

## KS2 - Two Year Rolling Curriculum

### Year 5/6

Cycle A	Autumn 1 Mighty Mayas	Autumn 2 Journey of a Cocoa Bean	Spring 1 Let Me Entertain You	Spring 2 Cambridge Changes	Summer 1 Tremendous Tectonics	Summer 2 Tremendous Tectonics
English	<b>English Text:</b>  Grammarsaurus Place Value of Punctuation and Grammar Y5	<b>English Text:</b> (Y6) Ed Sheeran  (Biography Unit) NC – further use organisational and presentational devices to structure text and guide the reader  <b>English Text:</b> (Y6) The Overgrown City  (Setting description) NC – describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action	<b>English Text:</b> (Y5) Romeo and Juliet  (Recount)	<b>English Text:</b> (Y6) Are Video Games good for children?  (Discussion) NC – identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  <b>English Text:</b> (Y6) Grandfather and Grandson – Inspired by the piano  (Characterising speech) NC – describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action	<b>English Text:</b> (Y5) How are volcanoes formed?  (Explanation) NC – further organisational and presentational devices to structure text and guided the reader	<b>English Text:</b> (Y6) How to survive Year 6?  (Non-chronological report) NC – further organisational and presentational devices to structure text and guided the reader
Guided Reading	Wolf Brother Farther  Cogheart	Michelle Obama The lonely planet kid – hidden wonders The caged bird Who let the Gods out? Moth Defying gravity	Leon and the place between War Horse The Accidental Prime Minister  Ice monster	Classics (Treasure Island, Railway Children, Jungle Book, The Borrowers, The Secret Garden)	The Walrus and the Carpenter  Phoenix day  The Witches	Peter Pan  Dreamsnatcher Poetry for young people by Langston Hughes

	Black History – I have a dream Do not stand at my grave and weep	(Songs)	Jabberwocky		Malamander	
Maths Y5	Place Value  Addition and Subtraction	Multiplication and Division A  Fractions A	Multiplication and Division B  Fractions B	Decimals and Percentages  Perimeter and Area  Statistics	Shape  Position and Direction  Decimals	Negative Number  Converting Unit  Volume
Maths Y6	Place Value  Addition, Subtraction, Multiplication and Division	Fractions A  Fractions B  Converting Units	Ratio  Algebra  Decimals	Fractions, Decimals and Percentages  Area Perimeter and Volume  Statistics  Shape  Position and Direction	Consolidation  Problem Solving – Project	
Science	<b>Living Things</b> Understand observable characteristics Use observable characteristics to group animals/plants To sort and group organisms in classification key Investigate microorganisms and how they are classified Classify plants/animals in the local area.	<b>Evolution and inheritance</b> Consider what fossils can reveal about the past Use fossil evidence to explain how living things have changed over time Know that offspring is similar but not identical to parents Find similarities and differences in humans within family trees Identify inherited and environmental characteristics of different offspring	<b>Light</b> Explain that light travels in straight lines Describe the difference between light sources and light reflectors Investigate that we see things when light is reflected and travels to the eye Investigate how mirrors change the direction in which light travels Explore the size, colour and features of a shadow and compare shadows to reflections of objects	<b>Electricity</b> Build and test a range of simple circuits Represent components with symbols in a simple circuit diagram Investigate how voltage affects the brightness of a bulb in a circuit Investigate how variables affect the brightness of a bulb in a circuit Predict how to change the volume of buzzers in a circuit	<b>Electricity continued...</b> Use a switch and explain how it is used in a simple circuit Investigate insulators and conductors  Year 5 – Changes and human development to old age  Describe changes in humans as they develop as babies before and after birth Describe changes in humans through: • Childhood	<b>Year 5 – Changes and human development to old age continued...</b> Describe changes in humans through: • Adulthood • old age  Work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

		Describe adaptations in a range of animals Describe adaptations in a range of plants Research a living thing that has evolved over time	Investigate the number of shadows cast by an object		<ul style="list-style-type: none"> <li>Puberty</li> </ul> <p>Year 6 – Circulatory system: impact of diet, exercise, drugs and nutrients</p> <p>Explain the function of the heart Explain what blood is and what it does Know what blood vessels are and what they do</p>	<p>Year 6 – Circulatory system: impact of diet, exercise, drugs and nutrients continued...</p> <p>Know how water and nutrients move through the body Plan, write and present to others information about the circulatory system Describe the impact of a balanced diet on the human body. Describe the impact of exercise on the human body Investigate heart recovery time Explain how legal and illegal drugs affect our bodies Know the impact of smoking and alcohol on the health of the human body</p>
Computing Y5	Word Processing Online Safety (Managing Online Information)	Spreadsheets Online Safety (Self-Image and Identity)	Designing Quizzes Online Safety (Privacy & Security)	Coding	Game Creator Online Safety (Online Reputation)	3D Modelling Graphing
Computing Y6	Online safety Blogging	Coding	Spreadsheets	Text adventures	Networks Understanding Binary	Designing Quizzes
DT	<b>Cooking: Celebrating culture &amp; Seasonality</b> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the			<b>Electric system: Monitoring control</b> Understand and use electrical systems in their products. Use computer control systems in products and apply their understanding of computing to program,		<b>CAMS - Mechanical systems</b> Understand that mechanical systems have an input, process and an output. Use cams to produce toys with different types of movement and change the direction of movement.

	source of different food products.  Use this knowledge to make a seasonal soup.			monitor and control their products.		
Art and design		Drawing/Painting plants and flowers: Line drawing and painting with Acrylic. David Hockney	Perspective drawing Understanding lines of perspective and horizon lines to create cityscapes.		Pop art/Printing	Digital Media: sound, video, animation, still images
Geography		<b>Journey of a cocoa bean</b> Human and physical geography of central America. The history of chocolate. Where chocolate comes from. How is chocolate made and marketed?			<b>Physical geography – Volcanoes and Earthquakes</b> The layers of the Earth. Locating world volcanoes and the most powerful earthquakes. Types of volcanoes and the effects that they have. What causes earthquakes and tsunamis?	
History	<b>Maya Civilization</b> Exploring who the Maya civilisation was, where they lived and what their lives were like. We will explore their beliefs, their number system and what made them such a sophisticated civilisation. We will also explore what was happening in Britain around the same time and why the Maya civilisation came to an end.		<b>Leisure and entertainment through the 20<sup>th</sup> Century</b> Investigate how entertainment and leisure such as music, film and TV have evolved throughout the 20 <sup>th</sup> century.	<b>Local history unit (Cambridge over time - Boat race link)</b> Children take a closer look at their local area and the history of one of Britain's most famous University cities.		
MFL	Phonics/ In the Tea Room (French Cafe)	The Date Celebrations - Christmas	Habitats	Clothes	At School	Healthy Lifestyles
Music	<b>Year 5 – Young Voices</b>		<b>Charanga Unit: Make You Feel My Love</b>	<b>Charanga Unit: You've Got a Friend</b>	<b>Charanga: Unit Music and Me</b>	<b>Charanga: Unit Reflect Rewind Replay</b>

	Children learn the following melodies, words and harmonies of each song and medley in anticipation of their visit to the O2 in January '26: 1. 'All Over the World' 2. 'Disco Fever' 3. 'Move Towards the Light' 4. 'No Such Thing as Normal' 5. 'Pop Medley 2026' 6. 'Power in Me' 7. 'Sea Shanty Medley' 8. 'Shackles' 9. '(Something Inside) So Strong' 10. 'Wicked Medley' 11. 'You'll Be in My Heart/On My Way'		Listen and appraise the song Make You Feel My Love and other Pop Ballads: Compare different artists' versions of the same songs Learn to sing and perform Make You Feel My Love Improvise with the song. Play and copy back. Compose with the Song E, F, G, A, B + C Perform & Share Record the performance and evaluate.	Listen and appraise: You've Got a Friend (The music of Carole King) What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions? Warm-up games play and copy back using up to 3 notes – A, G + E. Improvise using up to 3 notes – A, G + E. Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D Perform & Share Record the performance and evaluate.	Listen & Appraise music from four different inspirational female artists Investigate the artists: How do they each go about creating music? How has creating music helped them to build their confidence? Create You will write your own music using 'Music and Me' <ul style="list-style-type: none"> <li>Which 'beat' did you use?</li> <li>Write a rap</li> <li>Write lyrics for a song</li> </ul> Perform, share and present. Decide how your group will introduce your composition? How did you put your identity into the music and the performance? Record the performance and appraise afterwards.	Rewind and Replay (Revision) - revisit songs from the year <ul style="list-style-type: none"> <li>Complete a composition activity using the Music Explorer resource</li> <li>Rhythm Grid work</li> <li>The Language of Music</li> </ul> Prepare for a performance of songs and activities from the year.
PE	Yoga Netball (Y5) Swimming (Y6)	Dance Outdoor Adventurous Activities (OAA)	Gymnastics Swimming (Y5) Netball (Y6)	Handball Dodgeball	Tennis Tag Rugby	Athletics Rounders
PSHCE	<b>Beginning and Belonging</b>  Helping to make the classroom feel like a safe place. Building relationships Coping with new situations Sources of support	<b>Family and Friends</b> Exploring healthy and unhealthy relationships, online and offline. Developing ways of beginning new friendships and maintaining existing ones and managing some of the pressures in friendships and family relationships. Look at	<b>Working Together</b> Identifying their own strengths and skills, those of others and know how these can complement each other. Understand that the ability to learn is a valuable skill and learn some skills which might be useful in a range of jobs.	<b>Managing safety and risk</b> Explore the benefits and consequences of taking risks and look at how their levels of responsibility are changing as they grow older. Explore how to stay safe on the road and in the	<b>Healthy Lifestyles</b> Explore what makes up a healthy lifestyle, including nutrition, sleep and being active.	<b>Relationships and Sex Education</b> <b>Year 5</b> Learn about the external and internal sexual parts and their basic functions. Explore the changes to bodies during puberty and the importance of personal hygiene.  <b>Year 6</b>

		<p>consent, communication and empathy in relationships.</p> <p><b>Anti-bullying</b> Defining bullying and what may cause someone to bully. Look at the roles of those involved in bullying situations and demonstrate safe strategies to intervene. To begin to look at prejudice-based bullying.</p>	<p><b>Financial Capability</b> Explore what money is, including history, trade and currencies. Grow an understanding that occupations require different skills and allow for different earnings, the deductions from which support others in the community. Discuss the complexities of managing money and budgeting.</p>	<p>sun and describe some first aid procedures.</p>		<p>Learn about the main stages of sexual reproduction. Explore the emotions associated with the onset of puberty and have strategies to deal with these positively. Look at the characteristics of loving, trusting relationships and why couples might choose to have children. Explore different types of family arrangements which may be different from their own.</p>
RE	<p>What place does religion have in our world today?</p> <p>Pupils will: Analyse census data to identify trends and changes in the religious makeup of the UK. Reflect on how their local area's data compares with an alternative area and national trends. Discuss reasons for the changing uses of religious buildings over time. Analyse and respond to data about religious diversity across the world. Discuss the historical and geographical influences on the spread and current distribution of religions.</p>	<p>Why do people have to stand up for what they believe in?</p> <p>Pupils will: Identify challenges people face because of their religious beliefs. Suggest ways to create positive change. Express the different ways light symbolises celebration. Assess different points of view. Begin to use the terms bias, stereotype and prejudice. Explore various viewpoints surrounding religious prejudice. Consider why there are still issues regarding religious freedom today.</p>	<p>Why are some places in the world significant to believers?</p> <p>Pupils will: Discuss why some people may consider mountains to be sacred, significant or both. Recognise that Jerusalem is a significant place for many Jewish, Christian and Muslim people. Discuss reasons why many Sikhs consider the Harmandir Sahib significant. Find examples of the Gurus' teachings in the Harmandir Sahib. List reasons why different people might visit the River Ganges.</p>	<p>Why does religion look different around the world?</p> <p>Pupils will: Explain the meaning and origin of the prefix 'omni' and understand the significance of omni words in religious circumstances. Compare similarities and differences between the Abrahamic religions. Recall why different worldviews may have interpreted similar origins differently. Give reasons about why Shabbat can be observed differently. Consider how geography and culture can affect religious traditions. Explain why people may choose to wear head</p>	<p>Why is there suffering?</p> <p>Pupils will: Make links between the creation story in Genesis and the concept of suffering. Suggest some ideas as to why suffering exists in the world. Discuss passages from Genesis that relate to free will, demonstrating an understanding of context. Identify different reasons why humans may make choices that cause suffering. Relate stories such as Adam and Eve's choice in Genesis, Jesus' temptation and concepts from other religions to the theme of human</p>	<p>Why doesn't Christianity always look the same?</p> <p>Pupils will: Give examples of how Christianity spread as a religion. Explain how significant people have led to changes in how Christianity is practised. Think about their views on leaders changing the way religion is practised. List some reasons why there are different Christian denominations and what it means. Recognise that not all Christians interpret passages about the Holy Spirit in the same way. Note similarities and differences between practices from different denominations.</p>

	Explain the concept of freedom of religion or belief.		Consider what makes objects and relics significant. Explain why some people might visit a significant place due to their beliefs or commitments.	wear or hair coverings to support their belief.	wrongdoing and suffering. Understand the different perspectives on suffering and divine intervention presented in these stories from scripture. Make connections between teachings about Jesus and how some Christians view and respond to suffering.	List some ways Christian worship and practices have changed over time. Share their personal views.
Enrichment	<a href="https://www.mayaarchaeologist.co.uk/school-workshops/school-visits/">https://www.mayaarchaeologist.co.uk/school-workshops/school-visits/</a>  Virtual Workshop –Maya Day (Sharing afternoon)	Y6 Hilltop visit	Y5 Young voices	Y5/6 Museum of Archaeology and Anthropology Cambridge – Cambridge Settlement workshop		Faith trip Y5 and 6