

Long Term Curriculum Overview – Oak Class Y5/6 Cycle 2 (2025-2026)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/	<p>We Can Do It! (A local study unit on Winchester in WW1 and WW2) A study or aspects of history or a site dating from a period beyond 1066 that is significant to a locality.</p>		<p>There is no Planet B Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, including day and night. What can we do to stop climate change?</p>		<p>Why are the Rainforests so important? Understanding geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in South America</p>	
Hook	WW2 suitcase Mystery		Carbon Zero Week Challenge		Create a Rainforest in a Jar	
Outcome	WW2 Day		There is No Planet B Convention		Deforestation Debate	
Enrichment	Home Front focus visit – Winchester College Creative History day		Visiting speakers River Itchen Study – chalk stream		Cameron’s Cottage – New Forest	
Text Drivers suggestions	<p>The Treekeepers - Keiran Larwood</p> <p>Impossible Creatures - Katherine Rundell</p> <p>Goodnight Mr Tom (Extracts) - Michelle Magorigan</p> <p>Poppy Field - Michael Morpurgo</p>		<p>Skellig - David Almond</p> <p>Scavengers - Darren Simpson</p> <p>Eye of the Wolf - Daniel Pennac</p>		<p>Holes - Louis Sachar</p> <p>Where once we stood - Christopher Riley & Martin Impey</p> <p>Eren - Simon Clark</p>	
English	<p>Writing to inform</p> <ul style="list-style-type: none"> -recount -explanation -newspaper reports -instruction <p>Writing to entertain</p> <ul style="list-style-type: none"> - diary writing -script writing - poetry 	<p>Writing to persuade</p> <ul style="list-style-type: none"> -letter -advert -poster -speech <p>Writing to entertain</p> <ul style="list-style-type: none"> - Develop a key narrative technique- settings 	<p>Writing to inform</p> <ul style="list-style-type: none"> - Explanation texts linked to survival scenarios - Non –chronological reports -animals that live in extreme climates - Leaflets 	<p>Writing to entertain</p> <ul style="list-style-type: none"> - write a series of diary extracts -write a report in the form of a leaflet -Develop a key narrative technique- settings 	<p>Writing to discuss</p> <ul style="list-style-type: none"> -write a balanced argument - write and present a speech <p>Writing to entertain</p> <ul style="list-style-type: none"> - develop a key narrative technique- characterisation 	<p>Writing to inform</p> <ul style="list-style-type: none"> -research, write and present a report for a specific audience and purpose -develop a key narrative technique – atmosphere <p>Writing to persuade</p> <ul style="list-style-type: none"> -advert -letter -poster

Maths	White Rose Maths Number Place Four operations Prime numbers Statistics	White Rose Maths Number-Four operations Prime numbers Statistics	White Rose Maths Number-Fractions Fractions Percentages	White Rose Maths Fractions Decimals Percentages Algebra Geometry ,Angles and shape	White Rose Maths -Converting units -Area and perimeter -Volume -Measures -Fractions ,decimals and percentages	White Rose Maths -Fractions, decimals and percentages -Four operations
Science	Light (Y6) <ul style="list-style-type: none"> - 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 - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases. Electricity (Y6) <ul style="list-style-type: none"> - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not 	Living Things and their habitats (Y6) <ul style="list-style-type: none"> - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics 	Evolution and Inheritance (Y6) <ul style="list-style-type: none"> - 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 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. Animals including humans (Y6) <ul style="list-style-type: none"> - identify and name the main 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 transported within animals, including humans. 			

	<p>the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors. - 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 buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram. 					
Science (Longitudinal study)	<p>Do we all start and end life in the same way? Working scientifically UKS2:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments. 					
Computing <i>All units contain Online safety elements.</i>	6.1 Programming We are adventure gamers: Making a text-based adventure game	6.2 Computational thinking We are computational thinkers: Mastering algorithms for searing and sorting and mathematics	6.3 Creativity We are advertisers: creating a short television advert	6.4 Computer networks We are network engineers: Exploring computer networks including the internet ****	6.5 Productivity We are travel writers: Using media and mapping to document a trip	6.6 Communication We are publishers: Creating a yearbook
Geography	/		Describe and understand key aspects of: physical geography, including: climate zones and rivers. What is the difference between weather and climate? Fieldwork Study of the River Itchen	Rainforests Where in the world are the rainforests located? How are plants and animals adapted to their environment? What are the primary and secondary impact of deforestation?		

			What is the importance of the chalk stream which flows through our city of Winchester? How can we investigate the hydrology and wildlife of the River Itchen? What does a transect of the River Itchen look like?		How do rainforests contribute to world ecology? How does Fairtrade farming help support workers in the Rainforest?	
History	A local study unit on Winchester in WW1 and WW2 What was the impact of WWII on the Home Front in Winchester? What was life like in Winchester on the Home Front in WWII? How did Winchester change after WWI and WWII?		/	/		
Art	Representations of WW2 in pastels and charcoal Artist Study: John Piper Depiction of the Blitz in the style of John Piper	Artist Study: Lowry Propaganda posters Pencil and Water Colour Sketch book study: 'The Poppy'.	Artist Study: David Sheperd Water colours inspired by David Sheperd Collage Create a collage landscape using textured materials Print making Impressions of nature with natural materials	Sculpture: Incredible Activists Use recycled materials to raise awareness of global issues Drawing Create posters/illustrations to represent the impact of environmental damage	Artist Study: Henri Rousseau Drawing: Depiction of Rainforests in style of Henri Rousseau Textiles Sewing Make a rainforest butterfly/insect from felt / fabric	Painting 'Spirit of the Rainforest Art' inspired by tribal culture artist John Dyer Collage - Use recycled materials to create a rainforest collage.
DT	Textiles – combining different fabric shapes 'Make do and mend' – sustainability Food – celebrating culture and seasonality WW2 Rations cookery		Structures - frame Design Create a 3D model of a river basin		Mechanisms – pulleys or gears Create an information book with moving parts	
RE (Understanding Christianity and Living Difference)	BELONGING SUFFERING WR: Buddhism Dukkha (suffering) The four noble truths (Living Difference Hampshire Planning)	SPECIAL INCARNATION 2b.4 Was Jesus the Messiah? (UC)	CREATION 2b.2 Creation and science: conflicting or complimentary? (UC)		ENLIGHTENMENT WR: Buddhism Festivals - Wesak (Living Difference Hampshire Planning)	

PE	Multi Skills -Passing in different ways -Choose a tactic for defending and attacking	Multi Skills -Shooting techniques -lead others in a game situation	Invasion Games - Pass in different ways - keep possession of the ball - Make a team and communicate a plan in game e.g. lacrosse	Dance - compose dances in a creative way -Dance with fluency, clarity accuracy and consistency	Fielding and Striking -Batting skills -Bowling skills -throwing skills -Fielding techniques E.g. rounders/cricket	Agility, Balance and Coordination -Run short distances -Run long distance(stamina) -I can throw in different ways -Jump in different ways -e.g. athletics
Music	God Save the King (6) <i>Dimensions Focus: pitch and duration</i>	Amazing Machines (6) <i>Dimensions Focus: pitch and duration and timbre</i>	Play musical instruments Learn basics of playing and learning an instrument Simple chords Musical Notation Class performance		Map Rappers (5) <i>Dimensions Focus: duration and structure</i>	Frozen Lands (5) <i>Dimensions Focus: pitch and texture</i>
PSHE (SCARF)	Me and My Relationships - Getting to know each other -What makes an excellent learner - What are my super-hero powers?	Valuing differences	Keeping myself safe	Rights and Responsibilities	Being My Best	Growing and Changing
French Y5	Bon appetite, bonne sante (Healthy eating) Je suis le musicien (I am the music man) (Rising Stars 3)		En route pour l'école (On the way to school) Scene de plage (Beach scene) (Rising Stars 3)		Le Retour du Printemps (The return of Spring) Les Planetes (The planets) (Rising Stars 3)	
French Y6	Notre ecole (Our School) Notre Monde (The world around us) (Rising Stars 4)		Le passe et le present (Then and now) Ici et la (Out and about) (Rising Stars 4)		Monter un café (Setting up a café) Quoi de neuf? (What's in the news?) (Rising Stars 4)	