



Skelton
PRIMARY SCHOOL

Upper Key Stage Two

Curriculum Overview

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KS2 Curriculum



















The National Curriculum

**The national
curriculum in
England**

Key stages 1 and 2 framework document

Phonics

Read Write Inc.
Fresh Start

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Read single letter Set 1 sounds</p> <p>Set 1B:</p> 	<p>Read all Set 1 sounds, blend sounds into words orally</p> <p>Set 1C:</p> 	<p>Blend sounds to read words; read short Ditty stories.</p> <p>Ditties:</p> 	<p>Read Red Storybooks.</p> <p>Red Ditty Books:</p> 	<p>Read Green Storybooks; read some Set 2 sounds</p> <p>Green books:</p> 	<p>Read Green Storybooks; read some Set 2 sounds</p> <p>Green/Purple books:</p> 
Year 1	<p>Read Purple Storybooks; read some Set 2 sounds</p> <p>Purple Books:</p>  <p>Once secure, read Set 3 sounds and matching Phonics Green Words</p>	<p>Read Pink Storybooks; read all Set 2 sounds</p> <p>Pink Books:</p>  <p>Once secure, read Set 3 sounds and matching Phonics Green Words</p>	<p>Read Orange Story books; read some Set 3 sounds</p> <p>Orange Books:</p> 	<p>Read Yellow Storybooks.</p> <p>Yellow Books:</p> 	<p>Read Yellow Storybooks; read all of Set 3 sounds</p> <p>Yellow Books:</p> 	<p>Read Blue Storybooks.</p> <p>Blue Books:</p> 
Year 2	<p>Read Blue Storybooks</p> <p>Blue Books:</p> 	<p>Read Grey Storybooks with increasing fluency and comprehension</p> <p>Grey Books:</p> 	<p>Read Grey Storybooks with fluency and comprehension.</p> <p>Grey Books:</p> 	<p>Whole class reading and writing.</p> 	<p>Whole class reading and writing.</p> 	<p>Whole class reading and writing.</p> 

Phonics interventions























Pupils in Y3/4 continue RWI phonics if needed.

In Y5/6 any pupils who have sound gaps and need access to decodable texts will complete the Fresh Start intervention.

Pupils are assessed every half term if they are on the programme and have a 20 minutes session 3 times a week.


Reading

Whole Class Reading - Cycle B 25/26

Year 5/6 Reading Spine (Cycle B)				
Autumn	Migration & movement		Evolution & inheritance	
	 	 	 	 
Spring	Enterprise & activism		Utopia vs. dystopia	
	 	 	 	
Summer	Fate vs. free will		Crossing borders	
	 	 	 	 

Reading

Whole Class Reading - Cycle A 26/27

Year 5/6 Reading Spine (Cycle A)				
Autumn	Ambition & desire		Power vs. principles	
	 	 	 	 
Spring	Belonging & equality		Legends & folklore	
	 	 	 	 
Summer	Lessons from history		Mystery & truth	
	 	 	 	 

Reading

Reading Plus (30 mins twice a week at school)

The screenshot shows the Reading Plus user interface. At the top is a navigation bar with 'dreambox READING PLUS' logo, 'Dashboard', 'Lessons', 'Skills', 'Messages' (with a notification badge), 'Writing', 'Families', and 'Log Out'. The user's name 'Lola Abraham' and a settings gear icon are in the top right. Below the navigation bar, a large image of colorful pencils is on the left. To its right, a 'Welcome Lola!' message with a thumbs-up icon says: 'WooHoo! You got a 100% on your last *SeeReader* lesson! You're half-way to earning a Combo. A Combo is two stories in a row with 80% or higher comprehension.' An orange 'Start Lessons' button is below the message. The dashboard features three main performance metrics, each with a gauge chart: 1. 'Your Reading Rate' (G-Rate 122) shows an I-Rate of 91 WPM, with a note 'Your last I-Rate was too slow!'. 2. 'Your Words Read' shows 8,122 words, with a 'next goal 10,000' and 'ALL WORDS | 80%+'. 3. 'Your Reading Profile' shows 'LAST 5 STORIES' with a 5-star rating and a note 'You have 12 stories to add to your profile.' At the bottom, a grey bar contains a 'More Info' link with a right-pointing arrow.

dreambox
READING PLUS

Dashboard Lessons Skills Messages Writing Families Log Out

Lola Abraham

Demo Site 'rpu11'

Welcome Lola!

WooHoo! You got a 100% on your last *SeeReader* lesson!
You're half-way to earning a Combo. A Combo is two stories in a row with 80% or higher comprehension.

Start Lessons

Your Reading Rate

G-Rate 122

I-RATE 91
WORDS PER MINUTE

Your last I-Rate was too slow!

Your Words Read

8,122
WORDS

next goal 10,000

ALL WORDS | 80%+

Your Reading Profile

LAST 5 STORIES

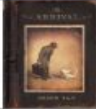
















★★★★★

You have 12 stories to add to your profile.

More Info

Writing

Literacy Tree Writing - Cycle B 25/26

Year 6 Year 5 B	Theme: Migration and movement		Theme: Evolution and inheritance	
Autumn				
	The Arrival Shaun Tan		Windrush Child Benjamin Zephaniah	
				
	Can We Save the Tiger? Martin Jenkins		The Hidden Forest Jeannie Baker	
Spring	Theme: Enterprise and activism		Theme: Utopia vs. dystopia	
				
	Suffragette: The Battle for Equality David Roberts		Stonewall Rob Sanders & Jamey Christoph	
				
			The Three Little Pigs Project The Guardian	
Summer	Theme: Fate vs. free will		Theme: Crossing borders	
				
	Grimm Tales for Young and Old Retold by Philip Pullman		Romeo & Juliet Shakespeare	
				
			Some Places More Than Others Renee Watson	
				
			Night Mail W.H Auden	

Writing

Literacy Tree Writing - Cycle A 26/27

Year 5 Year 5A	Theme: Ambition and desire				Theme: Power vs. principles			
Autumn	 		 		 		 	
Spring	Theme: Belonging and equality				Theme: Legends and folklore			
	 		 		 			
Summer	Theme: Lessons from history				Theme: Mystery & truth			
	 		 		 		 	

Handwriting

Nelson Handwriting

Year 5/P6 Pupil Book 5	Practise the difficult joins. Choose the correct style of writing for different purposes. Begin to develop an individual style that is legible, clear and fluent. Continue to reinforce clear, legible, joined handwriting in all subjects.
Year 6/P7 Pupil Book 6	Continue to practise handwriting and all the skills that have been taught. Practise writing for particular tasks e.g. note taking, labelling, writing an address or filling in a form. Write clearly and legibly in preparation for secondary school expectations.

UNIT
1

Developing an individual
handwriting style



Joining all your letters

Focus

Everyone develops different styles of handwriting. Some people make joins after the letters *o* and *p*. Other people add loops from the letters *f*, *g* and *y*.

Write these words in your book.
Try joining all your letters except capitals.

Tokyo Beijing Uruguay South Africa
Seychelles Majorca Paraguay Tenerife
Malaysia Fiji Egypt California

Extra

These sentences are written in different handwriting styles. Copy the one you like best.

- 1 Tokyo was the most crowded place I visited on my travels.
- 2 Every morning the famous Bullitt Train brought passengers into the city.
- 3 I saw amazing buildings, including an office block only two metres wide.
- 4 Each morning I joined hundreds of people exercising in the park.

Remember, when writing using your own style you must still form all your letters correctly.



Extension

Copy this extract into your book.
Remember to use your own preferred style of writing.

Hachiko was the pet dog of a professor at Tokyo University who used to meet his master off the train as he returned from work each day. After his master died while at work, Hachiko still turned up at the same spot, every day, for the next seven years. In admiration of this display of loyalty, the people of Tokyo had a statue built at the place where he waited.

From *Hill Order* by Michael Price



Maths



- Each unit broken up into small steps so knowledge builds
- Objectives for Year 5 and Year 6 ensure challenge

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>Number</p> <hr/> <p>Place value</p> <p>VIEW</p>			<p>Number</p> <hr/> <p>Addition and subtraction</p> <p>VIEW</p>	<p>Number</p> <hr/> <p>Multiplication and division A</p> <p>VIEW</p>	<p>Number</p> <hr/> <p>Fractions A</p> <p>VIEW</p>			<p>Number</p> <hr/> <p>Multiplication and division B</p> <p>VIEW</p>			
Spring	<p>Number</p> <hr/> <p>Multiplication and division B continued</p> <p>VIEW</p>	<p>Number</p> <hr/> <p>Fractions B</p> <p>VIEW</p>	<p>Number</p> <hr/> <p>Decimals A</p> <p>VIEW</p>	<p>Measurement</p> <hr/> <p>Area, perimeter and volume</p> <p>VIEW</p>	<p>Number</p> <hr/> <p>Decimals B</p> <p>VIEW</p>		<p>Number</p> <hr/> <p>Fractions, decimals and percentages</p> <p>VIEW</p>					
Summer	<p>Ratio</p> <p>VIEW</p>	<p>Algeb...</p> <p>VIEW</p>	<p>Geometry</p> <hr/> <p>Shape</p> <p>VIEW</p>	<p>Geometry</p> <hr/> <p>Position and direction</p> <p>VIEW</p>	<p>Statistics</p> <p>VIEW</p>		<p>Measurement</p> <hr/> <p>Converting units</p> <p>VIEW</p>					

Science

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Cycle A (Yr 5 objectives Yr 5 workbook)	Earth and Space	Forces	Materials: Properties and Changes (an in-depth study)	Life Cycles	Growing Older
Cycle B (Yr 6 objectives Yr 6 workbook)	Light	Classification	Evolution and Inheritance (an in-depth study)	Electricity	Circulation and lifestyle

History

	Autumn	Spring	Summer
Y5/6 (Cycle A)	<p>Britain at War <i>How did the Second World War change the lives of British people?</i> Area of History: Cause and Consequence Pupils will learn how the outbreak of the Second World War affected people in Britain. They will focus on how life changed on the home front, and what the lasting impact of the war was for key groups of people. The unit will focus heavily on the role of propaganda in maintaining the war effort on the Home Front.</p>	<p>Ancient Civilisation <i>Why were the Ancient Egyptians so successful?</i> Area of History: Significance This unit will introduce pupils to an overview of the Indus Valley and Ancient Sumer civilisations, before moving onto a depth study of Ancient Egypt. Pupils will analyse primary sources from Ancient Egypt to develop their understanding of the importance of the Nile to Ancient Egypt, and the daily lives of Ancient Egyptians.</p>	<p>Crime and Punishment <i>How have attitudes towards crime and punishment changed over time?</i> Area of History: Continuity and Change This unit will explore how and why attitudes to crime and punishment have changed over time, and how these changes reflect changes in societal beliefs and rulers. References to York's own history of crime and punishment will be threaded throughout.</p>
Y5/6 (Cycle B)	<p>Groundbreaking Greeks <i>How "golden" was Golden Age Greece?</i> Area of History: Significance This project teaches children about developments and changes during the classical period of Ancient Greece, focusing on the city state of Athens and exploring the lasting legacy and impact of Ancient Greece in society today.</p>	<p>Migration Why did migrants come to Britain? What were the experiences of migrants in Britain? What was the impact of migration to Britain? <i>This unit is a thematic study of the 'big picture' of migration to Britain over time. Children will study aspects of both national and local history, which will prepare them to effectively understand the background behind the stories in the upcoming Civil Rights unit.</i></p>	<p>Civil Rights in Changing Britain <i>How have people fought for their rights in Britain?</i> Area of History: Significance This project teaches children how people throughout Britain's history have fought for their civil rights, with a strong focus on 20th century history. Pupils will use a wide range of sources and their well-developed disciplinary knowledge to support them in their analysing and interpreting of these sources.</p>

Geography

	Autumn	Spring	Summer
Y5/6 (Cycle A)	<p>Climate Across Our World <i>How does climate affect physical environments around the world?</i> Areas of Geography: boundaries, cartography, climate, interdependence, physical geography Core Places: Yorkshire, The Arctic Circle, Brazil</p> <p><i>This project teaches children about climate zones and their interconnection with vegetation belts and biomes found around the world. Children will study how climate affects the physical environments in Yorkshire, the Brazilian Rainforest and a region within the Arctic Circle.</i></p>	<p>Sow, Grow and Farm <i>What affects farming around the world?</i> Areas of Geography: boundaries, cartography, change, climate, interdependence, physical geography, resources Core Places: Brazil</p> <p><i>Following an introduction to land use, this project teaches children about the features and characteristics of land use in agricultural regions across the world. Children look in detail at regions of North and South America, comparing these to Jersey in the UK and exploring the sustainability of farming in different regions.</i></p>	<p>Investigating our Country <i>What different types of settlements are found in our local area?</i> Areas of Geography: boundaries, cartography, change, interdependence, resources, settlements Core Places: Yorkshire</p> <p><i>This project teaches children to use a range of geographical skills, including map symbols, six-figure grid references and relative locations and distances using scales. Children develop an understanding of land use and settlement patterns, using this when carrying out a local fieldwork enquiry.</i></p>
Y5/6 (Cycle B)	<p>Migration <i>Why do people migrate?</i> Areas of Geography: boundaries, cartography, interdependence, movement, resources, settlements Core Places: Brazil</p> <p><i>This project teaches children about what migration is and the reasons behind it. They will explore different types of migration, focusing on urbanisation. Children will use Brazil as a case study to explore how people's lives compare in different types of settlements.</i></p>	<p>Frozen Kingdoms <i>What are the geographical features of polar regions?</i> Areas of Geography: boundaries, cartography, change, climate, physical geography, resources Core Places: The Arctic Circle</p> <p><i>This project teaches children about the characteristics and features of polar regions, including the North and South Poles. Children use their knowledge of features of the Earth and lines of latitude and longitude to support their study into polar climate, oceans, landscapes and people.</i></p>	<p>Human Impact <i>How are humans impacting our rainforest regions?</i> Areas of Geography: boundaries, cartography, change, climate, interdependence, physical geography, resources Core Places: Brazil</p> <p><i>This project develops children's understanding of the tropical regions, focusing this term on the Amazon rainforest. Children study climate change and its impact before looking at how indigenous people and wildlife are affected by the changing climate and land use in the rainforests.</i></p>

PSHE



Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Unit	Being me in my world	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me

RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5/6 (Cycle A)	What does it mean if God is holy and loving? (UC - God)	What does it mean to be a Muslim in Britain today?	Why is the Torah so important to Jewish people?	Creation and Science: conflicting or complementary? (UC - Creation/Fall)	How can following God bring freedom and justice? (UC - People of God)	What matters most to Humanists and Christians?
Y5/6 (Cycle B)	Christians and how to live: What would Jesus do? UC Gospel	Why do Christians believe Jesus is the Messiah? (UC - Incarnation)	What do Hindus want to be good?	What difference does the resurrection make to Christians? UC Salvation	For Christians what kind of King was Jesus? UC Kingdom of God	Why do some people believe in God and some people not? How does faith help people when life gets hard?

PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5/6 (Cycle A)	Ball skills Dance	Hockey Fitness	Dodgeball Swimming	Gymnastics Swimming	Cricket OAA	Athletics Rounders
Y5/6 (Cycle B)	Ball skills Dance	Tag Rugby Fitness	Dodgeball Basketball	Gymnastics Basketball	Tennis OAA	Athletics Rounders

Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5/6 (Cycle A)	Composition al Notation (Theme Ancient Egypt)	Musical Theatre	Theme and Variation (Theme: pop art)	Songs of WW2	South and West Africa	Composing and performing a Leavers' Song
Y5/6 (Cycle B)	Composition to represent the notation of colour	Blues	Film Music	Looping and Mixing	Dynamics (Coastal Theme)	Composing and performing a Leavers' song

Art

	Autumn	Spring	Summer
Y5/6 (Cycle A)	Art- Craft and Design- Architecture	Art-Drawing: Expressing Ideas	Art- Craft and Design: Photo opportunity
Y5/6 (Cycle B)	Art- Painting and Mixed Media: Portraits	Painting and Mixed Media: Artist Study	Art- Sculpture and 3D: Making memories

Design and technology

	Autumn	Spring	Summer
Y5/6 (Cycle A)	DT- Structures- Bridge building	DT- Textiles- Designing and making stuffed toys	DT - Cooking and Nutrition - Creating a recipe
Y5/6 (Cycle B)	DT- Structures Kapow - Playground	DT- Textiles – combining different fabric shapes (including computer-aided design)	DT- Mechanical Systems – pulleys and gears Kapow - Automata toys

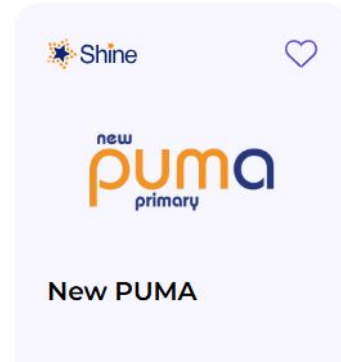
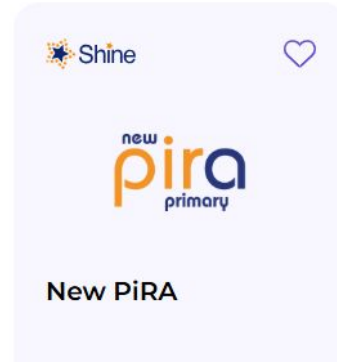
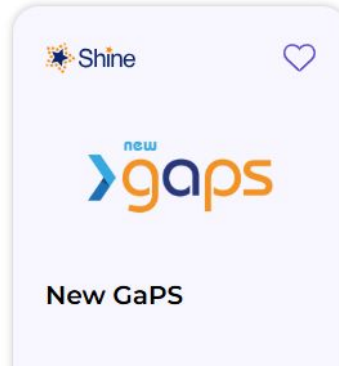
Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5/6 (Cycle A)	Micro:bit Programming	Mars Rover 1 Data Handling	Mars Rover 2 Skills Showcase	Bletchley Park History of computers Media	Computer Systems and Networks: Exploring AI	Inventing a product Skills Showcase
Y5/6 (Cycle B)	Programming: Music	Stop motion Animation Media	Search engines Systems and Networks	Big data 1	Big data 2	Introduction To Python Programming

Assessment

(Year 5)

- Assessments in January and June
- Children complete tests in SPaG, Reading and Maths
- Teacher Assessment for Writing
- Results analysed to inform planning



2	0	2	0	1	1	1	0	1	0	1
2	1	0	1	0	1	1	1	1	0	1
2	1	2	1	1	1	1	0	0	0	1
2	1	2	1	0	0	1	1	1	0	1
2	1	2	1	1	1	1	0	1	0	1

Assessment

(Year 6)

What are the SATs?

SATs is a term people use to refer to End of Key Stage 2 Assessments. It stands for Statutory Assessment Tests.

They measure attainment in English and maths against national standards.

Why Do We Do Them?

- ✓ Help teachers and parents understand how a child is performing academically.
- ✓ Support planning for Year 7 secondary school.
- ✓ Provide part of school performance data (not for comparing individual children).

Assessment

How are the SATs carried out?

- The tests will take place during normal school hours, under exam conditions;
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected after the test has ended;
- Pupils with additional needs may receive access arrangements (e.g. extra time) if appropriate;
- Afterwards, the completed papers are sent away to be marked externally;
- The children's results are sent back to school at some point in July;
- The standard timings of tests differ but last no more than 60 minutes:
 - Grammar, Punctuation and Spelling (Paper 1) – 45 minutes;
 - Spelling (Paper 2) – 20 minutes;
 - Reading – 60 minutes;
 - Maths Paper 1 (Arithmetic) – 30 minutes;
 - Maths Paper 2 (Reasoning) – 40 minutes;
 - Maths Paper 3 (Reasoning) – 40 minutes.

The Learning Cycle



Connect

- This stage focuses on recalling previous knowledge and understanding
- This stage should last only for a few minutes at the start of the learning or lesson
- It should be informed by the previous learning



I do

- Modelling and explaining occurs in this stage of the cycle. This is the part where the teacher may be introducing new content
- Pupils will be talked through the teacher's thinking as they engage with new concepts
- In this stage, it is vital that the visualiser is used. It may be the case that the teacher's model on the board; however, the visualiser should be the key tool

The Learning Cycle



We do

- At this stage, the teacher and the pupils work together to co-construct towards a desired outcome
- There may be guided modelling or tasks that are undertaken together. It may be that some pupils require more scaffolding at this point to access the learning
- The teacher is continually assessing at this point with the aim of gradually releasing pupils on to independent work



You do

- Pupils undertake tasks on their own and develop a level of confidence
- The teachers interact with pupils, intervening (where needed) to ensure understanding
- Scaffolding is used to gain levels of success



ILZ

- [See separate play for this](#)
- This should be the most difficult part of the lessons where the teacher withdraws support, and pupils work in complete silence to undertake a task

Assessment

When Are the SATs?



Monday 11 May – Thursday 14 May 2026

Date	Subject
Mon 11 May	English grammar, punctuation & spelling (GPS) Papers 1 & 2
Tue 12 May	English reading
Wed 13 May	Maths Papers 1 & 2
Thu 14 May	Maths Paper 3