

Year 5 and 6

Foundation curriculum

CYCLE B- 2026-2027

SUBJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	<u>Anglo Saxons</u> Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons			<u>Viking Age</u> Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation		<u>Power, Empire & Democracy</u> A short introduction to the rise and fall of the British Empire, and its legacy in Britain from the 1960s to today
Geography		<u>Improving The Environment</u> Recognising the importance of renewable energy through investigating wind power. Learning about reducing waste, and the actions that humans can take to improve the environment.	<u>On The Move</u> Understanding push and pull factors in migration from the Northern Triangle to the USA, and from Syria to countries in Europe; understanding the benefits of migration to the UK.		<u>I am a Geographer</u> Posing questions, completing fieldwork and presenting a geographical investigation	
Science	<u>Chemistry – Separating Materials</u> Identifying and separating mixtures; reversible and non-reversible changes.	<u>Physics – Energy</u> Introducing the concept of energy stores and energy transfers; relate this to prior knowledge.	<u>Biology – Life Cycles</u> Life cycles of a mammal, amphibian, insect, bird, and some reproduction processes.	<u>Biology – Human Development</u> Human development to old age	<u>Physics – Forces</u> Gravity, air and water resistance and friction; introduction to pulleys	<u>Physics – Earth & Space</u> Movements of planets and the Moon, and relationship to day and night

Computing	<u>Systems and searching</u> Recognising IT systems in the world and how some can enable searching on the internet.	<u>Selection in physical computing</u> Exploring conditions and selection using a programmable microcontroller.	<u>Video production</u> Planning, capturing, and editing video to produce a short film.	<u>Communication and collaboration</u> Exploring how data is transferred by working collaboratively online.	<u>Sensing movement</u> Designing and coding a project that captures inputs from physical devices.	<u>Web page creation</u> Designing and creating webpages, giving consideration to copyright, aesthetics and navigation.
Art	<u>2D Drawing to 3D</u> Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	<u>Activism</u> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about	<u>Brave Colour</u> Exploring the work of installation artists who use light, form and colour to create immersive environments. Creating 2D or 3D models to share our vision of imagined installations with others.	<u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.	<u>Take a Seat</u> Explore how craftspeople and designers bring personality to their work. Make a small model of a chair which is full of personality.	<u>Shadow Puppets</u> Explore how traditional and contemporary artists use cut outs for artistic affect. Adapt their techniques to make your own shadow puppets
Design Technology	<u>Head Coverings</u> Made to measure hats and head coverings for a context decided by pupils.		<u>Sustainable Systems</u> Identifying a need and designing a sustainable solution at a system level.		<u>Food – Savory Snacks</u> Cooking and baking filled pastries and other balanced picnic snacks.	
PE	Netball Fitness Dance	Swimming Yoga Football	Gymnastics Tag Rugby	Tennis Cricket	Athletics Hockey	Rounders Volleyball
RE	Islam Does belief in Akhirah (life after death) help Muslims lead a good life?	Christianity Do Christian celebrations and traditions help Christians understand who	Islam Christianity Is anything ever eternal? Salvation and eternal life, agape and forgiveness. What	Christianity Is Christianity still a strong religion over 2000 years after Jesus was on Earth? Festivals and celebrations, symbols	Humanism What is Humanism?	Humanism How do inspirational people impact on how Humanists live today?

		<p>Jesus was and why he was born? Incarnation looking at how celebrations today do or do not directly relate to the birth of Jesus as the basis of Christmas. This is an alternative unit for schools not wishing to cover the belief in the virgin birth.</p>	<p>might motivate a Christian to show these qualities considering the belief in heaven. Going to heaven in Islam.</p>	<p>and Christian organisations, ways in which Christianity is influencing lives today with its impact on people round the world and in this country.</p>		
French	Les Salutations Family	In the classroom	Presenting myself	At School	Weekend	Ready for secondary, Greetings. Numbers to 20. Months. Days. Seasons
PSHCE	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>

<p>Music</p>	<p><u>Music Speaks</u> Create and produce music with multiple sections that include repetition and contrasts</p>	<p><u>Music Reimagined</u> Compose a piece using music software to create and record it.</p>	<p><u>Musical Sketches</u> Plan and compose 8 bars of music with melodic and rhythmic interest.</p>	<p><u>Music Remixed</u> Develop students' knowledge and understanding of the music they are listening to.</p>	<p><u>The Grand Finale</u> Sing a range of songs, including those that involve syncopated rhythms, with appropriate style.</p>	<p><u>Express, Inspire and Perform</u> Perform songs in school assemblies, school performance opportunities and to a wider audience.</p>
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