

KS2 Curriculum Overview 2025-2026



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Urban Changes Sheffield	USA	Industrial Revolution	Coasts	Ancient Egypt / Pharaohs	Italy
Enquiry Question	Where is Sheffield? Why is the physical and human geography important to Sheffield?	How has the USA change over time?	How did the industrial revolution affect living conditions, working conditions, gender and lifestyles?	What is the impact of climate change to our coast line and ecosystems?	What were the greatest achievements of the Ancient Egyptians?	What is like to live in Italy? How does human and physical characteristics impact on the country of Italy?
History / Geography	Geography – Sheffield Describe the climate of Sheffield. Human and Physical geography	Geography – human/physical features/using world maps History – Native Americans / Christmas traditions/	History – inventors / industrial revolution /Queen Victoria / crime and punishment / role of women	Geography – seas and oceans of the world / physical features/ erosion	History – Ancient Egypt To learn about the legacy of this civilisation.	Geography focus – European country study- To learn about the varied landscape, culture and tourism. (Human and Physical Geography)
Literacy LKS2	Y3/4 – Sound collector poem Instructions Time travel narrative extract	Y3/4 Limerick poetry Diary Electricity information report linked to science	Y3/4 Performance poetry Letter writing	Year 3/4 Kennings Traditional tales	Y3/4 Wakes week poetry book Flat Stanley adventure narrative	Y3/4 Shape poems Italy information text
Literacy UKS2	Y5/6- List poem - Non-chronological report - Narrative	Y5/6 – free verse poetry - Informal letter - Information text	Y5/6- Performance poetry - Diary entry Biography	Y5/6- narrative poem - Debate Information text	Y5/6- Wakes week poetry book - Formal letter Character description	Y5/6 – sonnets Newspaper report
Science LKS2	Y3/4 – Solids, liquids and gases	Y3/4 – Electricity	Y3/4- Sound	Y3/4- Animals including humans	Y3/4 – Plants	Y3/4- Plants
Science UKS2	Y5/6- Materials – mixtures and separation	Y5/6- Electricity	Y5/6- Earth and space	Y5/6 Life cycles, plant reproduction	Y5/6 circulation, health, fitness	Y5/6 Revision unit - Animals including humans
Art	2D drawing to 3D making 2D drawings to 3D- Graphic design (Urban change topic)	Fashion Design Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.	Take a Seat Explore how craftspeople and designers bring personality to their work.	Cloth, Thread, Paint Acrylic and thread to make a printed and stitched piece. (Coasts topic)	Exploring Identity Pharaoh Portraits using pastels, collage, sketch and ink. (Ancient Egyptians topic)	Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work

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Technology	Structures Design, make and evaluate a 3D structure of a pavilion (linked to Sheffield topic)	Fairground Rides Links to science learning on Electricity to make working circuits.	Stitching and textiles William Morris Art and Craft Movement Anti-machinery (Revolution topic)	Stuffed Toy sewing, design stuffed toy from components	Clay Pots and Packaging Design Linked to Egyptians focusing on the tradition use of clay pots.	Cooking Pasta sauces and pesto (Italy topic)
RE LKS2	What is it like for someone to follow God? (People of God) Natre U19	What is the Trinity and why is it important for Christians? (Incarnation/God) Natre U20	What do Hindus believe God is like? (Hindus) U27	What do Christians learn from the Creation story? (Creation and Fall) Natre U23	What does it mean to be a Hindu in Britain today? (Hindus) Natre U29	How and why do people make the significant events of life? (thematic) Natre U30
RE UKS2	What does it mean if Christians believe God is holy and loving? (Gospel) Natre U31	Why do Christians believe that Jesus was the Messiah? (Incarnation) Natre U38	Why do Hindus want to be good? (Hindus) Natre U39	U2.4 If God is everywhere, why go to a place of worship? Why do people make pilgrimages? Creating an Easter pilgrimage route	How can following God bring freedom and justice? (People and God) Natre U35	What matters most to Humanists and Christians? (Thematic) Natre U36
Computing LKS2	Computer systems and networks	Y3/4- Data information: data logging	Y3/4- Programming: sequencing sounds	Y3/4- Creating media: desktop publishing	Y3/4- Creating media- stop frame animation	Y3/4- Programming: Repetition in shapes
Computing UKS2	Computer systems and networks	Y5/6- Creating media: vector drawings	Y5/6- Programming: selection	Y5/6- Data and information: flat file data bases	Y5/6- Creating media: 3D modelling	Y5/6- Programming: Micro bits
Music LKS2	Developing Notation Skills Writing Music Down Charanga Y3 Autumn 1 Model Music Scheme	Creating Simple Melodies Charanga Y4 Unit 3 - Compose with your friends. Model Music Scheme	Exploring Playing Skills Using the Glockenspiel Charanga Glockenspiel	Exploring Rhythms Music Express South America Samba Music (Charanga Freestyle unit) (Musical Traditions) ABRSM Classroom 200 - Fanfara Cabua Le-Le	The Interrelated Elements of Music Lean on Me Charanga Year 4 Spring 2 Unit	Learning about different Musical Styles Charanga Y3 Summer 1 Model Music Scheme? Or choose some styles from freestyle... Performing - School Musical
Music UKS2	Melody and Harmony in Music Notation and graphic scores Charanga Y5 Autumn 1 (MMC)	Further Developing Notation Skills and composition skills BBC 10 Pieces - Beethoven's 5th Symphony	Developing Playing Skills using the Glockenspiel Charanga Glockenspiel	Exploring Rhythms Music Express South America Samba Music (Charanga Freestyle unit) (Musical Traditions) ABRSM Classroom 200 - Fanfara Cabua Le-Le	Identifying Important Musical Elements in Rock Music Charanga Y6 Summer 1	Gaining Confidence through Performance Charanga Y6 Spring 1 and/or You've got a friend Performing - School Musical
PE	PAS	PAS	PAS	PAS	PAS	PAS

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PHSE LKS2	Y3/4 – Online Safety	Y3/4 – Keeping Friendships Healthy	Y3/4- Our Communities	Y3/4- What makes a family?	Y3/4 – Staying Healthy	Y3/4 – Understanding My Feelings
PHSE UKS2	Y5/6 – Online Safety	Y5/6- Understanding My Feelings	Y5/6 – Our Communities	Y5/6- What makes a family?	Y5/6 – Staying Healthy	Y5/6 – RSE <i>Changing Adolescent Body (Health Education Reproduction) Separate for Y5 and Y6 sessions</i>
Memorable Experience	Sheffield trip – Weston Park Museum	Children Book Awards in Sheffield/ Sheffield Art Galleries			Seaside / Coast Trip	
Global Goals	8. Decent Work and Economic Growth 9. Industry, innovation and Infrastructure 13 Climate Action 15. Life on Land	1.No Poverty 10. Reduced Inequalities 15. Life on Land 8. Decent Work and Economic Growth 9. Industry, innovation and Infrastructure 16. Peace, Justice and Strong Institutions	3. Good Health and Well-Being 6. Clean Water and Sanitation 8. Decent Work and Economic Growth 9. Industry, innovation and Infrastructure 13 Climate Action 15. Life on Land	6. Clean Water and Sanitation 13 Climate Action 14. Life Below Water 15. Life on Land	6. Clean Water and Sanitation 8. Decent Work and Economic Growth 9. Industry, Innovation and Infrastructure 15. Life on Land 16. Peace, Justice and Strong Institutions	4. Quality Education 8. Decent Work and Economic Growth 12. Responsible Consumption and Production