

Class 3 Overview 2026-2027

Subject	Autumn		Spring		Summer	
English	Legends Persuasion	Novel as a theme	Novel as a theme – linked to flashbacks Biographies	Novel as a theme Explanation text for magazine or information text Hybrid text (including explanation)	Integrated Unit including Biography Narratives from different perspectives Diary entries Discussion and debate Poetry	Story with historical setting Autobiography Classic narrative poetry
Maths	Power Maths Autumn Term Y5 Number: number and place value/ addition and subtraction/ multiplication and division/ fractions (including decimals and percentages) Y6 Number: number and place value/ addition, subtraction, multiplication and division/ fractions Measurement: imperial and metric measures		Power Maths Spring Term Y5 Number: multiplication and division/ fractions (including decimals and percentages) Measurement: perimeter and area Statistics: Graphs and tables Y6 Ratio and proportion; Algebra; Number: fractions (including decimals and percentages) Measurement: perimeter, area and volume		Power Maths Summer Term Y5 Geometry: properties of shapes/ position and direction Number: fractions (including decimals and percentages)/ number and place value/ negative numbers Measurement: converting units/ volume and capacity Y6 Statistics; Geometry: properties of shapes/ position and direction Number: addition, subtraction, multiplication and division Problem solving	
RE	Why Are Sacred Texts/Holy Books So Important to People of Faith? World faith - Judaism – The Torah How Does the Birth of Jesus Fit Into God’s Big Story? -Theme - Religious books & Prayer		Why Do Christians Believe Jesus was a Great Teacher? – Theme - Special People Is Death an Ending or a Beginning? - Theme - Spiritual development World faith - Buddhism, Hinduism & Islam – Marking end of life		St Paul-Theme – Special People How Does Having Faith Affect People’s Lives? - Theme - Spiritual development World faith - Hinduism – Gandhi, Buddhism – Dalai Lama, Islam	
Science	Living Things & Their Habitats Differences in the life cycles of a mammal, an amphibian, an insect and a bird. Life process of reproduction in some plants and animals.	Light Light travels in straight lines to explain how we see things & how shadows are formed. NOTE for 26/27 Y6: Earth and Space. - experiment on gravity & air resistance (paper spinners) -research on friction (design a marble run)	Living Things & Their Habitats NOTE: and Year 4 Living Things & Their Habitats Living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things. Environments can change and this can sometimes pose dangers to living things. Differences in life cycles of a mammal, an amphibian, an insect and a bird. Describe life process of reproduction in some plants and animals.	Evolution Living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. How animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	SATS: growing plants Materials: Reversible and Irreversible Dissolving, mixing and changes of state are reversible changes. Thermal insulation.	
History		What can the census tell us about local areas? Investigating the census by exploring what we can learn about Victorian children and jobs in our local area.		What is the legacy of the ancient Greek civilisation? Exploring ancient Greece by investigating how they were governed and how philosophers influence us today.		Unheard histories: Who should go on the £10 banknote? Investigating who features on bank notes and why key figures were historically significant
Geography	Why do oceans matter? Examining the importance of oceans by learning how		Would you like to live in the desert?		Where does our energy come from?	

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	people use and affect marine environments.		Examining hot desert biomes by mapping the world's major deserts and investigating the physical features of the Mojave Desert.		Examining the importance of energy and making comparisons between how the UK and USA generate energy.	
Computing		Video Creation Greenscreen News Report (Information Technology)		Networks		3D Lettering Or Coding with Tinkercad (Computer Science)
Music	Music Speaks Create and produce music with multiple sections that include repetition and contrasts. Use chord changes as part of a (sequenced) composition.		Shaping Music Improvise confidently over a drone or groove. Compose a short ternary piece using Music Notepad.		Musical Sketches Plan and compose 8 bars of music demonstrating melodic and rhythmic interest. Notate and perform composition, applying dynamic contrasts, ensemble awareness, and expressive techniques.	
Design Technology		Safe and edible food: Pasties		Mechanical Systems: Cams-Automata		CAD Structures: Architecture
Art & Design	<u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome. Artist: Claire Harrup		<u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait. Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett		<u>Take a Seat</u> Explore how craftspeople and designers bring personality to their work. Artists: Yinka Ilori	
PE	Invasion Games - Hockey	Creative Games	Invasion Games - Rugby 1	Net & Wall - Tennis	OAA - Teamwork and Problem Solving 1	Athletics
	Dance - Heroes and Villains	Gymnastic Core Task 1	Dance - The Haka	Gymnastic Core Task 2	Dance - Food, Glorious Food	Striking & Fielding - Cricket
Modern Foreign Languages (French)	School: 'avoir', 'être', 'il y a' and regular verbs in the present Pupils secure prior knowledge of essential verbs, introducing and describing friends. They revisit useful verbs for class activities and instructions, numbers 1-31 and extend their knowledge of negation to 'il n'y a pas de'. Knowledge of several key sounds is strengthened.		Where I am going: 'aller' singular persons, où est-ce que Pupils use singular 'aller' to go, going. Focusing on another Francophone location, Canada, pupils use 'où est-ce que' and prepositions 'dans' and 'à' to ask and answer questions about location and destination. Complementary words are places in the town and points of the compass.		What I and others do: 'faire' singular persons, qu'est-ce que Pupils use singular 'faire' and 'jouer' to talk about activities and sports. They extend sentences, using subordinate clauses with 'quand'. and use 'qu'est-ce que' and quel/quelle to ask what sports others do. Pupils further embed knowledge of a range of previously learnt sounds.	
PHSE	Me and My Relationships Feelings Friendship skills Assertive skills Cooperation Recognising emotional needs	Valuing Difference Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Keeping Myself Safe Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and Responsibilities Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Being My Best Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Growing and Changing Managing difficult feelings Managing change How my feelings help keeping safe Getting help