
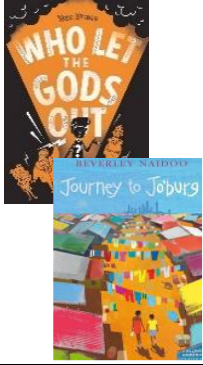












# Year 5/6 Spring Term Curriculum 2026

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|                            | <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>   |
| <p><b>English</b></p>       | <p><b><u>Narrative – ‘Journey to Jo-Burg’ by Beverley Naidoo</u></b><br/>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><b><u>Non-Chronological Report Unit</u></b><br/>This unit focuses on conveying information in an engaging way for the reader using specific language and structural choices. The children will link their work to our History unit on Ancient Greece.</p> <p><b><u>Narrative Unit - Greek Myths – ‘Who Let the Gods Out?’</u></b><br/>This unit aims to give children the opportunity to explore an aspect of global literary heritage. 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 and 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><br/>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><br/>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 – How did the Ancient Greeks shape the Western World?</u></b><br/>The children will explore where the Ancient Greeks fit into the timeline of history, and 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 Greeks’ influences on democracy, architecture and science across the modern world today.</p>  |
| <p><b>Geography</b></p>  | <p><b><u>Migration</u></b><br/>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 will 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><br/>The aim of this unit is for children to consider how they can create imaginative, immersive environments which enable viewers to engage with colour in a physical way. They are given the opportunity to create a class or school installation in a space in the school.</p> <p><b><u>Self Portraits</u></b><br/>In this unit, the children will explore how artists embrace aspects of their experience of life using their background, culture, race, gender and interests to inform and shape their artwork.</p>  |
| <p><b>Music</b></p>      | <p><b><u>Film Music</u></b><br/>In this unit, children will explore how music in films creates mood and supports storytelling. They will study examples like the heroic finale of <i>Star Wars: A New Hope</i> 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.</p>   |

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| <p><b>Design and Technology (DT)</b></p>                 | <p><b><u>Computer Programming and Electrical Circuits</u></b></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>Physical Education (PE)</b></p>                    | <p><b><u>Invasion Games: including Football, Hockey and Tag Rugby</u></b><br/>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.</p> <p><b><u>Contemporary Dance</u></b>: The children will explore movement and create their sequence of motifs.</p> <p><b><u>Gymnastics</u></b>: The focus will be on group work, exploring paired composition.</p> <p><i>No watches or earrings are to be worn for PE lessons.<br/>A PE kit should be a complete change of clothing, including trainers.<br/>Children need to wear shin pads and a gum shield is recommended for hockey in Spring 1.</i></p>                                       |
| <p><b>Computing</b></p>                                  | <p><b><u>Data and Information – Flat-file Databases</u></b> 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><b><u>3D modelling</u></b> 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><b><u>E-safety</u></b> 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><b><u>Diversity and Communities</u></b><br/>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><b><u>Healthy Lifestyles</u></b><br/>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><b><u>Can you have religion without a god?</u></b><br/>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><u>Where did Christianity come from?</u></b><br/>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><b>Languages</b></p>                                | <p>This term in French, Year 5 will be focusing on different areas of a house and some furnishings before focusing 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 focusing 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>Wednesday 7<sup>th</sup> January 2026: Year 6 Library Visits<br/>Wednesday 4<sup>th</sup> February 2026: Year 5 Library Visits<br/>Tuesday 10<sup>th</sup> February 2026: Safer Internet Day<br/>Thursday 5<sup>th</sup> March 2026: World Book Day</p>  |