Five Acres Wider Curriculum Long Term Overview – Year 5/6

At Five Acres Primary School, we have a number of pupils who experience high mobility and who are developing proficiency in English as an additional language. Therefore, in all areas of our curriculum, we support children to access and thrive through consistent, high-quality universal adaptations that strengthen language, secure prior knowledge, and reduce barriers to learning. This includes explicit vocabulary instruction, structured talk, visual and practical scaffolds, clear modelling, retrieval-rich routines, and carefully sequenced learning that enables every pupil to participate, progress, and achieve.

CYCLE A

Thematic Drivers	**Responsibility and Risk**		**Perspective and Empathy**		**Celebration and Change**	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography	South America (Amazon Basin) **Enquiry Question:** *How do human actions in the Amazon Basin affect the environment and the people who live there?* **Composite Outcome:** A case study analysing how deforestation, settlement, and resource use shape ecosystems and communities, supported by maps, data, and a balanced		Fair Trade **Enquiry Question:** *How does Fair Trade influence the lives of producers around the world?* **Composite Outcome:** A Fair Trade information report including producer case studies, trade routes, and an explanation of how Fair Trade supports communities.		Sustainability **Enquiry Question:** *How can communities create positive environmental change?* **Composite Outcome:** A sustainability proposal for the school or local area, including environmental impact analysis, data, and recommended actions.	

Five Acres Wider Curriculum Long Term Overview – Year 5/6

	explanation of consequences.					
History		Mayan Civilization **Enquiry Question:** *How did the Maya adapt to the challenges of their environment?* **Composite Outcome:** A historical explanation comparing Mayan agricultural, architectural, and societal adaptations, with an evaluation of how these choices shaped their civilisation.		Tudors (Exploration and Trade Focus) **Enquiry Question:** *How did Tudor exploration affect the people and places involved?* **Composite Outcome:** A multi-perspective historical account showing the experiences of explorers, indigenous peoples, and traders, supported by evidence.		Victorians (industrial Revolution) **Victorians (Industrial Revolution) Enquiry Question:** *How did industrialisation transform life in Britain?* **Composite Outcome:** A historical comparison showing how industrialisation affected different groups (workers, inventors, children), supported by primary and secondary evidence.
Science [Plymouth Science]	**Bright Sparks** **Enquiry Question:** *How Can We Use Light, Electricity and Materials to Power the Future?* **Composite Outcome:** *Design, build and evaluate a working prototype that uses an electrical circuit and carefully selected materials, explaining how light travels, how the circuit functions and why particular materials were chosen for the task.*		**Following Darwin's Footsteps** **Enquiry Question:** *How Has Life on Earth Changed Over Time?* **Composite Outcome:** *Produce a Darwin-inspired scientific exhibition that uses fossils, classification systems and examples of adaptation and inheritance to explain how living things have evolved and diversified over millions of years.*		**Healthy Body Healthy Mind** **Enquiry Question:** *How Can We Keep Our Bodies and Minds Healthy?* **Composite Outcome:** *Create a health and wellbeing campaign that explains how the circulatory system works and promotes positive choices around diet, exercise and lifestyle to support both physical and mental health.* Y6	

Five Acres Wider Curriculum Long Term Overview – Year 5/6

	Y5 -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. **Repeat objective for consolidation.** Y6 Recognise that light travels 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 object that casts them. 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 potion of switches. Use recognised symbols when representing a simple circuit in a diagram.		Y6 -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. -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. -Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics		-Identify and name the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood. **Repeat of obj for consolidation** -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	
Art and Design		Printmaking with pattern and impact **Enquiry Question:** *How can pattern and contrast be used to communicate a strong message?* **Composite Outcome:** A print series using repeated motifs and contrast to communicate a message about environmental or			Contemporary Mixed Media and Art Representation **Enquiry Question:** *How can mixed media help us represent change in society?* **Composite Outcome:** A mixed-media artwork representing a social or environmental change, with an artist's statement	Landscape with the use of tone and shade and charcoal medium. **Enquiry Question:** *How can tone and shade help us show change in a landscape?* **Composite Outcome:** A charcoal landscape showing environmental or seasonal change, with annotations

Five Acres Wider Curriculum Long Term Overview – Year 5/6

		social responsibility, with an artist's commentary explaining choices.			explaining materials and symbolism.	explaining tonal choices.
Design Technology	Structures for different environments (link to Amazon Basin) **Enquiry Question:** *How can we design structures that respond to environmental challenges?* **Composite Outcome:** A model structure designed for an Amazon-linked challenge (flooding, humidity, biodiversity), with labelled features and a written engineering justification.		Cooking **Enquiry Question:** *How can food reflect identity and tradition?* **Composite Outcome:** A culturally inspired dish with a written explanation of ingredient origins, cultural significance, and how food reflects identity.	Mechanical Systems **Enquiry Question:** *How can mechanical systems improve the way people use products?* **Composite Outcome:** A functioning mechanical prototype (cams, gears, levers) designed to solve a user problem, with labelled diagrams and a user-experience evaluation.		
Music [Sing Up!]	**What shall we with a drunken sailor**	**Why we sing** **Introduction to song writing**	**Madina tun nabi**	**Building a groove** **Epoca**	**Balso Baleene**	**Kisne Banaaya**
PSHE [Jigsaw]	***Being Me in My World*** *"How do my personal choices*	**Celebrating Difference** *"How does media influence culture,*	**Dreams & Goals** *"How can personal enterprise solve*	**Healthy Me** *"How do dynamic lifestyles protect*	**Relationships** *"How do we maintain mental safety and*	**Changing Me** *"How does human reproduction happen, and how*

Five Acres Wider Curriculum Long Term Overview – Year 5/6

	ripple across the global community?"	*bias, and global patterns?"*	*massive global issues?"*	*our physical and mental wellness?"*	*emotional privacy online?"*	*do we face changes?"*
Religious Education [Jigsaw World View: Christianity, Islam & Humanism]	**What is the best way for a Muslim to show commitment to God?** The importance of prayer, helping the poor and needy, purification of wealth, Ramadan, importance of Allah in the life of a Muslim and why they would want to show Allah respect and commitment.	**Is the Christmas story true?** Incarnation, focussing on the elements of the Christmas story which may cause debate (e.g. shepherds being on the hills in December, a census in the winter when people had to travel) and how this may or may not affect people's beliefs.	**How is the Qur'an vital to Muslims today?** Important events during the Night of Power and the giving of the Qur'an, actions a Muslim might take to show respect to the Qur'an and why, sayings from the Qur'an and understanding that there may be different interpretations.	**How significant is it for Christians to believe that God intended Jesus to die?** Salvation, focussing on whether this was Jesus' destiny or his free will, looking at the actions taken in Holy Week.	**How do inspirational people impact on how Humanists live today?** Humanist role models and how they impact on actions a Humanist might take.	**What is the best way for a Christian to show commitment to God?** Beliefs and practices including the 10 Commandments, Love your neighbour as yourself, charity work and prayer and worship practices.
Computing [Teach Computing]	Data and Information Y5 Unit 4 Flat File Databases	Creating Media Y5 Unit 5 Introduction to vector graphics	Programming B Y5 unit 6 Selection in quizzes	Data and information Y6 unit 4 Introduction to spreadsheets	Creating Media Y6 unit 5 3D Modelling	Programming B Y6 unit 6 Sensing Movement
Education for a Connected World						
				Managing Information Online	Privacy and Security	
Languages [Salut!]	**Core unit one** • Greetings (hello, how are you etc) • Name • Age • My family	**Core unit two** • Days of the week • Colours • Counting to 20 • Countries • Likes • Nicholas the monster story	**On holiday** • Where are you going? • Where are you staying? • At the zoo • At the beach At the theme park	**Eating out** • Ordering a drink • At the ice cream shop • At the market • At the restaurant I'll have...	**Seasons** • The seasons • Spring and summer • Autumn and winter • The date Arts and crafts	**Recap** Revise and recap topics looked at throughout the year.

Five Acres Wider Curriculum Long Term Overview – Year 5/6

Physical Education [Get Set 4 PE]	Swimming/Dance & Fitness Get Set for PE Year 5/6	Swimming/Gymnastics & Athletics Get Set 4 PE Year 5	Swimming/Dance & Athletics Get Set 4 PE Year 6	Dance Get Set 4 PE Year 5 & Gymnastics Get Set 4 PE Year 6	Dance Get Set 4 PE Year 6 & Invasion (Football) – Get Set 4 PE Year 5/6	Gymnastics Get Set 4 PE Year 5 & Cricket – Get Set for PE Year 5/6

Five Acres Wider Curriculum Long Term Overview – Year 5/6

CYCLE B

	Impact and Power		**Culture and Diversity**		**Reflection and Legacy**	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography	Afghanistan and the impact on how the environment shapes the way in which people live their lives **Enquiry Question:** *How does Afghanistan's environment shape daily life?* **Composite Outcome:** A geographical study explaining how terrain, climate, and resources influence settlement, transport, and livelihoods, supported by maps and case-study evidence.		Tourism of Oxford and how this links to the wider world **Enquiry Question:** *How does tourism in Oxford connect local life to the wider world?* **Composite Outcome:** A tourism analysis showing how Oxford attracts visitors globally, including maps, data, and cultural links.		Focus on Dubai or Tokyo as a focus of growth and population **Enquiry Question:** *What can we learn from how cities like Dubai or Tokyo have grown and changed over time?* **Composite Outcome:** A comparative study showing how rapid growth affects people, environment, and future planning.	
History		Early Civilization (Islamic) **Enquiry Question:** *How did early Islamic*		Migration and Windrush **Enquiry Question:** *How has migration*		WW2 **Enquiry Question:** *How did WW2 change Britain and*

Five Acres Wider Curriculum Long Term Overview – Year 5/6

		civilisation shape scientific and cultural development? **Composite Outcome:** A historical explanation of key Islamic achievements (science, maths, trade), showing their global influence.		*shaped modern Britain?* **Composite Outcome:** A historical narrative explaining the experiences of Windrush migrants and how their contributions shaped British society.		*influence life today?* **Composite Outcome:** A historical account explaining key changes caused by WW2, supported by evidence and contrasting perspectives.
Science [Plymouth Science]	**Out of This World** **Enquiry Question:** *How Can We Explore Space and Change Matter?* **Composite Outcome:** *Design and present an 'Out of This World' science exhibition that explains the movements of the Earth, Moon and planets, alongside demonstrations of reversible and irreversible changes and methods for separating mixtures and solutions.* Y5 -Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. -Use knowledge of solids, liquids gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. -Demonstrate that dissolving, mixing and changes of state are reversible changes. -Explain that some changes result in the formation of new materials and this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. -Describe the movement of the Earth and other planets, relative to the sun in the solar system.		**Living, Growing, Changing** **Enquiry Question:** *How Do Living Things Grow, Change and Reproduce?* ***Composite Outcome:*** digital presentation explaining human development from birth to old age and comparing this with the life cycles of other living things. Y5 -Describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird. -Describe the life processes of reproduction in some plants and animals. -Describe the changes as humans develop from birth to old age.		**Engineering** **Enquiry Question:** *How Do Engineers Use Science to Solve Problems?* **Composite Outcome:** *Design, build and test an engineering prototype, using knowledge of forces, mechanisms and material properties to explain and justify how the design solves a specific problem.* Y5 -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 and gears, allow a smaller force to have a greater effect. -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. -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals wood and plastic.	

Five Acres Wider Curriculum Long Term Overview – Year 5/6

	-Describe the movement of the moon relative to the Earth. -Describe the Sun, Earth and Moon as approximately spherical bodies. -Use Earth rotation to explain day and night due to the apparent movement of the sun across the sky.					
Art and Design	Geometric Art **Enquiry Question:** *How can geometric design create strong visual impact?* **Composite Outcome:** A geometric artwork using symmetry, pattern, and precision to create a striking visual effect, with an explanation of mathematical choices.		Paint – Pop art focus **Enquiry Question:** *How can Pop Art reflect identity and culture?* **Composite Outcome:** A Pop Art piece inspired by cultural symbols, with an explanation of how colour and imagery represent identity.			
Design Technology		Mechanical Systems **Enquiry Question:** *How can mechanical systems increase the efficiency of a product?* **Composite Outcome:** A functioning mechanical system prototype demonstrating increased control or movement, with		CAD and user centred product design **Enquiry Question:** *How can we design a product that meets the needs of different users?* **Composite Outcome:** A CAD-designed product prototype with user-testing feedback and a	Electrical Systems **Enquiry Question:** *How can electrical systems help solve real-world problems?* **Composite Outcome:** A working electrical system (switches, circuits, components) designed to meet a user need, with a labelled diagram and evaluation.	Textiles – pattern **Enquiry Question:** *How can pattern help us communicate ideas through textiles?* **Composite Outcome:** A textile piece using repeated patterns to represent a theme or story, with an explanation of pattern choices.

Five Acres Wider Curriculum Long Term Overview – Year 5/6

		labelled diagrams and a design evaluation.		written explanation of design decisions.		
Music [Sing Up!]	**Hey, Mr Miller**	**Shadow** **Composing for protest!**	**Dona nobis pacem**	**Ain't gonna let nobody**	**Race!** **Exploring identity through song!**	**Ame sau vala tara bal**
PSHE [Jigsaw]	***Being Me in My World*** *"How do systemic laws, human rights, and balances protect groups?"*	**Celebrating Difference** *"How do we actively build harmony in a highly diverse society?"*	**Dreams & Goals** *"How do our long-term career aspirations shape our path today?"*	**Healthy Me** *"How do modern dynamic pressures, anxiety, and addictions form?"*	**Relationships** *"How do we build deep, safe, and mutually respectful relationships?"*	**Changing Me** *"How do we build positive self-esteem through major developmental shifts?"*
Religious Education [Jigsaw World View: Christianity, Santana Dharma (Hinduism) & Islam]	**What is the best way for a Sanatani to show commitment to God?** Prayer and Worship including the significance of Puja and how Puja shows commitment to God, devotion to gods and goddesses and pilgrimage to the Ganges	**How significant is it that Mary was Jesus' mother?** Incarnation focussing on the annunciation and Mary's background. This enquiry discusses the Christians belief in Mary's virginity so the school's RSHE scheme may need to be consulted.	**Is anything ever eternal?** Salvation and eternal life, agape and forgiveness. What might motivate a Christian to show these qualities considering the belief in heaven.	**Is Christianity still a strong religion over 2000 years after Jesus was on Earth?** Festivals and celebrations, symbols and Christian organisations, ways in which Christianity is influencing lives today with its impact on people round the world and in this country.	**How can Brahman be everywhere and in everything?** How Brahman takes on many forms (the children will look at a selection) and these show aspects of the one supreme deity, the Trimurti, the Aum.	**Does belief in Akhirah (life after death) help Muslims lead a good life?** Interpretations of what the Qur'an says about life after death (Akhirah), actions a Muslim might take as Jihad, greater and lesser Jihad, how believing in Akhirah influences Muslims in their lives today

Five Acres Wider Curriculum Long Term Overview – Year 5/6

Computing [Teach Computing]	Computing systems and networks Y5 unit 1 Systems and searching	Creating Media Y5 unit 2 video production	Programming A Y5 unit 3 Selection in physical computing.	Computing Systems and networks Y6 unit 1 Communication and collaboration	Creating Media Y6 unit 2 Webpage creation.	Programming A Y6 unit 3 Variables in Games
Education for a Connected World						
	Managing Information Online			Online Relationships Copyright and Ownership	Online Relationship Managing Information Online Copyright and Ownership	
Languages [Salut!]	**Core unit one** • Greetings (hello, how are you etc) • Name • Age • My family	**Core unit three** • Parts of the body (including heads, shoulders knees and toes song) • Counting to 31 • Clothes • Months of the year Genevieve's birthday (story)	**In France** • On the bridge of Avignon • Where in France? • In Paris • They speak French French food	**Hobbies** • My hobbies • Music • Musical instruments • The weekend • Films Etienne's new friend (story)	**The future** • I'm going… • This weekend… • Tomorrow • Comparisons I am…	**Recap** Revise and recap topics looked at throughout the year.
Physical Education [Get Set 4 PE]	Dance/Swimming & Invasion (Hockey) – Get Set 4 PE Year 5/6	Gymnastics / Swimming & Dodgeball - Get Set 4 PE Year 5/6	Dance/Swimming & Volley Ball - Get Set 4 PE Year 5/6	Badminton Get Set for PE Year 5/6 & Basketball - Get Set 4 PE Year 5/6	Tag Rugby – Get Set 4 PE Year 5/6 & Netball - Get Set 4 PE Year 5/6	OAA – Get Set 4 PE Year 5/6 & Rounders – Get Set for PE Year 5/6