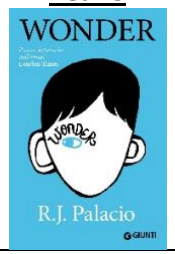
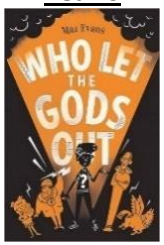
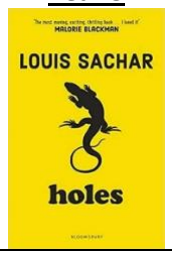
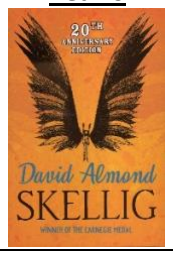
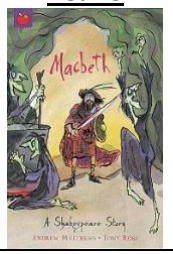
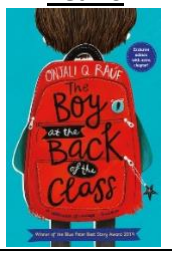
Cuddington and Dinton C of E School Curriculum Framework **Years 5 and 6 2025 - 2026**

	Autumn Term **The Ancient Greeks**		**Spring Term** **Dinton Through Time**		**Summer Term** **Mountain High, Valley Low**	
	Curriculum overview: We're excited to start the year with a rich topic: Ancient Greece. The children will explore life in Ancient Athens and Sparta, learning how these city-states were different. They'll discover how historians study the past through Greek pottery and create their own pots in art. The children will also visit the British Museum's Ancient Greek galleries, learning how history is preserved and gaining more insight into Greek life. In the second half term, Greek gods will inspire a Design and Technology project. The children will design, make, and evaluate a soft toy, developing sewing skills. In English, Year 5 will focus on *Wonder* by R.J. Palacio during the first half term and then write a fast-paced narrative inspired by a film clip in the second half term. Year 6 will start with *Who Let the Gods Out* by Maz Evans, before moving on to writing a narrative poem and a non-chronological report, also inspired by a film clip.		**Curriculum overview:** In the Spring term, we will focus on our local area, exploring what life was like in Dinton during the late 19th and early 20th century through the school's logbooks. In Art, the children will create mixed media landscapes, while in Design and Technology, they'll get creative with making Easter-related foods. In Geography, the children will take part in a river survey in Eythrope, testing the water's pH levels and exploring the local ecosystem. As part of our exploration of worldviews and beliefs, Years 5 and 6 will have the exciting opportunity to take part in the Bedfordshire Faith Tour, visiting a Sikh Gurdwara, a Muslim Mosque, and a Christian Church in one day. In English, Year 5 will dive into *Holes* by Louis Sachar, while Year 6 will explore *Skellig* by David Almond.		**Curriculum overview:** To finish the year, we'll focus on mountains: where they are, how they are formed, and the names of the different parts. The most exciting part of the term will be the PGL Osmington Bay residential trip, where the children will take on challenges that tie into both PE and PSHE. In Art, we will explore typography and cartography, while in Design and Technology, the children will create mechanisms. Year 6 will focus on secondary transition work and take part in the annual Fiver Challenge, where they'll create their own business. In English, Year 5 will dive into Shakespeare, studying *Macbeth* and writing a letter and a balanced argument based on it. Year 6 will reflect on their time in primary school, writing a leaver's book recount, along with a discussion-based text and explanation letter linked to *Boy at the Back of the Class*.	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Value	**Kindness & Curiosity**		**Resilience**		**Integrity**	
Visit	The British Museum (History)		Bedfordshire Faith Tour (RE) River Survey (Geography)		PGL Osmington Bay - Residential (PSHE, PE)	

Core text	Year 5 	Year 6 	Year 5 	Year 6 	Year 5 	Year 6 
English	**Year 5** Writing to entertain: **Emotive Speech** Writing to inform: **Diary** **Film unit:** Writing to entertain: **Setting description & narrative creating tension and suspense** **Persuasive writing** – Literacy Shed Why children should play outside more.	**Year 6** Writing to entertain: **Setting description** Writing to inform: **Press release** **Film unit:** Writing to entertain: **Narrative poem** Writing to inform: N**on chronological report**	**Year 5** Writing to entertain: **Setting description** Writing to inform: **Non-Chronological report** **Film unit:** Writing to entertain: **Flash back** Poetry 'Empty Head' by Malick Fall & 'Den To Let' By Gareth Owen **Free Verse Poem**	**Year 6** Writing to entertain: **Suspense narrative** Writing to persuade **Persuasive advert** **Film unit:** Writing to entertain: **Dialogue** Writing to inform: **Letter – levels of informality**	**Year 5** Writing to inform: **Letter** Writing to discuss: **Balanced Argument** **Film unit:** Writing to entertain: **Dialogue – to advance the narrative** Poetry The Lighthouse **Figurative Language**	**Year 6** Writing to discuss: **Discussion based on the text themes** Writing to explain: **Explanation letter to author** **Film unit:** Writing to entertain: **Dialogue & narrative** Writing to inform: **Yearbook writing**
Maths YR 5 White Rose	**Number: Place Value** Compare numbers to at least 1 000 000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	**Number: Multiplication and Division** Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Multiply and divide numbers mentally. Identify multiples and factors, including finding all factor pairs of a number, and common factors. Recognise and use square	**Number: Multiplication and Division** Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication. Divide numbers up to 4	**Number: Decimals and percentages** Recognise the % symbol and understand it's meaning. Write percentages as a fraction with denominator 100, and as a decimal. Solve problems using these facts. Read and write decimal numbers as fractions. **Measurement: Perimeter and Area** Measure and calculate the	**Geometry: Properties of shape** Distinguish between regular and irregular polygons. Draw given angles and measure them in degrees. Distinguish between regular and irregular polygons. **Geometry: Position and Direction**	**Number: Decimals** Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. **Negative numbers**

	Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. **Number: Addition and Subtraction** Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits.	numbers and cube numbers. **Number: Fractions A** Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction. Recognise mixed numbers and improper fractions and convert. Add and subtract fractions with the same denominator,	digits by a one-digit number using the formal written method of short division and interpret remainders. Multiply and divide numbers mentally drawing upon known facts. **Number: Fractions** B multiply proper fractions and mixed numbers by whole numbers. Read and write decimal numbers as fractions.	perimeter. Calculate and compare the area of rectangles and estimate the area of irregular shapes. **Statistics** Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.	Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°.	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers. **Measurement: Converting Units** Convert between different units of metric measure. Understand and use approximate equivalences between metric units and common imperial units. Solve problems involving converting between units of time. Use all four operations to solve problems. **Measurement: Volume** Estimate volume.
Maths Year 6 White Rose	**Number: Place value and rounding** Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above.	**Fractions:** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of	**Number: ratio/proportion** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. Solve problems involving similar shapes where the	**Decimals and percentages** Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction Geometry: position and direction Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Multiply one-digit numbers with up to two decimal places by whole numbers Use written division methods in cases where	**Geometry: property of shape** Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts	**Fiver Challenge**

	Number: Addition/subtraction/ Multiplication and division Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	proper fractions, writing the answer in its simplest form [for example, × =] 4 1 2 1 8 1 Divide proper fractions by whole numbers **Measurement: converting units** Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. Convert between miles and kilometres	scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. **Algebra:** Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables	the answer has up to two decimal places Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison **Measurement: perimeter, area and volume** Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles **Statistics:** Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.	of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Geometry: position and direction** Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane and reflect them in the axes. **SATs revision**	

Science YR 5	**Earth and Space** Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	**Forces** 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.	**Materials** 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, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes 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	**Living Things and Their Habitats** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animal.	**Animals Including Humans** Describe the changes as humans develop to old age.	**RSE** Learn how their bodies and emotions might change as they approach and move through puberty.
Science	**Animals Including Humans**	**Electricity**	**Light**	**Living Things and Their**	**Evolution and Inheritance**	**RSE**

YR 6	Children will: 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.	Children will: 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.	Children will: 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.	**Habitats** Children will: 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.	Children will: 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.	Children will: Learn how their bodies and emotions might change as they approach and move through puberty. Learn about human reproduction. Learn the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Become aware of different types of relationships, including those between friends and families, civil partnerships and marriages. Be aware of what constitutes positive healthy relationships and develop skills to form them.
Computing YR5	Creating Media: Stop Motion Animation	Computer Systems and Networks: Search Engines	Online safety	Programming 1: Music	Data handling: Mars Rover 1 (binary code)	Programming 2: Micro:Bit
Computing YR6	Computer Systems and Networks: History of Computers	Computer Systems and Networks: Exploring AI	Online safety	Programming: Introduction to Python	Data handling 1: Big Data 1 (Barcodes, codes and QR codes)	Data handling 2: Big Data 2
Art/D&T	Art: Clay Pots	D&T: Textiles	Art: Cityscapes (mixed media)	D&T: Cooking and nutrition (Easter cooking)	Art: Typography and Maps	D&T: Mechanisms
Religious Education YR 5	What do Hindus and non-religious worldviews teach us about the 'Good life'?	How do Christians express their belief about God?	How does what we believe influence the way we should treat the world?	How did Christianity begin?	Why are sacred texts and holy books so important? (The Qur'an)	Why are sacred texts and holy books so important? (The Qur'an and Hadiths)
Religious Education	What is Humanism?	What holds communities together?	Why do Hindus celebrate important moments in	Why don't members of Christianity believe and live	Why is pilgrimage important to Muslims?	Why is pilgrimage important to Muslims? What value

YR 6			their lives?	in the same ways?	What happens on Hajj?	does Hajj have in the lives of believers?
Music YR 5 & 6	Film Music (Kapow)	The Blues	South and West Africa	Composing to represent the festival of colour (Theme Holi festival)	North America Whole Class Instrumental	Y5: Composition Notation: Ancient Egypt Y6: Composition and performing a Leavers' Song
PE YR 5	Invasion: Football Outdoor and adventurous activities (OAA)	Tag rugby (Games) Dance: Street Art	Invasion: Netball Gym: Counterbalance and Tension	Health related Exercise Net/Wall (Tennis)	Striking and fielding: Cricket Invasion: Hockey	Striking and fielding: Rounders Athletics
PE YR 6	Invasion: Football Outdoor and adventurous activities (OAA)	Invasion: Tag Rugby Dance – Street Art	Invasion: Netball Gym: Matching & Mirroring	Tennis Health related exercise	Cricket Hockey	Striking and fielding: Rounders Athletics
RSE/PSHE YR 5	Me and my relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my best	Growing and Changing
RSE/PSHE YR 6	Me and my relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my best	Growing and Changing
History/ Geography	Why do people visit Greece? (Geography) What was life like in Ancient Greece? (History)	What was life like in Ancient Greece? (History)	What do the school logbooks tell us about life in Dinton? (History)	How do rivers help our ecosystem? (Geography)	Where are mountains? How are mountains formed? (Geography)	What is the structure of a mountain? (Geography)
French Year 5	Je me presente	Chez moi	En classe	A'l'ecole	A'l'ecole (2)	Les vetements
French Year 6	Le weekend	Phonetics 4	French Traditions	Moi dans le monde	En ville	Au cafe