#### **Guilden Morden C of E Primary Academy**





#### **Together we work to succeed and flourish**

**Upper KS2 Curriculum Plan – Year 5/6 – Oak**

**2025 – 2026 – CYCLE B**

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| Subject | **Year Group**  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **English**  | **5/6** | Fiction: 1000 year old boy by Ross WelfordBiography of Ross WelfordNarrative short stories including dialogueNon-Fiction: Explanation text linked to science Balanced argumentPoetry: I wandered lonely as a cloud – William WordsworthDaily Grammar, Punctuation & Spelling | Fiction: The Boy in the Tower by Polly Ho-YenNarrative short storiesBalanced argument Non-Fiction: Biography of Polly Ho-YenDaily Grammar, Punctuation & Spelling | Fiction: Tom’s Midnight Garden by Phillipa PearceCharacter descriptionNarrative short storiesNon-fiction: Biography of Phillipa PearceNon-fiction discussion report based on PKC unitShakespeare: Romeo and Juliet |
| **Maths**  | **5/6** | Numbers and place value Addition and subtraction | Multiplication and division Four operations  | Fractions Shape and angles | Shape and anglesPosition and directions  | SAT’s Preparation Position and directions Measure  | Statistics and Data Year 5 – TimeYear 6 - Algebra  |
| **Science**  | **5/6** | The Human Body: Human growth stages, adolescence and puberty, The human reproductive system, The endocrine system. | Materials Properties- solubility, conductivity, flexibility, fair testing, solubility, separation of mixtures, reversible changes dissolving, mixing, change of state. | Astronomy The Big Bang theory, gravity, the Universe, our Solar System, the moon and our galactic neighbourhood. | Meteorology Weather and climate, the atmosphere, the Ozone layer, air movement and wind direction, cold and warm fronts, thunder and lightning. | Living Things Life cycles of a mammal, an amphibian, an insect and a bird, life process of reproduction in some plants and animals, Photosynthesis, vascular and non-vascular plants. | Forces Gravity, friction, air resistance, water resistance, pulleys, gears and levers. |
| **RE** | **5/6** | Should a worldview always stay the same? (Part 1) | Should a worldview always stay the same? (Part 2) | Is technology a good thing for religious worldviews? (Part 1) | Is technology a good thing for religious worldviews? (Part 2) | What is my view of the world? Case Study | Does Religion Matter? |
| **PSHE** | **5/6** | **Rights, rules and responsibilities** | **My Emotions** | **Diversity and Communities** | **Drug Education** | **Personal Safety****Sex and relationships education** | **Digital Lifestyles** |
| **History**  | **5/6** | **Baghdad c.900 CE** 1. The Rise of Islam2. Baghdad: A City of Peace 3. Baghdad: Building a City 4. Baghdad: A Centre for Learning in the Islamic Golden Age 5. The Mongol Attack on Baghdad and the Regional Powers |  **The Early British Empire** 1. The British Empire 2. Global Trade 3. The Mughal Empire and East India Company 4. The Seven Years War 5. What motivated Britain to want an Empire? | **The French Revolution** 1. Life in France before the Revolution 2. Louis XVI and Marie Antoinette 3. Napoleon 4. Battle of Trafalgar 5. Battle of Waterloo | **The Transatlantic Slave Trade** 1. The Origins of the Transatlantic Slave Trade 2. The Atlantic Passage 3. Enslaved Africans: Treatment and Resistance 4. The Abolition of Slavery 5. The Abolitionists: Clarkson, Wilberforce and Equiano | **The Industrial Revolution** 1. The Industrial Revolution 2. Cotton Production 3. Steam Engines and Trains 4. Iron and Coal 5. Children at work | **The Victorian Age** 1. The Reign of Queen Victoria and the British Empire 2. Victorian Cities 3. The Poor Law and the Workhouse 4. Leisure 5. Life by 1900 |
| **Geography**  | **5/6** | **Spatial Sense** 1. Maps: dividing the world into sections. 2. Eastern and Western hemispheres 3. Maps: using co - ordinates to locate places. 4. Maps: drawn to different scales. 5. Relief maps | **Mountains** 1. Mountains 2. The Alps 3. The High Peaks of the Himalayas 4. American Mountains 5. African Mountains | **UK Geography: East Anglia, The Midlands, Yorkshire and Humberside** 1. East Anglia – Physical Geography 2. East Anglia - Land Use 3. The Midlands – Settlements 4. Yorkshire and Humberside – Physical Geography 5. Yorkshire and Humberside – Human Geography | **Australia** 1. Australia - location and physical geography 2. The history of Australia 3. Settlements 4. Climate 5. Biodiversity | **New Zealand and the South Pacific** 1. New Zealand and the South Pacific - location and physical geography 2. The history of New Zealand - The Maori 3. Earthquakes 4. Climate, Biomes and Animals 5. South Pacific Islands | **Local Study** 1. Geography of the local area 2. Sketch Maps (Fieldwork) 3. Local Issues 4. Data Collection (Fieldwork) 5. Graphing data |
| **Art**  | **5/6** | **Art in the Italian Renaissance** **Concepts**: Italy and ‘rebirth’ (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective. **Skills:** Observational drawing, using plaster, designing and painting on plaster, using perspective to draw**Artists:** Michelangelo, Leonardo da Vinci, Raphael  | **Renaissance Architecture and Sculpture** **Concepts:** Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto **Skills:** Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project.**Artists/Architects and architecture:** Brunelleschi, Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter’s  | **Victorian Art and Architecture** **Concepts:** Classical v Gothic architecture Skills: Drawing buildings. Developing drawing skills – quality of line, level of detail, observing shapes. Artists (Pre-Raphaelites) Rossetti, Millais Concepts: Reaction against ‘ideal’ forms of the renaissance. Aims as artists. Pursuance of photographic reality. **Skills:** Working in watercolour from light to dark. Observing nature closely.**Architects/Architecture:** Pugin, Barry – The Houses of Parliament  | **William Morris** **Concepts:** Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation, influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing. **Skills:** Creating a design based on nature, relief reduction printing.**Artist/Designer:** William Morris – a detailed study  | **Impressionism and Post-Impressionism** **Concepts:** painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, Van Gogh, Gauguin). **Skills**: painting *en plein* *air* and with broken brushstrokes, use of chalk and charcoal for tone, collage **Artists:** Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin  | **Art in the 20th Century - Modernism and Beyond****Concepts**: Modernism, influence of impressionism and post-impressionism, influence of African art, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender, installation art. **Skills:** A child-led investigative approach where the children plan, design and create an artwork from materials of their choice, in response to looking at varied art from the 20th century.**Artists:** Picasso, Nicolson, Hepworth, Auerbach, Frink, Hockney, Bowling, Himid, Boyce  |
| **DT** | **5/6** | **Cook** Mezze | **Sew**Upcycling Fashion | **Cook** Scones (Not on PKC see DT folder) | **Build** Water Walls |
| **Computing**  | **5/6** | **Coding*** Coding Efficiently

 Unit 5.1, Lesson 1 * Simulating a physical

 system -Unit 5.1, Lesson 2* Friction and Functions

 Unit 5.1, Lesson 4 * Introducing Strings

 Unit 5.1, Lesson 5 * Text Variable and

 Concatenation  Unit 5.1, Lesson 6 * User Input

 Unit 6.1, Lesson 5 | Unit 5.2**Online safety** | Unit 5.3**Spreadsheets** | Unit 5.5**Game Creator** | Unit 5.6**3D Modelling** | Unit 5.7**Concept Maps** |
| Unit 5.4**Databases** |
| **PE**  | **5/6** | **Running / Throwing & Jumping Generic Units Customised Lessons** | **Gymnastics:** Symmetry & Asymmetry (Year 3)  | **Games**Netball Year 3 & 4 | **Dance:**Customised Unit | **Games** Tag RugbyYear 3 & 4 | **Gymnastics:**Bridges (Year 4) | **OAA** **Communication and Tactics** | **Dance:**Customised Unit | **Striking & Fielding**CricketRounders | **Game Sense:Net/Wall** Customised Lessons | **Swimming & Water Safety** | Health and Well Being Mindfulness Year 4  |
| **Music**  | **5/6** | **Body and tuned percussion** **‘Rainsforests’** Lesson 1: Pitter patter raindrops Lesson 2: Rainforest body percussion Lesson 3: The rhythm of the forest floor Lesson 4: The loopy rainforest Lesson 5: Sounds of the rainforest **Key knowledge:** To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.   | **Rock ‘n’ Roll** Lesson 1: Hand jive Lesson 2: Rock around the clock Lesson 3: Walking bass line Lesson 4: Performing the bass Lesson 5: Rock and Roll performance **Key knowledge:** To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that playing in time means all performers playing together at the same speed. To know that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed.  | **Changes in pitch, tempo and dynamics** **‘Rivers’** Lesson 1: The singing river Lesson 2: The listening river Lesson 3: The repeating river Lesson 4: The percussive river Lesson 5: The performing river **Key knowledge:** To know that when you sing without accompaniment it is called 'A Capella'. To understand that harmony means playing two notes at the same time, which usually sound good together. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To know that ‘performance directions’ are words added to music notation to tell the performers how to play.  | **Haiku, music and performance** **‘The Hanami Festival’** Lesson 1: Describing blossom Lesson 2: Sounds of blossom Lesson 3: Blossom haiku Lesson 4: Haiku melodies Lesson 5: Haiku performance **Key knowledge:** To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that expressive language (like a poem) can be used as inspiration for composing music. To understand that both instruments and voices can create audio effects that describe something you can see. To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music.   | **Samba and carnival sounds and instruments** **‘South America’** Lesson 1: Introduction to Samba Lesson 2: Pulse and rhythm Lesson 3: Samba rhythms Lesson 4: Composing a break Lesson 5: Samba performance **Key knowledge:** To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.   | **Adapting and transposing motifs** **‘Romans’** Lesson 1: Here come the Romans Lesson 2: Musical motifs Lesson 3: Motifs and mosaics Lesson 4: Motif development Lesson 5: Combine and perform **Key knowledge:** To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.  |
| **MfL****French**  | **5/6** | **Family and Friends**Key learning includes:• introducing family members• pets• the alphabet• asking how words are spelt• rooms of the house• using possessive adjectives ‘ma/mon/mes’• using ‘tu’ to ask my partner questions• using ‘il/elle’ | **Our School**Key learning includes:• classroom objects• asking where things are• subjects• likes and dislikes• PE verbs and giving/following commands• places around school• school activities• using ‘Il/Elle est là.’ or ‘Ils/Elles sont là’• converting ‘le’ and ‘la’ to ‘un’ and ‘une’ | **Time**Key learning includes:• counting from 11-31• days• months• birthdays• dates and using a calendar• turning sentences into questions or statements by rearranging vocabulary order• changing questions or answers to talk about past or future tenses | **All Around Town**Key learning includes:• ask and answer questions about where you live• French towns and cities• places in a town• counting in tens• maths vocabulary (+, -, x, ÷, =)• counting to 100;• saying your address• features of a town/countryside• using a bilingual dictionary• predicting new language based on patterns | **Going Shopping**Key learning includes:• fruit and vegetables• likes and dislikes• clothes• adjectives of colour• shops and shopping• money – asking how much• numbers to 100• changing ‘le/la/l’/les’ (the) to ‘du/de la/de l’ and des’ (some)• using adjectives in the correct place in a sentence• spelling adjectives correctly according to number and gender of the nouns• using the appropriate form of ‘at’ ('au' or 'à la') | **What’s the Time**Key learning includes:• o’clock and half past• daily routine• understanding a television schedule• quarter past and quarter to• the school day – times and subjects• counting in fives• starting a sentence with a time connective• choosing the correct word ('avant' or 'après') when comparing two subjects |