	Old Newton Curriculum Map UKS2 Y5/6	**Year A 2026 /27**

Year A **KS2 YR 5-6**	**Autumn** **Residential - Bawdsey Manor**		**Spring** **The Ancient Greeks (History)** **Experience: Fitzwilliam Museum - Greeks**		**Summer** **An Aerial View - macro to micro (Science/Geography)** **Experience: Planetarium ?**	
Framework for Independence	• **Confidence, Resilience and self-awareness** • **Listening and attention** • **Health and self-care**		• **Independent Enquiry** • **Reflective Learners**		• **Cooperation and Society** • **Creative Thinking**	
PSHE / RSHE **Year 5 Kapow PSHE units**	The online world: How am I influenced by what I see online?	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
English Literacy Tree Project	**Autumn 1** Journeys and Migration	**Autumn 2** Conservation and Preservation	**Spring 1** Inspiration and Activism	**Spring 2** Dystopian Worlds	**Summer 1** Fate and Fortune	**Summer 2** A Sense of Place
	The Odyssey By Gillian Cross	*Can We Save the Tiger? By Martin Jenkins*	*Hidden Figures By Margot Lee Shetterly*	*Robot Girl By Malorie Blackman*	*The Wind in the Wall By Sally Gardner*	*Some Places More Than Others By Renee Watson*

	Epic adventure story **Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue, missing scene, postcard, advertisement**	**Discussion text** **Letter, explanation, persuasive poster, persuasive speech, simple poem**	**Non-chronological report on the life and achievements of the women and history of NASA/NACA** **Non-chronological reports, job adverts, formal persuasive letters, informal letters, diary entries, character descriptions, opinion pieces**	**Science-fiction narrative** **Discussion / debate, character comparisons, dialogue, email in role, setting description, advice letter, action scene, book review**	**Extended Gothic narrative** **Horror film poster, figurative writing, character/setting descriptions, old English letter, dialogue**	**Poetry** **Letters, diaries, information leaflets, instructions**
	*Leila and the Blue Fox By Kiran Millwood-Hargrave **	*The Last Bear By Hannah Gold **	*Suffragette, The Battle for Equality By David Roberts*	*Paradise Sands By Levi PinfoldKaspar,*	**Romeo and Juliet By William Shakespeare**	*Prince of Cats By Michael Morpurgo ***
	Extended blog entry **Poetry, informal message, formal letter, short information text, diary entry, narrative and action scenes, tweet**	**Newspaper article** **Character profile, figurative descriptions, dialogue, monologue, logbook entry, scientific report**	**Persuasive campaign** **Formal letters, diary entries, balanced arguments, speeches, short news report**	**Narrative prequel** **Descriptive story opening, informal note of advice, formal letter in role, descriptive retelling, conversation between characters, books**	**Balanced argument** **Police report, diaries, letters, narratives, dialogue, setting descriptions, advice notes, character descriptions, oral debate**	**Newspaper article** **Character descriptions, reports, letters, advertising leaflet, balanced report**
Reading	**Holes** - Nonlinear time sequence **Pig-Heart Boy**- complexity of narrator **A Christmas Carol,** **Wolves of Willoughby Chase** - Archaic Text **Harry Potter** -complexity of plot		**Harry Potter** -complexity of plot **The Girl of Ink and Stars** - complexity of plot **The Tyger, The Eagle, Daffodils** -Poems, Resistant, Archaic, Complex		**Pax** - complexity of narrator **Wonder** - complexity of narrator; non-linear time sequence	
Maths - WRM: Mixed Year Group Planning	Place Value; Addition and Subtraction https://whiteroseeducation.com/account/resources	Multiplication and Division; Fractions https://whiteroseeducation.com/account/resources	Fractions (Y5); Ratio and Algebra (Y6) https://whiteroseeducation.com/account/resources	Fractions, Decimals, Percentages; Perimeter and Area; https://whiteroseeducation.com/account/resources	Statistics; Geometry- Shape, position and Direction https://whiteroseeducation.com/account/resources	Measurement and Converting Units; Negative Numbers; Volume https://whiteroseeducation.com/account/resources
Science Plymouth Scheme of Work - Mixed Year Group Planning	Cycle B- T3 Healthy body, healthy mind • I can identify the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood.		Cycle B- T1 Bright sparks • Recognise that light appears to travel in straight lines. (LY6) • 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 (LY6)		Cycle B- T2 Following Darwin's footsteps • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	

Plus on-going working scientifically from the skills progression	• I can describe the ways in which nutrients and water and transported within animals including humans. • I can recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function. • I understand the term 'food group' and 'balanced diet'. • I understand the importance of a balanced diet. • I understand the importance of a healthy body and a healthy mind. **Extended write ideas** Diary/graphic novel as blood travelling around the human body. Instructions on how to live a healthy lifestyle. Persuasive advert to join a health class.		• 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 (LY6) • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (LY6) • 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. (EY6) • To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. (EY6) • To use recognised symbols when representing a simple circuit in a diagram. (EY6) **Extended write ideas** Instructions on how to make a bulb brighter. Explanation of lighthouse, lasers or fibre optic lights.		• 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. **Extended write ideas** Fact file/ biography about Charles Darwin. Explanation text of how the iguanas on the Galapagos island have adapted over time. (DT Link - Bird adaptations/Bird Hides English Link - Jungle Habitat - Gorilla/Explorer)	
History		**Kapow: Unheard histories: Who should feature on the £10.00 banknote?** Investigating why historical figures are on banknotes, learning about the criteria for historical significance, participating in a tennis rally debate, creating a video to		**What did the Greeks do for us? Kapow Yr 5/6 -** ***Ancient Greece – a study of Greek life and achievements and their influence on the western world*** **Chronological Understanding** Uses timelines to place and sequence local, national and international events.		**What does the census tell us about our local area?** **Local Study: Kapow Yr 5/6 Unit** Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time

		explain why their historical figure was significant and selecting a historical figure for the £10.00		Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Greek, era, period. Identifies changes within and across historical periods **Extended write ideas** Construct their own Greek Myth or write a chronological report describing some of the events in ancient Greece		and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.
Geography	**Why does population change?** **Human Geography: Kapow 5/6** 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.		**Mountains: What is life like in the Alps? - Physical Geog - Kapow 5/6** **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**		**Kapow - Can I carry out an independent fieldwork enquiry**	

			the Alps to the children's own locality **Extended write ideas** Make a tourist information leaflet on the Alps as a holiday destination.			
Music Kapow	Film Music	Composition notation (Theme: Ancient Egypt)	Musical theatre	Theme and variations (Theme: Pop Art)	Songs of World War 2	Composing and performing a Leavers' song
PE -	Multi Skills – Primary PE Planning Cricket - Chance to Shine	Eco Warrior Dance – Primary PE Planning Quicksticks – Primary PE Planning	Gymnastics – Primary PE Planning Netball – Primary PE Planning	KS2 Football – Primary PE Planning Tag Rugby – Primary PE Planning	Fitness – Primary PE Planning Athletics – Primary PE Planning	OAA – Primary PE Planning Rounders – Primary PE Planning
Art ***Suffolk Art Scheme: Yr5 Units*** *****Extended Write in Spring: all classes completing the same writing task.***	Print **Extended Write:** Writing detailed instructions on how to produce a reduction print block using Press Print.(Step by step and adding sketches/prints to support).		Textiles ****Extended Write:** Story writing based on Surrealism- Weird and wacky and wonderful. Extended Write Art Link		Paint	
DT ***Kapow Mixed Year Group Planning***		Electrical systems: Wobble Bots		Mechanical systems: Making a pop-up book		Cooking and nutrition: Developing a recipe

Computing	Year 6 Online safety	Year 6 Creating media- History of computers	Year 6 Computing systems and networks- Exploring AI	Year 6 Programming- Intro to Python Year 6 Skills showcase- Inventing a product		Year 6- Data Handling: Big Data 1
RE (Emmanuel Project Scheme)	**Big Question 5: Where do people look for answers to life and living?**			**Big Question 6 – Are some things more sacred than others?**		
	Christianity **Why is the gospel such good news for Christians?** **Extended write ideas** Write a letter to someone sharing some good news that you recently had.	**Islam** **What does the Qur'an reveal about Allah and his guidance?** **Extended write ideas** Write a diary account of Mohammed and his revelation at Cave Hira.	**Hinduism** **What spiritual pathways to Moksha are written about in Hindu scriptures?** **Extended write ideas** Rewrite the story of Krishna with the universe in his mouth	**Christianity** ***Why do Christians think being a pilgrim is a good analogy for life itself?***	**Christianity** **What is the great significance of the Eucharist for Christians?** **Extended write ideas** Thankfulness on the moon - Write a description of what the moon was like from Buzz's perspective and link this to his feeling of thankfulness to God.	**Buddhism** **How did Buddha teach his followers to find enlightenment?**
French Kapow Mixed Age Year A	French Y5/6 (A): Unit 1: Portraits – describing in French (5 lessons)	French Y5/6 (A): Unit 2: Meet my French family (5 lessons)	French Y5/6 (A): Unit 3: Clothes – getting dressed in France (5 lessons)	French Y5/6 (A): Unit 4: French weather (5 lessons)	French Y5/6 (A): Unit 5: Exploring the French-speaking world (5 lessons)	French Y5/6 (A): Unit 6: Planning a French holiday (5 lessons)

Link to document for books for topics across curriculum.
https://drive.google.com/file/d/1h1m5RNuYETx2J03oIvLeFpbp7_LCwl-v/view