

Kingsmoor Curriculum, 2025-26

	Autumn	Spring	Summer
Art and DT	<ul style="list-style-type: none"> DT: Wooden picture frame Art: Artist focus - Stephen Wiltshire Interhouse digital art competition 	<ul style="list-style-type: none"> DT: World food tour Art: Artist focus - William Morris Interhouse cookery competition 	<ul style="list-style-type: none"> DT: Design and make a fairground ride (linked to science) Art: Artist focus - Yvonne Coomber Whole School Art Project Interhouse art/DT competition
Computing	<ul style="list-style-type: none"> E-safety: 'I am kind and responsible' reporting/supporting Computer Systems and Networks- Internet communication (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) (Career link- How to become a coder: Pauline's story) <p>Written to typed piece of work</p>	<ul style="list-style-type: none"> 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) E-safety: 'I am safe and secure' relationships Data and Information- Introduction to spreadsheets (Dance Mat Typing) (Career link- How to become a Formula 1 engineer: Amy's story) <p>Safer Internet Day Written to typed piece of work</p>	<ul style="list-style-type: none"> E-safety: 'I am healthy' self image Creating Media- 3D modelling (Dance Mat Typing) (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) AI module <p>Written to typed piece of work</p>
English	<ul style="list-style-type: none"> Biography: biography, diary /ship's log book, information text Stories from another culture: narrative, newspaper report Poems on a theme/imagery 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Poems with imagery Defeat the monster narrative Myths and legends Newspaper Whole School Project Literary heritage: letter, playscript, comic strip
French	<ul style="list-style-type: none"> 🌀 Verbs, family (1 session) Sport (6 sessions) Football championships (5 sessions) 	<ul style="list-style-type: none"> 🌀 Sport, football (1 session) House (5 sessions) Holidays (5 sessions) 	<ul style="list-style-type: none"> 🌀 House, holidays (1 session) Visiting a town (5 sessions) Conversational French (AI) (5 sessions)

	<ul style="list-style-type: none"> • 🌀 Sport, football, assessment (1 session) 	<ul style="list-style-type: none"> • 🌀 House, holidays, assessment (1 session) 	<ul style="list-style-type: none"> • 🌀 A town, conversations, assessment (2 sessions)
Geography	<p>“What can you tell me about -0.3700 - 91.5500?”</p> <ul style="list-style-type: none"> • Name and locate positions on the globe using the correct terminology. • Country location knowledge. <p>Fieldwork: Magdalen farm – 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. Map making: map of an area of London Place of Study: Journey of Darwin, Galapagos</p>	<p>“How are biomes being protected and preserved?”</p> <ul style="list-style-type: none"> • Biome and vegetation belts. • 🌀 Climate Zones, vegetation. <p>Fieldwork: sketches/observations of wildlife/vegetation Compare Pond Inlet to Langport – climate codes, rainfall, daylight hours, air pressure, clouds, temperature, wind speed.</p> <p>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).</p>	<p>“What can I do to contribute to the protection of our planet?”</p> <ul style="list-style-type: none"> • Compare and contrast a region of the UK and Europe. • Renewable and non-renewable energy • 🌀 Natural resources and land use. <p>Fieldwork: (orienteering/geocache). Map Skills: scale map/plan drawing. Map making: map of Reykjavik, Iceland Place Study: Reykjavik, Iceland and Hinkley, UK.</p>
History	<p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> • The Victorians including local study on Langport workhouse: 1837-1901. (🌀History, Y5, Spring) • Remembrance: The development of the Paralympics (🌀History, YR-5, Autumn) 	<p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> • 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). 	<p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> • The legacy of the Roman Empire on Britain, including the present day. A comparison of key figures in history: Cleopatra and Julius Caesar
Maths	<ul style="list-style-type: none"> • Place value • Addition and subtraction • Multiplication and division • Fractions • Decimals (quick revision only) • Fractions, decimals and percentages (Start unit) 	<ul style="list-style-type: none"> • Fractions, decimals and percentages (Finish unit) • Ratio • Algebra • Converting units • Area, perimeter and volume • Statistics • Shape 	<ul style="list-style-type: none"> • Revision and problem solving • Budgeting and finance • HEA/secondary maths transition work

		<ul style="list-style-type: none"> • Geometry 	
Music	<ul style="list-style-type: none"> • Dynamics, pitch and texture (Fingal's Cave) • Looping and remixing (Y5 map) 	<ul style="list-style-type: none"> • Film music • Theme and variations: pop art 	<ul style="list-style-type: none"> • Baroque • Musical Theatre (Y5 map)
PE	<ul style="list-style-type: none"> • Swimming • Fitness • Teambuilding 	<ul style="list-style-type: none"> • Gymnastics - x3 Rhythmic sequences • Hand apparatus • Low bench sequences • Dance - x3 Shapes/Artistry, Solo/partners, Lifts, Beat/rhythm • Skills - Agility: ball chasing • Coordination: sending and receiving • Invasion games - Tag rugby 	<ul style="list-style-type: none"> • Skills - Dynamic balance: stance • Counter balance: partner • Athletics/Cricket/Rounders • Skills - Static balance: floor work, Static balance seated • Athletics/Cricket/Rounders
PSHE	<ul style="list-style-type: none"> • Transition: safeguarding, class charter, school rules and ethos. • Being me in my world – 'Who am I and how do I fit?' • Celebrating difference – Respect for similarity and difference. Anti-bullying and being unique. • Fire / firework safety (Jigsaw) • Financial Education (Jigsaw) • Bank visitor and visit (finance) • Nurse visitor and GP visit (health) 	<ul style="list-style-type: none"> • Dreams and goals - Aspirations, how to achieve goals and understanding the emotions that go with this (4 lessons) • Careers (2 lessons) • Healthy me - Being and keeping safe and healthy (including how substances affect the body, exploitation – including 'county lines' and gang culture) • Water safety (Jigsaw) • Safeguarding planner page: online safety • Graduate returning visitor (careers) • Police visitor and visit (people who help us) 	<ul style="list-style-type: none"> • Relationships -Building positive, healthy relationships (including loss and grief) • Changing me - Coping positively with change (including puberty and feelings, conception to birth, boyfriends / girlfriends). • Sun safety (Jigsaw) • Rail safety (Network rail) • First aid course • Year 7 return pupil visitor (transition)
RE	<ul style="list-style-type: none"> • ☯ Families of religions (1 session) • Reflection of a faith: Islam (2 sessions) • Religious hierarchies (2 sessions) • Religion across the globe (3 sessions) • Reflection of Mosque visit (1 session) • Religion and politics (2 sessions) • ☯ Advent, Christmas and Christingle (1 session) 	<ul style="list-style-type: none"> • ☯ Religion across the globe (1 session) • Living without religion (1 session) • ☯ Science and religion (1 session) • Religion today (2 sessions) • Reflection of a faith: Judaism (2 sessions) • Hindu Temple (3 sessions) • ☯ The Easter story (1 session) 	<ul style="list-style-type: none"> • ☯ Living without religion (1 session) • Reflection of a faith: Buddhism (2 sessions) • Reflection of a faith: Hinduism (2 sessions) • The Tower of Babel (1 session) • Religion and language (1 session) • ☯ Creation, Rites of Passage, Gods & Deities, guiding principles, holy texts, artefacts, worship (5 sessions) • My beliefs and how they guide me (1 session)
Science	<ul style="list-style-type: none"> • Evolution and inheritance 	<ul style="list-style-type: none"> • Living things and their habitats 	<ul style="list-style-type: none"> • Electricity

	<ul style="list-style-type: none"> • Variation and adaption • Fossils • The circulatory system 	<ul style="list-style-type: none"> • Light • Light pollution • RSPB Big Garden Birdwatch (January) 	<ul style="list-style-type: none"> • Renewable energy • Diet, drugs and lifestyle • Relationship education (see PSHE overview)
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