

Kingsmoor Curriculum, 2026-27

	Autumn	Spring	Summer
Art and DT	- DT: Wooden picture frames - Art: Artist focus - Stephen Wiltshire - Interhouse digital art/DT competition	- DT: World food tour - Art: Artist focus - William Morris - Interhouse cookery competition - World book day competition	- DT: Design and make a fairground ride (linked to science) - Art: Artist focus - Yvonne Coomber - Whole School Art Project - Interhouse art/DT competition
Computing	- E-safety: 'I am kind and responsible' reporting/supporting - Computer Systems and Networks- Internet communication <i>AI link- The internet is a great way to communicate with colleagues and friends. You can also communicate with AI. How can you tell if you are talking to a real person or AI?</i> (Career link- Life as a cyber security apprentice: Ellie's story) - E-safety: 'I am kind and responsible' kindness - Creating Media- Webpage creation (Dance Mat Typing) <i>AI link- Think about the process you used to create your webpage. When could AI be used to help? What are the benefits and limitations?</i> (Career link- How to become a coder: Pauline's story) Written to typed piece of work	- E-safety: 'I am safe and secure' privacy - Programming A- Variables in games (Dance Mat Typing) (Career link- How to become a games designer: Rhianne's story) Safer Internet Day - E-safety: 'I am safe and secure' relationships - Data and Information- Introduction to spreadsheets <i>AI link- When using Excel, how could AI assist you to make the process easier?</i> (Dance Mat Typing) (Career link- How to become a Formula 1 engineer: Amy's story) Written to typed piece of work	- E-safety: 'I am healthy' self image - Creating Media- 3D modelling (Dance Mat Typing) <i>AI Link- 3D models can be created by AI. It is difficult to spot the differences between pictures created by humans and pictures generated by AI. Why can this be problematic?</i> (Career link- How to become a graphic designer: Ste's story) - E-safety: 'I am healthy' lifestyle choice - Programming B- Sensing movement (Dance Mat Typing) (Career link- How to become an app developer: Jack's story) Written to typed piece of work

English	• Biography: biography, diary /ship's log book, information text • Stories from another culture: narrative, newspaper report • Poems on a theme/imagery	• Discussion linked to current affairs • Range of non-fiction texts linked to current affairs: letters, reports, interviews, articles, instructions • Modern fiction: narrative, diary, letter • Classic narrative poetry	• Poems with imagery • Defeat the monster narrative • Myths and legends • Newspaper • Whole School Project • Literary heritage: letter, playscript, comic strip
French	• 🌀 Verbs, family (1 session) • French monster pets (5 sessions) • Sport (6 sessions)	• 🌀 Sport, pets(1 session) • House (5 sessions) • Holidays (5 sessions)	• 🌀 House, holidays (1 session) • Visiting a town (5 sessions) • French transport (5 sessions) (year 5/6 cycle B)
Geography	"What can you tell me about -0.3700 - 91.5500?" • Name and locate positions on the globe using the correct terminology. • Country location knowledge. Fieldwork: tree identification and data collection / analysis Independent Enquiry – London data collection in London (where appropriate). 🌀 Six figure grid references and navigation – follow a route card. Map Skills: As above. Study of world maps including digital mapping. Use a range of viewpoints up to satellite.	"How are biomes being protected and preserved?" • Biome and vegetation belts. • 🌀 Climate Zones, vegetation. Fieldwork: sketches/observations of wildlife/vegetation Compare Pond Inlet to Langport – climate codes, rainfall, daylight hours, air pressure, clouds, temperature, wind speed. Map Skills: Using thematic maps for specific purposes. I can interpret distribution maps and use thematic maps for information. Map making: map of Pond Inlet Place Study: Locations of Biomes. Pond Inlet, Canada (tundra biome).	"What can I do to contribute to the protection of our planet?" • Compare and contrast a region of the UK and Europe. • Renewable and non-renewable energy • 🌀 Natural resources and land use. Fieldwork: (orienteering/geocache). Map Skills: scale map/plan drawing. Map making: map of Reykjavik, Iceland Place Study: Reykjavik, Iceland and Hinkley, UK.

	Map making: map of an area of London Place of Study: Journey of Darwin, Galapagos		
History	🕒 Each topic to start with a timeline. • The Victorians including local study on Langport workhouse: 1837-1901. (🌀History, Y5, Spring) • Remembrance: The development of the Paralympics (🌀History, YR-5, Autumn)	🕒 Each topic to start with a timeline. • The achievements of the earliest civilisations around the world. • Ancient Egypt: 2700BC-343BC. Within this, research of key figure (Tutankhamun) and event in history (discovery of his tomb by Howard Carter).	🕒 Each topic to start with a timeline. • The legacy of the Roman Empire on Britain, including the present day. A comparison of key figures in history: Cleopatra and Julius Caesar
Maths	• Place value • Addition and subtraction • Multiplication and division • Fractions • Decimals (quick revision only) • Fractions, decimals and percentages (Start unit)	• Fractions, decimals and percentages (Finish unit) • Ratio • Algebra • Converting units • Area, perimeter and volume • Statistics • Shape • Geometry • Position and direction	• Revision and problem solving • Budgeting and finance • HEA/secondary maths transition work
Music	• Dynamics, pitch and texture (Fingal's Cave) • Songs of World War II	• Film music • Theme and variations: pop art	• Instrumental: India • Instrumental: North America
PE	• Swimming • Fitness • Teambuilding	• Gymnastics - x3 Rhythmic sequences - Hand apparatus - Low bench sequences • Dance - x3 Shapes/Artistry, Solo/partners, Lifts, Beat/rhythm • Skills - Agility: ball chasing	• Skills - Dynamic balance: stance - Counterbalance: Partner - Athletics/Cricket/Rounders • Skills - Static balance: floor work, Static balance seated - Athletics/Cricket/Rounders

		Coordination: sending and receiving Invasion games - Tag rugby	Dance- country dancing/maypole dancing
PSHE	- Autumn 1 - My healthy self: How do my choices today shape my future health? - NSPCC Speak Out Stay Safe - Autumn 2 - Connecting with others: What does it mean to stand up for myself and others? - Fire / firework safety	- Spring 1 - Online world: How do I feel about the things I see online? - Rail safety (Network rail) - Spring 2 - Citizenship: How can we protect everyone's rights? - Safeguarding planner page: online safety	- Summer 1 - Staying safe: How can I stay safe as I grow up? - Summer 2 - Sex education: How do people become parents and carers? - Sun safety
RE	- How and why might prayer strengthen someone's faith? (4 lessons) - Reflection of a faith. Islam (2 lessons) - How do people understand good and evil? (4 lessons) - Reflection of a Mosque (2 lessons) ☯ Advent, Christmas and Christingle (1 session)	☯ Good and evil 1 session) - What does it mean to live without religion? (1 lesson) - What is the impact of religious festivals on the environment and which is more important? (4 lessons) - Do science and religion always have opposing views (2 lessons) ☯ What does Salvation mean for Christians (3 lessons)	☯ Science and religion (1 lessons) - What place does religion have in our world today? (4 lessons) - What do ancient philosophers tell us about suffering? (2 lessons) - How does data help us understand religion and worldviews in Somerset? (6 lessons)
Science	- Evolution and inheritance - Variation and adaption - Fossils - The circulatory system	- Living things and their habitats - Light - Light pollution RSPB Big Garden Birdwatch (January)	- Electricity - Renewable energy - Diet, drugs and lifestyle - Relationship education (see PSHE overview)