

	Autumn Term September – December 2026		Spring Term January – April 2027		Summer Term May – July 2027	
English Texts 	Holes Skellig		Boy in the Tower The Lost Happy Endings		TBC	
Maths 	Year 5 Place Value 4 Operations Fractions	Year 6 Place Value 4 Operations Fractions Converting Units	Year 5 Multiplication and Division Fractions, Decimals and Percentages Perimeter and Area Statistics	Year 6 Ratio Algebra Decimals, Fractions & Percentages Perimeter, Area and Volume Statistics	Year 5 Properties of Shape Position and Direction Decimals Negative Numbers Converting Units Volume	Year 6 Properties of Shape Position and Direction Consolidation
History 	Britain beyond 1066 Crime and Punishment <i>To what extent did the punishment fit the crime?</i> <i>What were the broad trends of crime and punishment from the Romans to the 21st Century?</i> <i>How does C and P in these times compare to modern day?</i>		A local history study Blenheim		Tudors <i>What was life like for Tudor children (rich and poor)?</i> <i>What illnesses and diseases affected Tudor people and how were they treated?</i> <i>What foods did Tudor people eat and what new foods were arriving in Britain?</i>	
Geography 	Mapping <i>Atlases</i> <i>Grid references</i> <i>Compasses</i> <i>Planning a route</i>		Changing World <i>Weathering and erosion</i> <i>Changing coastlines</i> <i>What does the future hold?</i>		Extreme Earth <i>Volcanoes</i> <i>Earthquakes</i> <i>Water cycle</i>	
Science	Properties and Changes of Materials		Earth and Space		Animals, including humans	



- *compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets*
- *know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution*
 - *use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating*
- *give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic*
 - *demonstrate that dissolving, mixing and changes of state are reversible changes*
 - *explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda*

- *describe the movement of the Earth, and other planets, relative to the Sun in the solar system*
- *describe the movement of the Moon relative to the Earth*
- *describe the Sun, Earth and Moon as approximately spherical bodies*
- *use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.*

Living things and their Habitats

- *describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird*
- *describe the life process of reproduction in some plants and animals.*

- *Identify the key stages of a mammal's life cycle*
 - *Explore the gestation periods of mammals*
 - *Learn about foetal development*
 - *Learn about the changes experienced during puberty*
 - *Describe the changes humans may experience during adulthood and old age*

Forces

- *explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object*
- *identify the effects of air resistance, water resistance and friction, that act between moving surfaces*
 - *recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.*

Computing 	3D Modelling • <i>Use Tinkercad to produce 3D models</i> • <i>work in a 3D space, moving, resizing, and duplicating objects.</i> • <i>create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building</i> Sharing Information • <i>develop understanding of computer systems and how information is transferred between systems and device</i> • <i>consider small-scale systems as well as large-scale systems</i> • <i>explain the input, output, and process aspects of a variety of different real-world systems</i> • <i>discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</i>	Video Editing • <i>learn how to create short videos in groups</i> • <i>develop the skills of capturing, editing, and manipulating video</i> • <i>investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion</i> • <i>reflect on and assess their progress in creating a video.</i> Flat-file Databases • <i>use tools within a database to order and answer questions about data</i> • <i>create graphs and charts from their data to help solve problems</i> • <i>use a real-life database to answer a question, and present their work to others.</i>	Programming-selection in physical computing • <i>use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment</i> • <i>learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge</i> • <i>controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection</i> Programming-Selection in Quizzes • <i>develop knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false</i> • <i>represent this understanding in algorithms and then by constructing programs using the Scratch programming environment</i> • <i>use knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</i>
RE	How far is belief in the resurrection important to Christians today?	How do people make valid judgements about how and why the world is as it is?	What might a Hindu gain from a pilgrimage to India?

	<i>Consider the centrality of the resurrection to Christian belief and what this tells Christians about Jesus</i> How and why do Christians try to make the world a better place? <i>Explore a range of Christians charities and the teachings that underpin them – such as Christian Aid – ‘we believe in life before death’; consider whether this is the logical outworking of a faith in Jesus</i>	<i>Consider the different types of questions that science and religion ask and seek to answer. Look at the different types of evidence that they use as a basis for their answers. Study the lives of some Christian scientists</i> What is the significance of Karma and Moksha for a Hindu? <i>Explore the concepts of Samsara, Karma and Moksha looking at the impact on the life of Hindus. Read the stories that expound this teaching</i>	<i>Find out about the range of places that Hindus might visit in India; interview people who have done a pilgrimage. Consider the spiritual impact and the sense of community that a pilgrimage might give a believer</i> How does a worldview help people decide what is important? <i>Using the experience of RE so far, explore what influence beliefs of all kinds have on the choices people make.</i> <i>Syllogism: reasoning and false reasoning</i> <i>Bring in The Phillipa Foot and the Trolley problem.</i>
Art 	Drawing: Depth, emotion and movement <i>Investigating how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett. Pupils use expressive lines, shading and printmaking techniques to develop compositions that convey feeling and energy before creating a final piece influenced by their own ideas and the artists studied.</i>	Craft and design: Architecture <i>Investigating the built environment through drawing and printmaking, inspired by the work of architects and artists, including Zaha Hadid and Hundertwasser. Pupils research architectural design, explore symbolism in monuments and apply their understanding to create and present their own building designs and artistic responses.</i>	Craft and design: Photo opportunity <i>Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to create photographic imagery in response to a specific design brief.</i>
Design and Technology 	Cooking and nutrition: Developing a recipe <i>Considering how recipes can be adapted to improve nutritional value by modifying a traditional Bolognese sauce.</i>	Gears and pulleys <i>Investigating the history, mechanics and uses of gears and pulleys.</i>	Structure: Bridges <i>Investigating different types of bridges and how structural strength is affected by shape and design.</i>
PE 	Hockey Dance Swimming Football	Dodgeball Fitness Gymnastics Handball	Cricket Athletics OAA Rounders

	Tag Rugby		
Music 	<u>Film music</u> Exploring and identifying the characteristics of film music; creating a composition and graphic score to perform alongside a film. <u>Composition notation (Theme: Ancient Egypt)</u> Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.	<u>Dynamics, pitch and texture (Theme: Coast)</u> Exploring 'Fingal's Cave' by Felix Mendelssohn and further developing improvisation and composition skills. <u>Theme and variations (Theme: Pop Art)</u> Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	<u>Musical theatre</u> Children learn how singing, acting, and dancing combine to create an overall performance.
PSHE 	Connecting with others: Why are healthy relationships important? The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money? Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about being online? Staying safe: How can I stay safe as I grow up?
French 	Let's visit a French town Let's go shopping	This is France All in a day	My precious planet More to explore