

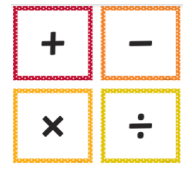














# Year 5/6 Summer Term Curriculum 2026

	<p>The children continue to develop their growth mindset as it leads to a desire to learn and therefore a tendency to embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism and find lessons and inspiration in the success of others. We promote this positive attitude to learning across the curriculum. This overview gives an outline of the Year 5/6 summer term curriculum.</p>	
<p><b>English</b></p> 	<p>The children will explore a variety of texts, such as 'Holes' by Louis Sachar, and 'Windrush Child' by Benjamin Zephaniah. They will cover a range of different genres.</p> <p>Alongside writing, children will be revising aspects of <b>spelling, grammar and punctuation</b> and reading a wide range of texts, both in reading lessons and across the curriculum. The children will continue to engage with Powerful Words to further enhance and develop their vocabulary.</p>	
<p><b>Maths</b></p> 	<p><b>Year 5</b> <b>Geometry:</b> Children will identify and work with 3-D shapes from 2-D representations, mastering concepts such as angles, including acute, obtuse, and reflex angles. <b>Measure:</b> Explore units of measurement through practical application, convert between metric and imperial units, and estimate volume and capacity. <b>Statistics:</b> Develop data analysis skills, interpreting information from tables and line graphs while honing problem-solving skills across various mathematical contexts.</p>	<p><b>Year 6</b> This term the Maths curriculum is designed so that areas of work covered in the autumn and spring terms can be <b>consolidated</b>, and where necessary <b>extended</b>, to ensure the requirements of the National Curriculum have been met. This consolidation enables the children to prepare for the National Curriculum tests. Children will also follow <b>transition units</b> of work to prepare for the start of Key Stage 3.</p>
<p><b>Science</b></p> 	<p><b>Forces</b> We will carry out a range of enquiries based on air/water resistance and the advantages offered by 3 simple machines: levers, gears and pulleys.</p> <p><b>Living Things and their Habitats</b> The children will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. They will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>In line with our enquiry-based Science curriculum, children will cover the full range of working scientifically skills within both units of work.</p>	
<p><b>History</b></p> 	<p><b>Windrush- How did the Windrush generation and Caribbean migration change 20<sup>th</sup> Century Britain?</b> This unit will focus on enhancing children's understanding of modern Britain's social and cultural fabric through the exploration of the Windrush generation. Through in-depth investigations, children will examine the significant contributions of Caribbean migrants in shaping 20<sup>th</sup> century Britain. By fostering critical thinking and empathy, we aim to cultivate a deeper appreciation for diversity and inclusivity among our children.</p>	
<p><b>Geography</b></p> 	<p><b>Rivers- What are the features of a local river?</b> Children will be locating major rivers around the world before looking at rivers in the UK. Following this, children will then focus on a local river. They will learn about river formation and the key features of rivers as well as undertaking fieldwork to help them answer the big question, 'What are the features of a local river?' In addition to this, children will also revise the water cycle with opportunities to apply this knowledge to help answer different hypothetical questions.</p>	
<p><b>Art</b></p> 	<p><b>Activism</b> Children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help children identify and voice the things they care about as individuals. They will then create a poster using collage, print and drawing.</p>	

<p><b>Design and Technology (DT)</b></p> 	<p><b>Cooking and Nutrition</b> The children will use our <b>Food Technology</b> facilities to explore foods from around the world. In this cooking and nutrition unit, they will design and prepare a meal based on West Indian cuisine. This links to our History learning about the Windrush generation. Children will build on their knowledge and understanding of the importance of food hygiene, nutrition, healthy eating and a varied diet. They will also develop techniques for measuring out, preparing and combining ingredients.</p>
<p><b>Physical Education (PE)</b></p> 	<p><b>Cricket and Health related fitness – Summer 1</b> The children will be focusing on developing over arm bowling and preparation for pairs cricket matches. In addition they will be looking to improve their speed, stamina, strength and suppleness through healthy exercise.</p> <p><b>Athletics and Tennis – Summer 2</b> Athletics will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely. Tennis will challenge pupils to apply their prior learning of playing the ball into space. Pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game in order to score points and win the game.</p>
<p><b>Computing</b></p> 	<p><b>Online Safety</b> These lessons will help children to navigate the World Wide Web safely and easily.</p> <p><b>Variables in games</b> This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then learners apply their knowledge of variables and design their own game.</p>
<p><b>Music</b></p> 	<p><b>Hip hop and rap</b> Children will be learning how to beatbox, learning about the origins and development of the genre of hip hop. They will learn to recognise the main musical features and learn how to freestyle and 'spit rhymes'. The children will learn how to perform and create a hip hop piece using beatboxing, rap and accompaniments.</p>
<p><b>Personal Social Health Education (PSHE)</b></p> 	<p><b>Relationships</b> The children will start this unit by identifying the most significant people in their life. They will know strategies to manage feelings associated with loss, understand there are different stages of grief. The children will look at way that people can try and gain power or control and how to stand up for themselves. They will look at how to stay safe on line.</p> <p><b>Changing me (SRE unit)</b> In this unit, children look at their own self image, understand change in their bodies during puberty and understand how to look after themselves emotionally and physically.</p>
<p><b>World Views</b></p> 	<p><b>'Does Christianity look the same around the world?'</b> We will be exploring 'snapshots' of how people practise their Christian belief globally, looking for reasons for the similarities and differences we find. Along the way, we will explore a wide diversity of Christian worldviews and look for what might be fundamental to Christianity.</p> <p><b>'How do people use art to share their beliefs?'</b> We will revisit worldviews we have studied before, exploring both how art can be used as an important practice within an established religion but also how individuals use art to express their own personal worldviews.</p>
<p><b>Languages</b></p> 	<p><b>En la cafeteria (At the Café)</b> By the end of this unit, pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p>
<p><b>Enrichment</b></p> 	<p>Monday 11<sup>th</sup>- Thursday 14<sup>th</sup> May: <b>Year 6 SATs Week</b> Monday 15<sup>th</sup> June: <b>Sports Day</b> Tuesday 30<sup>th</sup> June- <b>Oakley transition days to new classes</b> Tuesday 30<sup>th</sup> June and Wednesday 1<sup>st</sup> July: <b>Transition days to secondary schools</b> Monday 22<sup>nd</sup> June Wednesday 24<sup>th</sup> June: <b>Year 6 residential to Whitemoor Lakes</b></p>