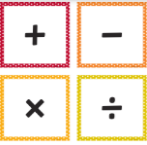











# Year 5/6 Spring Term Curriculum 2026

	<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>Design and Technology (D.T.)</b></p> 	<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>
<p><b>English</b></p>  	<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.</p> <p><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.</p> <p><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.</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>Physical Education (P.E.)</b></p> 	<p><b>Outdoor Spring 1: Hockey</b> The children will apply their prior learning of passing, dribbling, turning and moving, to move the ball up the pitch, creating an attack that results in a successful goal. 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.</p> <p><b>Indoor Dance Spring 1–</b> Children will put together a group dance linked to the carnival, ideas will be taken from carnivals around the world.</p> <p><b>Indoor Spring 2: Gymnastics-</b> The focus will be on group work, exploring paired composition through the use of different balances and rolls. Children will be challenged to develop a sequence of movements that involve floor and apparatus. Bare feet only unless they are wearing specialist grip socks.</p> <p><b>Outdoor Spring 2:</b> Children will be building upon swimming from the previous years taught by outside coaches, at the end of year 6 pupils must be able to swim 25 metres using a range of strokes. (Swim hats will be needed).</p> <p><i>No watches or earrings are to be worn for P.E. lessons.</i></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>Computing</b></p> 	<p><u>Databases</u> This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.</p> <p><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.</p> <p><u>E-safety</u> This unit will focus on stereotypes and also online permissions, including terms and conditions.</p>
<p><b>Science</b></p> 	<p><u>Properties and Changes in Materials</u> The children will build on their previous science knowledge about 'States of Matter'. 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 changes or irreversible changes.</p> <p><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 impacts of air resistance, water resistance and friction.</p>	<p><b>Personal Social Health Education (P.S.H.E.)</b></p> 	<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.</p> <p><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>
<p><b>History</b></p> 	<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>	<p><b>World Views</b></p> 	<p><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> <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.</p>
<p><b>Geography</b></p> 	<p><u>Migration and Globalisation</u> In the Geography unit on 'Migration and Globalisation', children will embark on a captivating exploration of how and why people migrate, delving into the factors that drive human movement across the globe. This unit aims to deepen their understanding of the dynamic interplay between cultural, economic, and environmental forces influencing migration patterns. Children will also explore the diverse population makeup of the world, fostering an appreciation for the rich tapestry of human societies.</p>	<p><b>Spanish</b></p> 	<p><b>Mi Casa (My Home)</b> Pupils will gain the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish.</p> <p><b>¿Tienes una mascota? (Do you have a Pet?)</b> Pupils will gain the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish.</p>
<p><b>Art</b></p> 	<p><u>Self portraits:</u> Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They will create observations and use them to review and revisit ideas. They will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] and know about great artists, architects and designers in history.</p>		
<p><b>Music</b></p> 	<p><u>Film music</u> Pupils will be looking at the role of music in film, creating a leitmotif for a character, using scales to create different characters and identifying diegetic and non diegetic music in films.</p> <p><u>Year 5- Ukuleles</u> We are delighted to welcome a Bedford Borough music teacher who will be visiting Year 5 to deliver ukulele lessons. Ukuleles provide an excellent introduction to key musical concepts such as melody, rhythm, harmony, form, and style. They also offer a highly engaging and practical way for pupils to participate actively in music-making, supporting both enjoyment and musical development.</p>		

