



The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”  
Matthew 13: 31-32



'Learn, love and Flourish with God'

Individual Key Stage Curriculum Overview – Kingfisher Class (Years 5 and 6)

CYCLE A													
Topics	Dark Matters? Space and Forces				Rabbit or Bear? Britain and WW2				Thunder or Lightning? Ancient Greece				
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
<b>Stunning Start</b>	Trip to WHS to Wonderdome. Space Week Activities (w/c 2 <sup>nd</sup> October)				Visit to Worthing to look at Art Deco buildings, meet Two Faced Twins				Workshop visit				
<b>Fabulous Finish</b>			Watch Hidden Figures Film (PG – 2016)				Evacuee Day				Ancient Greek Day – Food tasting		
<b>English - Writing Text</b> <i>* Please see English progression document for writing outcomes and coverage for different year groups.</i>	Hidden Figures by Margot Lee Shetterly		The Strange Case of Origami Yoda by Tom Angleberger		Otto Autobiography of a Teddy Bear by Tomi Ungerer  <i>(Consider year group and swap for A Beautiful Lie by Irfan Master 2025-2026)</i>		Alte Zachen by Ziggy Hanaor  <i>(consider year group and swap for Anne Frank 2025-2026)</i>		The Odyssey by Gillian Cross		Percy Jackson and the Lightning Thief by Rick Riordan		
<b>English - Reading Text</b> <i>*Please see English Reading progression document for reading coverage and progress for different year groups.</i>	Hidden Figures (Young people edition) by Margot Lee Shetterly		The Race to Space by Clive Gifford and Paul Daviz		When Hitler stole Pink Rabbit by Judith Kerr  <i>(Consider year group and swap for After the War: From Auschwitz to Ambleside 2025-2026)</i>		On the Move: Poems about Migration by Michael Rosen		Who let the Gods out by Maz Evans		Mythologica by Stephen P Kershaw		
<b>Maths</b>	<b>Year 5</b> Time Recap Statistics Place Value	<b>Year 6</b> Time Recap Statistics Place Value	<b>Year 5</b> Shape Four operations <b>Autumn Puma</b>	<b>Year 6</b> Shape Four operations Perimeter, area & volume <b>SATS Prep Autumn Puma</b>	<b>Year 5</b> Four operations Perimeter & area Volume Fractions A Converting Units	<b>Year 6</b> Four operations Perimeter & area Volume Converting units Fractions <b>SATS Prep</b>	<b>Year 5</b> Converting units Position & direction Decimals & percentages <b>Spring Puma</b>	<b>Year 6</b> Position & direction Ratio Algebra <b>SATS Prep Spring Puma</b>	<b>Year 5</b> Position & Direction	<b>Year 6</b> Position & Direction <b>SATS PREP</b>	<b>Year 5</b> Maths Project linked to DT Maths transition to Year 6 <b>Summer Puma</b>	<b>Year 6</b> Maths project linked to money Maths challenge linked to DT Maths transition to Year 7 <b>Summer Puma</b>	
<b>Science</b> <i>*Please see Science progression document for Substantive and Disciplinary skills.</i>	<b>Earth and Space (5)</b> 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		<b>Forces (5)</b> 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		<b>Light (6)</b> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or		<b>Electricity (6)</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of		<b>Animals – function of the circulatory system (6)</b> Identify parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are		<b>Evolution and Inheritance (6)</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are		



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	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.	and gears allow a smaller force to have a greater effect.	from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	transported within animals, including humans.	not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<b>RE</b> <i>*All religious education is taught following the Understanding Christianity schemes of work, linking to The Emmanuel project where recommended.</i>	Humanism – Happiness (Emmanuel Project)	Christianity – Incarnation (Understanding Christianity)	Hinduism – Moksha (Emmanuel Project)	Christianity – Salvation (Understanding Christianity)	Buddhism - Enlightenment (Emmanuel Project)	Islam – Revelation (Emmanuel Project)
<b>PE</b> <i>*Please see progression document for PE.</i>	Multi skills Dance	Invasion Games Dance	Gymnastics Drama	Net and Wall Drama	Striking and Fielding Competitive Games (sports day)	Athletics Outdoor Adventurous Games
<b>Computing</b> <i>*Please see progression document for Computing substantive and disciplinary skills.</i>	<b>Mars Rover 1</b> Identifying some of the types of data that the Mars Rover collects and explaining how the Mars Rover transmits the data back to Earth. Children will read binary numbers, and understand binary addition as well as identifying input, processing and output on the Mars Rovers.		<b>Computer Systems and networks : Bletchley Park.</b> Discovering the history of Bletchley Park, historical figures, and computer science. Children learn about code-breaking and password hacking as well as decoding messages. Children present information about historical figures.		<b>Data Handling: Big Data 1</b> Understanding about the use of big data including barcodes, QR codes, infrared, and RFID technologies. Children will create and scan their own QR codes, manipulate real-time data in spreadsheets, and present their findings. They also analyse transport data to understand its usefulness to commuters	
<b>Geography</b> <i>*Please see progression document for Geography substantive and disciplinary skills.</i>		<b>How are different maps of the same area useful.</b> Look at different types of maps ranging from more familiar to more unfamiliar. Comparing maps of different scales - is one scale better than another? Is it always? (e.g. navigating streets vs. learning about a city) Match up - which map would show us x? Which map would help us identify x? Etc. Historical maps - compare now vs. then. Sort maps based on whether they show us physical feature or human features or both - Venn diagram. Have a map and have true/false statements to sort based on map - shows understanding. Ranking - rank the maps which would help you decide where to do x (buy a house, stay during a holiday, etc.). Big Answer - children have a selection of maps they can use to answer the question		<b>Ordinance survey maps – are they still relevant?</b> Look at and break down the grid references into a couple lessons. Discuss different symbols on maps. Navigate Clapham village using compasses and OS Map and compare to GPS. Debate – are they still relevant for navigating?		<b>Was the silk road advantageous?</b> What physical risks would people have encountered? Link to previous knowledge (biomes, mountains). Analysis of different advantages/ disadvantages (spread of disease, globalisation, etc.) Name and locate the world countries,



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<b>History</b>	<b>History of The Space Race and Modern Space exploration.</b> Learning the history of the space race and significant events during this period of History. Children will look at the modern British history in the lead up to and after the Race to Space. Including British significant individuals who have contributed to national and international achievements, such as, Maggie Aderin-Pocock MBE, Helen Sharman, Professor Brian Cox and Tim Peake. As well as the evolution of the UK Space Agency.		<b>History of Clapham and Patching Village during WW2.</b> Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; evaluating the effectiveness of primary sources and the role Clapham and Patching Villages played		<b>What did the Ancient Greeks do for us?</b> Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.		
<b>French</b>	<b>Portraits – Describing in French</b> Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	<b>Meet my French Family</b> Drawing on previous vocabulary and grammar learned in Years 3, 4 and 5, introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes.	Clothes – Getting dressed in France	French Weather	Exploring the French Speaking world	Planning a French Holiday	
<b>Design Technology</b>		Cooking – Come dine with me		Textiles – Make do and mend (Soft Toys)		Mechanical Systems – making a pop-up book	
<b>Art and Design</b>	Drawing - I need Space		Craft and Design (Architecture) –Fine line/Two faced twins/printmaking		Sculpture and 3D – create Greek style sculpture		
<b>Music</b>	<b>Looping and remixing</b> Children learn about how dance music is created, focusing particularly on the use of loops and creating a piece of music with a space theme.		<b>Songs of WW2</b> Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.		<b>Film Music</b> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	<b>Year 5 Film Music</b> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	<b>Year 6 Compose and perform a leavers song.</b> Children spend the topic creating their very own leavers' song personal to their experiences as a class.
<b>PSHE</b>	Families and Relationships	Health and Wellbeing	Safety and the Changing Body (incl opt out lesson for Year 6)	Citizenship	Economic Wellbeing	Identity (Year 6 Only) Transition.	



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Individual Key Stage Curriculum Overview – Kingfisher Class (Years 5 and 6)

CYCLE B												
Topics	Saxons or Scots, who will win?				Just how old is old? South America, Mayans and Aztecs				Can we really make a difference? Conservation and the environment			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Stunning Start</b>	Visit to Buster Hill				Chocolate making				Reptile visit to WHS			
<b>Fabulous Finish</b>			The Tempest School play or Visit to RSC to watch.				Egyptian Day				Beach Days	
<b>English - Writing Text</b> <i>* Please see English progression document for writing outcomes and coverage for different year groups.</i>	Grimm tales for young and old by Phillip Pullman		The Tempest by William Shakespeare		Rain Player		Children of the Benin Kingdom by Dina Orji		The Hidden Forest by Jeannie Baker		Can we save the tiger by Martin Jenkins	
<b>English - Reading Text</b> <i>*Please see English Reading progression document for reading coverage and progress for different year groups.</i>	Grimm tales for young and old by Phillip Pullman		Poetry for Kids William Shakespeare's illustrated edition by William Shakespeare		The Explorer by Katherine Rundell		Black and British: a short, essential history by David Olusoga		When the stars come out by Nicola Edwards and Lucy Cartwright		Darwin's Voyage of Discovery by Jake Williams	
<b>Maths</b>	<b>Year 5</b> Time Recap Statistics Place Value Shape	<b>Year 6</b> Time Recap Statistics Place Value Shape	<b>Year 5</b> Shape Addition & subtraction Perimeter & area Volume Multiplication & division A <b>Autumn Puma</b>	<b>Year 6</b> Shape Four operations Perimeter, area & volume <b>SATS Prep Autumn Puma</b>	<b>Year 5</b> Multiplication & division A Fractions A Converting Units	<b>Year 6</b> Converting units Fractions <b>SATS Prep</b>	<b>Year 5</b> Converting units Position & direction Negative numbers Decimals & percentages <b>Spring Puma</b>	<b>Year 6</b> Position & direction Ratio Algebra <b>SATS Prep Spring Puma</b>	<b>Year 5</b> Decimals & percentages Multiplication & division B	<b>Year 6</b> <b>SATS PREP</b>	<b>Year 5</b> Decimals Fractions B Maths Project linked to DT Maths transition to Year 6 <b>Summer Puma</b>	<b>Year 6</b> Maths project linked to money Maths challenge linked to DT Maths transition to Year 7 <b>Summer Puma</b>
<b>Science</b> <i>*Please see Science progression document for Substantive and Disciplinary skills.</i>	Living things and their habitats – life processes		Living things and their habitats - classification		Change of materials		Properties of materials.		Animals & humans – physical changes		Looking after our environment	
<b>RE</b> <i>*All religious education is taught following the Understanding Christianity schemes of work, linking to The Emmanuel project where recommended.</i>	Christianity – God (Understanding Christianity)		Hinduism – Brahman (Emmanuel Project)		Christianity – Kingdom of God (Understanding Christianity)		Christianity – Salvation (Understanding Christianity)		Islam - Tawhid (Emmanuel Project)		Christianity – Creation (Understanding Christianity)	



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<b>PE</b> *Please see progression document for PE.	Multi skills Dance	Invasion Games Dance	Gymnastics Drama	Net and Wall Drama	Striking and Fielding Competitive Games (sports day)	Athletics Outdoor Adventurous Games
<b>Computing</b> *Please see progression document for Computing substantive and disciplinary skills.	We are game developers (using micro:bit)		Quipus and other ancient civilisations “computing”		Creating Media: Conservation short film	
<b>Geography</b> *Please see progression document for Geography substantive and disciplinary skills.		<b>Renewable energy is it worth the fuss?</b> Categorising resources – renewable or nonrenewable? Pros and cons of renewable/non-renewable – debating. Who benefits?. Land use maps of U.K. – where do our resources come from? Looking at the economic, political and environmental motivations for renewable sources of energy Look at maps of land use – how have these changed over time? Why do we think this has happened?		<b>Rainforests and their place in our eco-system</b> Locate the major rainforests of the world, Identify the position and significance of longitude (Equator, Tropic of Cancer and Tropic of Capricorn). Describe the climate of a rainforest biome and link this to its location on the map. Understand and describe key physical features of a rainforest. Understand what natural resources are found in the rainforests. Learn some of the species of animals in the rainforests that are endangered. Explain the effects that humans are having on the rainforest. Talk about indigenous people who live in the Amazon Rainforest		<b>Is exploration helping our oceans?</b> Look at plastic waste and the three R's. Consider if underwater exploration is in fact helping our marine life – debate. Why do Oceans matter? Understand how human activities are affecting our oceans. Look at different perspectives on plastic waste.
<b>History</b>	What lasting impact did the Anglo-Saxons have on Britain?		Mayan and Aztecs – what do they bring to the modern world?		Unheard histories – who should go on the bank notes? (Focus on Charles 2 & his role in conservation)	
<b>French</b>	Portraits – Describing in French	Meet my French Family	Clothes – Getting dressed in France	French Weather	Exploring the French Speaking world	Planning a French Holiday
<b>Design Technology</b>		To design and make a watermill.	To design the packaging for our own chocolate bar		Textiles: Waistcoats	
<b>Art and Design</b>	Printmaking – Lino block printing			Egyptian Art – making own Papyrus paper		Drawing- Make my voice heard
<b>Music</b>	Dynamics pitch and texture (Theme: Coast – Fingals cave by Mendelssohn)		Compositional Notation – Egyptian Theme		Musical Theatre (Musical performance for parents)	Year 5 Musical Theatre (Musical performance for parents)   Year 6 Compose and perform a leavers song.
<b>PSHE</b>	Families and Relationships	Health and Wellbeing	Safety and the Changing Body (incl opt out lesson for Year 6)	Citizenship	Economic Wellbeing	Identity (Year 6 Only) Transition.