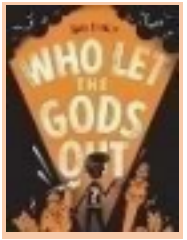
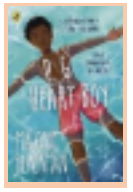
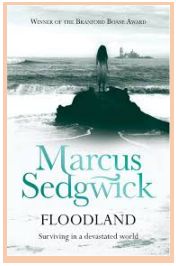
Sycamore, Elm, Oak (Years 5 and 6) – 2026/27

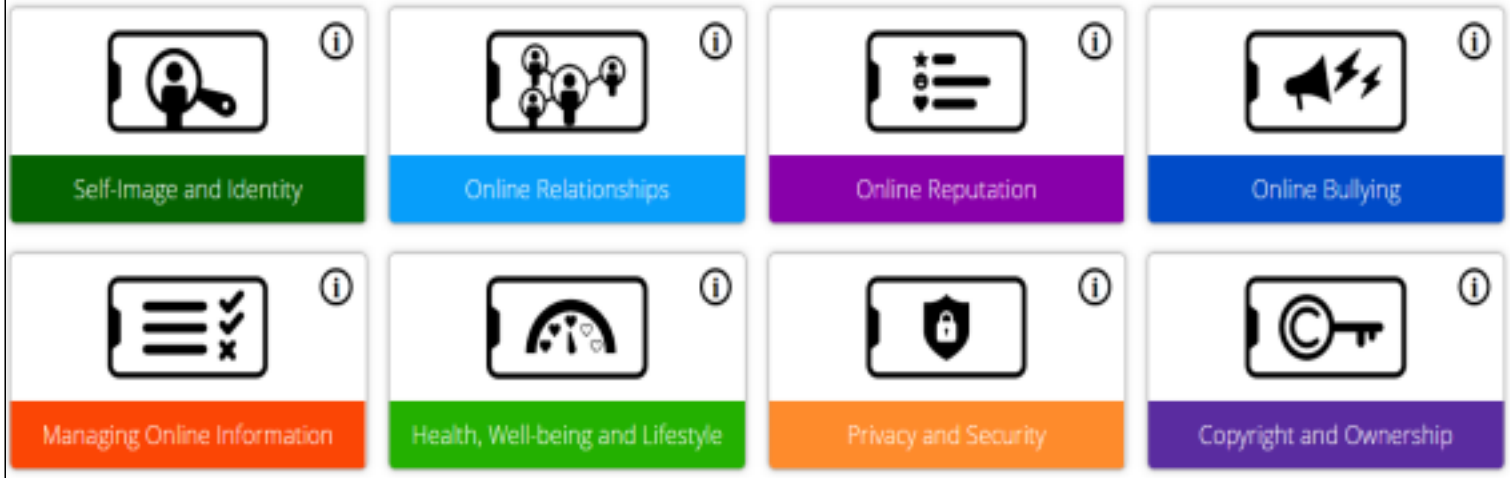
Cycle A		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Driver	PSHE	PSHE then History		History		Science	Geography
Name	Identity	Identity then Islamic Civilisations		Its All Greek To Me!		Blood Heart	Extreme Earth
Question		Why should we study the Early Islamic Civilisations?		What did the Ancient Greeks do for us?		Is it possible for a heart to break?	Our Earth: friend or foe?
Book		Can I Build Another Me? The Golden Horseman of Baghdad.		Who Let The Gods Out 		Pig heart boy 	Floodlands 
Significant people		Anning, Wallace and Darwin. Len Johnson, Matthew Henson					

Enquiry Enhancer Art/DT		**Art** Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait	**Art** Fashion Design Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.	**DT** **Build a Bird Hide** Learn about structures and that structures can fail when loaded, and the use of techniques for reinforcing and strengthening structures.	**Art** **Set Design**	**DT** **Blood Heart Cooking and Nutrition** -Understand and apply the principles of a healthy and varied diet. -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Design and make bread.	**Art** Typography and maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.
Writing Genre		Character description (linked to Identity) Narrative (including a setting description and dialogue to advance the action) based on The Arabian Nights stories. Historical report -based on Enquiry Question-How did the achievements of Early Islam contribute to our lives today?	Character description (Medusa, Minotaur, Zeus) Instructions (How to be a Spartan warrior) Comparison of life in Modern/Ancient Greece (Historical focus) Non chronological report Narrative (using Greek myth as stimulus)		How a heart functions-explanation (Link to Science.) Newspaper Report (linked to Class text) Persuasive text/letter (anti-smoking)		

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Science ***Working Scientifically (ongoing development):***	**Physics** **Changing circuits**	**Biology** **Evolution and inheritance**	**Physics** **Seeing Light**	**Biology** **Classifying organisms**	**Biology** **Healthy bodies**	
	Working Scientifically (ongoing development)*: Identify and classify; observe closely, using simple equipment; perform simple tests; use observation and ideas to suggest answers to questions; gather and record data;*					
RE **Trip to a synagogue**	What is the Qur'an and why is it important for Muslims?		Jewish worship and community	Where did the Christian bible come from?	Sikh worship and community	
PSHE/SMSC/SRE **PSHE Zippy**	**Identity 3 wk** **Emotions**		**Relationships**		**Difficult situations**	
'What do I want to do when I am older?' and 'Money'				**Money**		**Y6 Growing Up** **Y5 Be Yourself**
Staying safe	Keeping safe online	Keeping safe online Bonfire and Firework Safety Safety First including: Peer Pressure and What To Do In An Emergency	Keeping safe online	Keeping safe online	Keeping safe online	Keeping safe online
SRE		Year 5 Girls Menstrual				Year 6

		Cycle and Hygiene Boys Puberty and Hygiene				Girls - Changing Bodies Boys –

						Changing Bodies
Computing	**Creating media – vector drawings**	**Flat-file databases**	**3D modelling**	**Selection in Quizzes**	**Selection in physical computing**	**Sensing**
E-safety	**E Safety Curriculum Overview Cycle A – Taught during PSHE and Computing Lessons** 					

	I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity,	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. I can describe some of the ways people may be involved in online	I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect Supplement with Be Internet Legends activity:	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can identify a range of ways to report concerns and access support both in school and at	I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can describe how fake news may affect someone's emotions and behaviour, and	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can explain how and why some apps and games may request or take payment for additional

	depending on context. I can explain what a strong password is and demonstrate how to create one. (Use https://www.security.org/how-secure-is-my-password/) to experiment with passwords and show the difference between strong and weak passwords.	communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can demonstrate how to support others (including those who are having difficulties) online.	"How do others see us?" I can search for information about an individual online and summarise the information found.	home about online bullying I can explain how to block abusive users. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	explain why this may be harmful I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. Supplement with Be Internet Legends lesson "Check it's for Real"	content (e.g. in app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing. I can give examples of content that is permitted to be reused and know how this content can be found online.
Music	Living on a prayer	Classroom jazz	Make you feel my love	Classroom jazz 2	Dancing in the street	Reflect, rewind and replay
P.E. Year 5	Football Fitness	Handball Dance	Tag rugby Yoga	Athletics Netball	Cricket Gymnastics	Rounders Basketball
P.E. Year 6	Football Fitness	Handball Dance	Tag rugby Yoga	Athletics Gymnastics	Cricket Netball	Rounders Hockey

French Mixed Year 5 & 6 lessons	Sycamore Elm and Oak	AUTUMN **My class** Days and months Birthdays Classroom objects	SPRING **My town and telling the time** Telling the time My town	SUMMER **Myself and my family** Describing myself Clothes The weather