



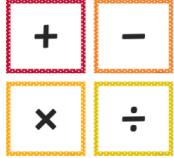








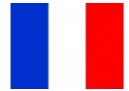



# Year 5/6 Summer Term Curriculum 2026

	<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>Design and Technology (DT)</b></p> 	<p><b>Cooking and Nutrition</b> The children will use our Food Technology 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>English</b></p> 	<p>The children will explore a variety of texts, such as 'Lost Words' by Robert Macfarlane/Jackie Morris and 'Windrush Child' by Benjamin Zephaniah. They will cover the following genres: narrative poetry, newspaper report, persuasive writing, explanation text, narrative inspired by film. 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>Physical Education (PE)</b></p> 	<p><b>Outdoor games including Tennis.</b> The children will be focusing on skills relating to hand and eye coordination as well as tactics and rules relating to the different sports. <b>Athletics</b> They will explore the different elements within a decathlon. <b>Swimming</b> Children will refine their techniques for the different strokes and ensure sufficient water confidence. Information about swimming will follow in a separate letter.</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>Computing</b></p> 	<p><b>Video Production</b> Children will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Children are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, children will have the opportunity to reflect on and assess their progress in creating a video.</p>
<p><b>Science</b></p> 	<p><b>Forces</b> We will continue to carry out a range of enquiries based on air/water resistance and the advantages offered by 3 simple machines: levers, gears and pulleys. <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. 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>Music</b></p> 	<p><b>Hip Hop and Rap – Music</b> In this unit, children will explore hip hop and rap, learning about the genre's origins and key musical features. They will experiment with beatboxing, practise creating and performing raps, and work together to create their own hip hop pieces using rhythm, voice and simple accompaniments.</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>Personal Social Health Education (PSHE)</b></p> 	<p><b>Relationships and Sex Education</b> The children will start this unit by learning about the beginning of the human lifecycle. They will then learn how puberty might affect changes in emotions which could have an impact on friendships and consider ways to manage emotions so that they are able to confidently express feelings and concerns. <b>Managing Safety and Risk</b> In this unit, children will explore daily risks and learn how to minimise them through their actions and behaviours. They'll also learn about persuasion and peer influence and develop strategies they can use when faced with social pressures. Furthermore, they'll focus on safety skills for cycling, pedestrian road safety, sun safety, and hazards like electricity at home and on railways.</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>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. <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>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. <b>Mixed Media Landscapes and Cityscapes</b> Children are introduced to the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the landscapes and cityscapes where they live. Children also see how artists use their creative freedom to explore ways of working which involve different materials and media. Children will use mixed medium to create a final piece, linked to our Geography unit on Rivers.</p>		<p><b>Languages</b></p> 	<p>In French this term, Year 5 will be looking at some French geography and learning how to understand and give directions around a town.  Year 6 will be looking at global geography and travel as well as focussing in on other French speaking countries, such as Haiti.</p>
			<p><b>Enrichment</b></p> 	<p>Monday 11<sup>th</sup>- Thursday 14<sup>th</sup> May: <b>Year 6 SATs Week</b> Tuesday 19<sup>th</sup> May: <b>Sports Day</b> Monday 1<sup>st</sup> June – Wednesday 3<sup>rd</sup> June: <b>Year 6 Residential Visit</b></p>

