

KS2 Thematic Curriculum Overview 2025-26

KS2 History / Geography Focus						
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Focus	<p><u>The Romans and the Celts</u></p> <p>Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall.</p> <p>British resistance, for example, Boudicca (Celts), 'Romanisation' of Britain: and the impact of technology, culture.</p>	<p><u>Farming in The UK</u></p> <p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of human geography: types of settlement and land use.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>	<p><u>Anglo Saxons and Scots</u></p> <p>Settlements by Anglo Saxons and scots Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England. Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</p>	<p><u>Active Planet</u></p> <p>Explore fundamental aspects of physical geography by delving into the dynamic forces of volcanoes and earthquakes. Gain insights into the geological phenomena that shape our planet. Simultaneously, develop the skill to identify positions using latitude and longitude, understanding the significance of the Equator and the division between the Northern and Southern Hemispheres. These explorations will deepen your understanding of the Earth's dynamic features and spatial coordinates.</p>	<p><u>The Vikings</u></p> <p>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld.</p>	<p><u>Tomorrows World</u></p> <p>In our exploration of "Tomorrow's World," older students delve into the dynamic changes shaping our climate and the world. We investigate the impact of human activities on the environment, studying the shifting climate patterns and the consequences for ecosystems. Through interactive maps and data analysis, students examine how different regions are affected by climate change. We explore environmental challenges, such as rising temperatures, changing weather patterns, and the importance of sustainable practices. The comparison of historical and current data allows students to understand the evolving nature of our planet. As responsible global citizens, we discuss ways to address these challenges and work towards a more sustainable and resilient future. This inquiry-based journey equips students with the knowledge and skills to navigate the complexities of tomorrow's world.</p>
Big Question	Did the Romans change Britain forever?	Why doesn't every farm in the country look the same?	Would you rather live in Anglo Saxon time or Roman time?	What makes our planet have earthquakes and volcanos?	Were the Vikings ruthless raiders or clever settlers?	Is climate change the biggest problem in our world?
Visits/themed days	16 th October – Roman Baths					
Whole Class / Guided Reading Texts						
Key Texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2

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Y3&4						
Y5&6						
Reading Focus By Phase						
Phase	Autumn		Spring		Summer	
Year 3/4	<p>To begin to read Y3/Y4 exception words.</p> <p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p> <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>		<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>		<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	
Year 5/6	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one</p>		<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>		<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To analyse and evaluate the use of language, including figurative language and how it is used for</p>	

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	<p>paragraph and to summarise these. To recommend texts to peers based on personal choice.</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To draw out key information and to summarise the main ideas in a text. To compare characters, settings and themes within a text and across more than one text.</p>	<p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>	<p>effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
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Writing text type

	Narrative Story	Recount	Poetry	Letter	Narrative Story	Newspaper
	Biography	Non – chron report	Persuasion	Balanced argument	Biography	Narrative Story
Stimulus ideas	https://www.edshed.com/en-gb/resource/y6-non-fiction-biographies-en-gb	https://www.literacyshed.com/windmillfarmer.html https://www.youtube.com/watch?v=1bIsFlfz9A (A day in the life of a farmer)	https://www.edshed.com/en-gb/resource/anglo-saxon-boy-by-tony-bradman-9-11-en-gb https://www.edshed.com/en-gb/resources/poetry-shed/where-the-forest-once-stood?scheme=literacy-shed-plus Become a Great Anglo-Saxon Warrior! Recruitment Leaflet- can link to Boewolf by selecting excerpts that help describe warriors.	https://www.edshed.com/en-gb/resource/the-pebble-in-my-pocket-by-meredith-hooper-7-9-book-unit-en-gb	https://www.edshed.com/en-gb/resource/viking-village-film-unit-7-9-en-gb https://www.edshed.com/en-gb/resource/the-viking-invader-by-fergus-fleming-9-11-writing-unit-en-gb https://www.edshed.com/en-gb/resource/viking-boy-by-tony-bradman-en-gb	https://www.edshed.com/en-gb/resource/the-tin-forest-by-helen-ward-en-gb

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Writing Focus By Year Group						
Year Group	Planning writing and editing	Awareness of Audience, Purpose and Structure	Sentence Construction and Tense	Uses of Phrases and Clauses	Punctuation	Use of Terminology
Year 3	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>
Year 4	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>
Year 5	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps,</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket,</p>

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	<p>writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>dash, cohesion and ambiguity.</p>
Year 6	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To use dialogue to move the action forwards and develop the story.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice. To use question tags in informal writing</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>

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	make improvements to their writing				
Spelling Focus By Year Group					
Year Group	Autumn	Spring	Summer		
Year 3	<p>Recap on Year 2 spelling rules Recap on Year 2 tricky words</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with the / ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p>	<p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p> <p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p> <p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>		
Year 4	<p>To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p>	<p>To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p> <p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p>	<p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p> <p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>		

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		To use their spelling knowledge to use a dictionary more efficiently.	
Year 5	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To spell complex homophones and near- homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p>
Year 6	<p>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p> <p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p>
Handwriting Focus By Year Group			
Year 3	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>		
Year 4	<p>To increase the legibility, consistency, and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>		
Year 5	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p>		

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	To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.
Year 6	To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

Maths Focus By Year Group

Year Group	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Year 3	Place Value	Addition and Subtraction	Multiplication and Division	Length and Perimeter	Fractions		Recap year so far	Properties of Shape	Mass and capacity	Statistics	Time
Year 4	Place Value	Addition and Subtraction	Multiplication and Division	Length and Perimeter	Fractions	Decimals	Decimals	Properties of Shape	Money		Time
Year 5	Place Value	Addition and Subtraction	Multiplication and Division	Perimeter and Area	Fractions	Decimals	Decimals and Percentages	Properties of Shape	Position and Direction	Statistics	Converting units
Year 6	Place Value	Four Operations	Multiplication and Division	Perimeter / Area and Volume	Fractions	Decimals	Decimals and Percentages	Properties of Shape	Position and Direction	Statistics	Consolidation

Science Focus By Phase

Phase	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 / 4	Skeltons (Y3) – 5 steps – to be combined into 4 sessions. Movement (Y3) – 2 steps – to be combined into 1 session	Diet & nutrition (Y3) part 2 – 2 steps Digestive system (Y4) – 7 steps to be combined into 6 sessions.	Rocks (Y3) – 4 steps – to be combined into 3 sessions. Fossils (Y4) – 2 steps – to be	Soils (Y3) part 2 – 3 steps – to be combined into 2 sessions. Habitats (Y4) – 4 steps – to be combined into 3 sessions.	Forces (Y3) – 4 steps – to be combined into 3 sessions. Magnets (Y3) – 4 steps – to be combined into 3 sessions.	Sound (Y4) – 8 steps to be combined into 6/7 sessions.

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	Diet & nutrition (Y3) part 1 – 3 steps – to be combined into 2 sessions.		combined into 1 session. Soils (Y3) part 1 – 2 steps.			
Big Questions	How can animals be sorted and grouped based on their skeleton? What is a balanced diet and why is it important?	What is a balanced diet and why is it important? What is the digestive system and how does it work?	How can rocks be identified and grouped based on their properties? How are fossils formed? How has human activity caused soil loss and what is the impact on living things?	How has human activity caused soil loss and what is the impact on living things? What impact do humans have on different habitats?	How does the material on the ramp affect the distance a car travels? Are all metals magnetic?	How does the distance from the sound source affect the volume of the sound?
Year 5 / 6	Forces (Y5) - 9 steps to be combined into 7 sessions.	Space (Y5) - 8 steps to be combined into 6 sessions. Global warming (Y5) - 2 steps to be combined into 1 session.	Animals including Humans – 6 steps to be combined into 5 sessions Plastic pollution (Y5) - 2 steps to be combined into 1 session.	Properties of materials (Y5) - 6 steps to be combined into 5 sessions.	The circulatory system (Y6) - 6 steps to be combined into 5 sessions. Diet, drugs and lifestyle (Y6) - part 1 – 2 steps to be combined into 1 session.	Diet, drugs and lifestyle (Y6) - part 2 – 4 steps to be combined into 3 sessions. Reversible and irreversible changes (Y5) - 6 steps to be combined into 4 sessions.
Big Questions	Does the size of a parachute affect the time it takes for it to fall to the ground?	How have ideas about the Solar System changed over time? What is global warming and how can we help reduce it?	Are there patterns linking gestation periods and lifespans? What is plastic pollution and what are the impacts of plastic pollution on planet Earth?	Which material is the best insulator of heat?	What is the circulatory system and how does it work? How does the duration of exercise affect heart rate?	How does the duration of exercise affect heart rate? Which changes are reversible, and which are irreversible?
Art/D.T Focus By Phase						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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	(Art)	(D.T)	(Art)	(D.T)	(Art)	(D.T)
Year 3 / 4	Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.	Fastenings	Working with Shape and Colour "Painting with Scissors": Collage and stencil in response to looking at artwork.	Steady hand games	Telling Stories Through Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	Monitoring devices
Year 5 / 6	Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	Fastenings	Making Monotypes Combine the monotype process with painting and collage to make visual poetry zines.	Steady hand games	Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.	Monitoring devices

KS2 RWV Focus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	What does it mean to be a Hindu in Britain today? RE Today unit 39	What do Christians learn from the Creation story? RE Today Unit 23	Christians and how to live: what would Jesus do? RE Today Unit 37	For Christians, what kind of king is Jesus? RE Today Unit 41	What does it mean to be a Muslim in Britain today? RE Today Unit 21	What can we learn from religions and worldviews about deciding what is right and wrong? RE Today Unit 24
Big Questions	Why do Hindus want to be good?	What do Christians learn from the Creation story?	What would Jesus do?	For Christians, what kind of king is Jesus?	How do festivals and worship show what matters to a Muslim?	How and why do people try and make the world a better place?

KS2 Computing Focus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	Computing skills units	Desktop publishing (Year 3 unit)	Computing Networks (Year 3 unit)	Repetition in programmes – screen turtle (Year 4 unit)	Stop motion animation (Year 3 unit)	Repetition in programming to create a game (Year 4 unit)
Online Safety	Healthy Habits: Media balance and wellbeing x 2 lessons	Cyberbullying, Digital Drama & Hate Speech x 2 lessons	Relationships & Communication x 2 lessons	News & Media Literacy x 2 lessons	Privacy & Security x 2 lessons	Digital footprint & identity x 2 lessons

KS2 Music Focus

KS2 Thematic Curriculum Overview 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2 Charanga Cycle D	Charanga: Percussion Power	Charanga: Christmas	Charanga: Sound Exploration	Charanga: Music and sound	Charanga: Djembe Terms 1/2- CMA Terms 3/4 - SWP Terms 5/6- SEA	Charanga: Djembe
KS2 Mental Well-Being and PSHE Focus						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
KS2 MFL Focus						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2 Year 5 unit	La phonétique (Phonics & Pronunciation)	As-tu un animal? (Do You Have a Pet?)	La date (The Date)	Chez moi (My Home)	Les vêtements (Clothes)	Les Jeux olympiques (The Olympic Games)
KS2 P.E Focus						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	Football	Gymnastics	Tag-Rugby	Dance	Athletics	Cricket