



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



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

CYCLE A												
Topics	Vikings				Tudors				World War 2			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Stunning Start												
Fabulous Finish												
English - Writing Text <i>* Please see English progression document for writing outcomes and coverage for different year groups.</i>	The Arrival Shaun Tan (Extended Narratives)		The Man Who Walked Between the Towers Mordicai Gerstein (Biographies)		Romeo and Juliet William Shakespeare (Playscripts)		The Lost Happy Endings Carol Ann Duffy (Alternative Perspective Prequels)		Anne Frank Josephine Poole (Newspaper articles)		Alte Zachen by Ziggy Hanaor (Analytical Essay)	
English - Reading Text <i>*Please see English Reading progression document for reading coverage and progress for different year groups.</i>	The Arrival Shaun Tan		The Man Who Walked Between the Towers Mordicai Gerstein		Romeo and Juliet William Shakespeare		The Lost Happy Endings Carol Ann Duffy		Anne Frank Josephine Poole		Alte Zachen by Ziggy Hanaor	
Maths	Year 5 Time Recap Statistics Place Value	Year 6 Time Recap Statistics Place Value	Year 5 Shape Four operations Autumn Puma	Year 6 Shape Four operations Perimeter, area & volume SATS Prep Autumn Puma	Year 5 Four operations Perimeter & area Volume Fractions A Converting Units	Year 6 Four operations Perimeter & area Volume Converting units Fractions SATS Prep	Year 5 Converting units Position & direction Decimals & percentages Spring Puma	Year 6 Position & direction Ratio Algebra SATS Prep Spring Puma	Year 5 Position & Direction	Year 6 Position & Direction SATS PREP	Year 5 Maths Project linked to DT Maths transition to Year 6 Summer Puma	Year 6 Maths project linked to money Maths challenge linked to DT Maths transition to Year 7 Summer Puma
Science <i>*Please see Science progression document for Substantive and Disciplinary skills.</i>	Animals, including humans (5) Describe the changes as humans develop to old age.		Properties of materials (5) Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets; know that some materials will dissolve in liquid to form a solution, use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating; and finally, they learn how to give reasons, based on evidence from comparative and fair tests, for the particular uses of		Electricity (6) Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; they learn how to compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches; and finally, they use recognised symbols when representing a simple circuit in a diagram.		Living things and their habitats (5) Deepening children's understanding of life cycles, reproduction and animal characteristics. New concepts such as asexual reproduction and metamorphosis are introduced to help the children understand how life cycles are constantly progressing, whilst pre-existing concepts are continually referenced and built upon to aid recall and scaffold learning		Changes of materials (5) Describe how to recover a substance from a solution; demonstrate that dissolving, mixing and changes of state are reversible changes; and finally, they learn how to explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.		Light (6) 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 from light sources to objects and then to our eyes; and finally, children learn how to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them..	



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		everyday materials, including metals, wood and plastic.				
RE <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)
PE <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
Computing <i>*Please see progression document for Computing substantive and disciplinary skills.</i>	Online safety	Programing music	Search Engines	Stop Motion Animation	Big Data	Micro:Bits
Geography <i>*Please see progression document for Geography substantive and disciplinary skills.</i>		What is life like in the Alps? Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children’s own locality.		Can I carry out an independent fieldwork enquiry? Observing, measuring, recording and presenting their own fieldwork study of the local area.		Why does population change? Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.
History	Were the Vikings raiders, traders or something else? Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'.		What was life like in Tudor England? Discovering the Tudor dynasty; exploring the use of portraits, progresses and punishment; examining how monarchs exercised absolute power; investigating how Tudor inventories indicate the wealth and position of ordinary Tudors.		What was the impact of World War 2 on the people of Britain? Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people’s lives; and evaluating the effectiveness of primary sources.	
Spanish	Describing families and friends in Spanish	Spanish portraits	Shopping	Household tasks	A trip across Spain	Saving South America
Design Technology		Electrical Systems - Doodlers		Mechanical systems		Cooking and nutrition Developing a recipe
Art and Design	Sculpture and 3D Interactive installation		Drawing I need space		Painting and mixed media Portraits	
Music	Composition notation Ancient Egypt		South and West Africa		Composition to represent the festival of colour	



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	Blues				Holi festival	
PSHE	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	Ancient Greeks				Census				Unheard Voices				
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Stunning Start													
Fabulous Finish													
English - Writing Text <i>* Please see English progression document for writing outcomes and coverage for different year groups.</i>	Percy Jackson and the Lightning Thief by Rick Riordan (Mythical narratives Odes, soliloquies, setting descriptions, additional chapters, reports)		The Odyssey by Gillian Cross (Epic stories Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts)		The Invention of Hugo Cabret Brian Selznick (Biographies Diaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques)		Can we save the tiger by Martin Jenkins (Discussion texts Letters, explanations, persuasive posters, & speeches, simple poems)		High Rise Mystery Sharna Jackson (Extended stories Character & setting descriptions, police & newspaper report, dialogue, persuasive letters)		Children of the Benin Kingdom by Dina Orji (Non-chronological reports Informal letters, diaries, survival guides, eyewitness reports, story summaries)		
English - Reading Text <i>*Please see English Reading progression document for reading coverage and progress for different year groups.</i>	Mythologica by Stephen P Kershaw		Who let the Gods out by Maz Evans		Malala Malala Yousafzai		The Explorer by Katherine Rundell		Darwin's Voyage of Discovery by Jake Williams		Black and British: a short, essential history by David Olusoga		
Maths	Year 5 Time Recap Statistics Place Value Shape	Year 6 Time Recap Statistics Place Value Shape	Year 5 Shape Addition & subtraction Perimeter & area Volume Multiplication & division A Autumn Puma	Year 6 Shape Four operations Perimeter, area & volume SATS Prep Autumn Puma	Year 5 Multiplication & division A Fractions A Converting Units	Year 6 Converting units Fractions SATS Prep	Year 5 Converting units Position & direction Negative numbers Decimals & percentages Spring Puma	Year 6 Position & direction Ratio Algebra SATS Prep Spring Puma	Year 5 Decimals & percentages Multiplication & division B	Year 6 SATS PREP	Year 5 Decimals Fractions B Maths Project linked to DT Maths transition to Year 6 Summer Puma	Year 6 Maths project linked to money Maths challenge linked to DT Maths transition to Year 7 Summer Puma	
Science <i>*Please see Science progression document for Substantive and Disciplinary skills.</i>	Animals, including humans (6)		Forces (5)		Earth and Space (Y5) Change of Materials (Y6)		Living things and their habitats (6) 2024/5: Forces (Y5), Properties of materials (Y6)		Evolution and inheritance (6)		Looking after our environment (6)		
RE <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)		
PE	Multi skills		Invasion Games		Gymnastics		Net and Wall		Striking and Fielding		Athletics		



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*Please see progression document for PE.	Dance	Dance	Drama	Drama	Competitive Games (sports day)	Outdoor Adventurous Games
Computing *Please see progression document for Computing substantive and disciplinary skills.	Online safety	Micro_Bit	Mars Rover	Bletchley Park and the history of computers	Exploring AI	Introduction to Python
Geography *Please see progression document for Geography substantive and disciplinary skills.		Where does our energy come from? Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.		Would you like to live in the desert? Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.		Why do oceans matter? Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution..
History	What did the Greeks ever do for us? 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.		What can the census tell us about local areas? Investigating local histories from the Victorian to the inter-war period, children explore census records. They learn about the census, its purpose and its changes over time. Children suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.		Unheard histories – who should go on the banknotes?	
Spanish	Food and Drink	Sports	Clothes	School Life	Free Time	Maya City Treasure Hunt
Design Technology		Textiles Waistcoats		Structures Playgrounds		Digital World Navigating the world
Art and Design	Craft and Design Photo opportunity		Drawing Making my voice heard		Sculpture and 3D Making memories	
Music	Dynamics pitch and texture Coast – Fingals cave by Mendelssohn)		Baroque		Composing and performing a Leavers' Song	
PSHE	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.