Years 5 and 6 (2025-26)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**The Nowhere Emporium** Narrative writing Hybrid information magazine	**Mary Poppins** Classic fiction Poetry: songs and lyrics Formal reviews	**Beowulf** **British Legends** Legends from the British Isles Persuasion	**Greek Myths – The Odyssey** Myths and legends Oral storytelling – monologues and soliloquys	**Running Wild** Novel as a theme Biography	**The 1,000 Year Old Boy** Narrative Non-chronological report Poetry
Maths	Place value Addition and subtraction Multiplication and division	Fractions Multiplication and division	Multiplication and division Fractions Decimals Area, perimeter, volume	Decimals Fractions, decimals, percentages	Ratio Algebra Shape Position and direction	Statistics Converting units
Science	Classifying – big and small	Light and reflection	Evolution and inheritance	Circuits, batteries and switches	Circulation and health	Making connections – Are some sunglasses safer than others?
RE	How and why do Christians read the Bible?	How do Christians prepare for Christmas? (6.2)	The Bible: How and why do Christians read the Bible?	Jesus (Easter): Who was Jesus? Who is Jesus?	God: What is the nature and character of God?	Old Testament women: Did she make the right choice?
History		Local history: What does the census tell us about the local area?		Ancient Greece: What did the Greeks every do for us?		Unheard histories: Who should go on the banknote?
Geography	Why does the population change?		Why do oceans matter?		Can I carry out an independent fieldwork enquiry?	
PSHE	Water safety & Keeping and Staying Safe assessment Alcohol & Keeping and Staying Healthy assessment Stealing & Being Responsible assessment		Worry & Feelings and Emotions assessment Making Friends online and Computer Safety asst In-App purchases and The Working World assessment		First Aid (Minor injuries) and First Aid assessment British Values and AWWJ assessment Y5 puberty; Y6 conception	
PE	**Y5**: Swimming **Y6**: Invasion games through rugby 1 Netball	**Y5**: Swimming **Y6**: Gymnastics – Max Whitlock Orienteering (Y6)	Creative games Invasion games through hockey	Invasion games through football Dance – Heroes and villains	Athletics Fencing	Net and Wall games through tennis Striking and fielding through rounders
Music	Living on a Prayer Yr 5 Charanga-Autumn 1	Singing unit- Young voices	Singing unit- Young voices	Classical Music unit: Ride of the Valkyries (Wagner)	You've Got a Friend -Year 6 Charanga spring 2	Tuned instruments - ukuleles
Computing	Computing systems and networks: Communication and collaboration	Creating media: Web page creation	Programming: Variables in games	Data and information: Introducing spreadsheets	Creating media: 3D modelling	Programming: Sensing movement
French	French monster pets (5)	Meet my French family (5)	Shopping in France (5)	Verbs in a French week (5)	Sports and the Olympics (5)	Planning a French holiday (5)
Art and Design	Drawing: Make my voice heard (5)		Painting and mixed media: Portraits (5)		Sculpture and 3D: Making memories (5)	
Design and Technology		Textiles: Stuffed toys (4)		Electrical systems: Steady hand game (4)		Cooking and nutrition: Come dine with me (4)
Visits, visitors and experiences	Field work in Over Kellet Bikeability	Remembrance Day Christmas at Capernwray Hall	Young Voices concert Eco Town	Cricket workshops	Fieldwork in the local area	Big Adventure residential Leavers' service

Years 5 and 6 – Map B (2026-27)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Mission Survival: Gold of the Gods** Novel as a theme Biography	**Oliver Twist** Stories with historical settings Film and play scripts Classic narrative poetry	**The Portal** Science Fiction stories Information booklets Poems with structure	**The Invention of Hugo Cabret** Novel as a theme Magazine: information text hybrid	**Wonder** Diary Writing Biography Historical report: VE Day Stories	**Carrie's War** **The Lion and Albert** Short stories with flashbacks Discussion and debate Classic narrative poetry
Mathematics	Place value Addition and subtraction Multiplication and division	Fractions Multiplication and division	Multiplication and division Fractions Decimals Area, perimeter, volume	Decimals Fractions, decimals, percentages	Ratio Algebra Shape Position and direction	Statistics Converting units
Science	Mixtures and separation	Properties and change	Earth and space	Life cycles and reproduction	Unbalanced forces	Human timeline
RE	Life as a journey: Is every person's journey the same?	Christmas. How do our celebrations reflect the true meaning of Christmas	The Exodus: Why is the Exodus such a significant event in Jewish and Christian history? The Eucharist: Why do Christians celebrate the Eucharist?	Easter: Why do Christians believe that Easter is a celebration of victory?	St Paul: How did the news of Jesus' resurrection spread around the world?	People of faith: How does having faith affect people's lives?
History		British History: Were the Vikings raiders, traders or settlers?		British History: What was life like in Tudor England?		British History: What was the impact of World War II on the people of Britain?
Geography	What is life like in the Alps?		Would you like to live in the desert?		Where does our energy come from?	
PSHE	Peer pressure and children and adult views Smoking and children and adult views Looking out for others and children and adult views		Anger and children and adult views Image sharing and children and adult views Enterprise and children and adult views		Inclusion and acceptance and chd and adult views First aid (Basic life support) Y5 puberty; Y6 conception	
PE	**Y5**: Swimming **Y6**: Teamwork and problem-solving 1 Invasion games through rugby 2	**Y5**: Swimming **Y6**: Gymnastics – Max Whitlock Orienteering	Orienteering: Y5 – Point to point orienteering Dance – Dance through the ages	Invasion games through football Invasion games through hockey Fencing	Athletics Striking and fielding through rounders	Striking and fielding through cricket Net and wall through badminton
Music	Getting started with music tech How does music bring us together? Charanga yr 6 MMC Autumn 1	Introducing chords (yr 5 MMC) Autumn 2	Classical music unit: BBC ten pieces Carmina Burana – 'O fortuna' (Carl Orff) Abdelazer – Rondeau (Henry Purcell)	Exploring further notation Yr 6 MMC spring 2 + YuMove	Summer show	*Summer show*
Computing	Computing systems and networks: Systems and searching	Creating media: Video production	Programming: Selection in physical computing	Data and information: Flat-file databases	Creating media: Introduction to vector graphics	Programming: Selection in quizzes
French	French speaking world (5)	In my French house (5)	Space Exploration (5)	French music celebrations (5)	Visiting a town in France (5)	
Art and Design	Craft and design: Architecture (5)		Drawing: I need space (5)		Drawing: Depth, emotion and movement	
Design and Technology		Digital world: Navigating the world (5)		Structures: Playgrounds (4)		Cooking and nutrition: What could be healthier? (4)
Visits, visitors and experiences				Cricket workshops Meet the lambs		York history residential – Jorvik, Dig and Eden Camp Leavers' service Summer Show

Some comments on curriculum rationale

Science

Science units are planned in the specific order to ensure a progression of scientific procedural skills across the year of study. The progression of skills within each phase of the primary curriculum should ensure Wilson's Scientists develop the knowledge they need to know and apply in the subject.

History

Within KS1, history works out in widening cultural circles: my own experience -> close, lived experience -> the wider world:

- *Map A:*How am I making history? -> How have toys changed? -> How did we learn to fly?
- *Map B:* What is history? -> How was school different in the past? -> What is a monarch?

This provides a strong sense of historical enquiry, chronological awareness, and procedural awareness, preparing Wilson's Historians to be effective in the next stage of their leaning journey.

All British history is taught in a tight chronology within 'phases' of the primary curriculum. So, at KS2, British history develops from Stone Age to Anglo-Saxon settlement of Britain in Y3/4; then, that chronological progression is further developed from the Viking invasions of Britain to WWII in Y5/6.

This is done so that the sequence of teaching builds an effective chronology, and so that children can see social and cultural developments in Britain's history.

The alternative year, the history curriculum works on a principle of lived experience -> historical culture -> comparative study:

- How have children's lives changed? -> What did the ancient Egyptians believe? -> How did Benin compare to medieval Britain?
- What does the census tell us about our local area? -> What did the Greeks ever do for us? -> Unheard histories: Who should go on the banknote?

Geography

The first units of both cycles (*What is it like here? | Where am I?*) should always be taught first as they provide the fundamental skills needed for a Wilson's Geographer. Key concepts taught in these units are built on through the rest of KS1.

Units in KS2 can be taught in any order, but effort has been made to provide links to some other aspects of the curriculum.

Computing

The computing curriculum is shaped to build significant knowledge in a progressive order. While units can be taught in any order (with the exception of the programming units, which are progressive from Spring to Summer), we always start with systems and networks, so as to build a sense of the digital world around us (eg. *Technology Around Us* in Autumn of the Y1/2 map).

French

The sequence of French is significant, building the knowledge in a set order.

Design and Technology

Six key areas are covered each year within the D&T curriculum:

- Textiles
- Cooking and nutrition
- Digital world
- Electrical systems
- Structures
- Mechanical systems

These areas are taught throughout the year through a mixture of multi-week sequences and one-off D&T days. While these units can be taught in any order, effort has been made to provide links to some other curriculum areas.

For multi-week sequences, the number in brackets on the curriculum map denotes the number of steps in the sequence of learning.

PE

Effort has been made to provide a sequence of learning which is seasonally appropriate, provides opportunities for inter-school competition, and provides links to some other curriculum areas.

The KS1 curriculum will always start with a FMS baseline unit to assess pupil skills and knowledge, and later in the year will have a FMS assessment unit to assess progress. Throughout the year, FMS and simple games provide chances to learn movement skills and strategic thinking, and to combine the two areas.