



SUNNYSIDE ACADEMY

Upper KS2 Curriculum Overview

2026-2027 | Years 5 and 6 curriculum maps

This Upper KS2 overview brings together the Year 5 and Year 6 curriculum. Each unit identifies the central substantive knowledge pupils will build and the subject-specific disciplinary practices through which they learn. British Sign Language is being introduced as our modern foreign language; the detailed sequence will be added in September 2026.

How to read this overview

UNIT

The topic, enquiry or body of content pupils will study.

KNOWLEDGE

The central substantive knowledge pupils will build and remember.

DISCIPLINARY FOCUS

How pupils learn to think and work within that subject.

Curriculum design at Sunnyside

Coherent and sequenced: Knowledge builds progressively and is revisited through retrieval.

Responsive to context: Our local area, heritage and community enrich pupils' learning.

Broad and balanced: Each subject makes a distinctive contribution to the whole child.

Inclusive and ambitious: Adaptive teaching removes barriers while maintaining high expectations.

Year 5: Creative and technological subjects

Art and Design and Design Technology are taught in alternating half-term blocks.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and Design	Joe Cornish: Photography Knowledge: Landscape photographs use viewpoint, depth, light and composition to convey place. Disciplinary focus: Frame, capture, edit and critically select purposeful images.	-	Yinka Shonibare: 3D Art Knowledge: Sculpture can combine form, pattern, material and cultural reference. Disciplinary focus: Research, prototype, construct and refine an original sculptural response.	-	Candi Daviton: Printing Knowledge: Layered printing can combine line, pattern, colour and registration. Disciplinary focus: Develop a design, control repeated processes and evaluate the quality of prints.	-
Computing	Making AR Games Knowledge: Augmented reality combines digital objects with real-world contexts. Disciplinary focus: Design, create, test and refine an interactive experience.	My Online Life Knowledge: Online services use personal data and communication can affect others. Disciplinary focus: Manage privacy, reputation and respectful participation.	STEM Challenge Knowledge: Complex problems can be decomposed and solved through algorithms and iteration. Disciplinary focus: Collaborate, model, test, debug and justify computational solutions.	Binary Code Knowledge: Computers represent and process information using binary states. Disciplinary focus: Translate representations, identify patterns and explain how data is encoded.	YouTube Knowledge: Video platforms combine media, audiences, copyright and online responsibility. Disciplinary focus: Plan, produce and evaluate media while applying consent and copyright rules.	Web Designer Knowledge: Web pages use linked structures, content and design choices for an audience. Disciplinary focus: Plan navigation, create pages, test usability and refine the site.
Design and Technology	-	Design Technology: Mechanical and Electrical Systems Knowledge: Frame and shell structures can be reinforced; circuits, switches, motors and programmed control can drive products. Disciplinary focus: Research, prototype, select precise tools and materials, test systems and evidence improvements.	-	Design Technology: Food and Nutrition Knowledge: Seasonality, production and nutrition influence food choices and a balanced diet. Disciplinary focus: Combine and season ingredients safely to prepare a savoury dish and evaluate its nutritional contribution.	-	Design Technology: Product Innovation Knowledge: Prototypes and research help develop innovative products for identified users. Disciplinary focus: Apply CAD where appropriate, make with precision, test function and justify modifications.

Year 5: Music and British Sign Language

BSL content is being finalised and will be added in September 2026.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Livin' on a Prayer Knowledge: Pupils explore Rock, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Classroom Jazz 1 Knowledge: Pupils explore Bossa Nova, Swing and improvisation, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Make You Feel My Love Knowledge: Pupils explore Pop ballad, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	The Fresh Prince of Bel-Air Knowledge: Pupils explore Old-school Hip-Hop, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Dancing in the Street Knowledge: Pupils explore Motown, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Reflect, Rewind and Replay Knowledge: Pupils explore History of music and consolidation, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.
British Sign Language	BSL curriculum in development Knowledge: All KS2 pupils will begin a shared foundation sequence as the new scheme is introduced. Disciplinary focus: Develop visual attention, accurate sign formation, receptive understanding and signed interaction.	-	-	-	-	-

Year 5: Humanities, beliefs and physical development

The confirmed half-term sequence is shown below; PE and RE are taught throughout the year.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	Mountains Knowledge: Mountains form through physical processes and influence climate, settlement and land use. Disciplinary focus: Use contour maps, cross-sections, data and comparison to explain mountain environments.	-	Climate Zones and Biomes Knowledge: Latitude and global circulation contribute to climate zones and associated biomes. Disciplinary focus: Interpret maps and climate graphs, identify patterns and explain relationships.	-	-	-
History	-	Ancient Egypt Knowledge: Egyptian civilisation developed around the Nile with distinctive beliefs, power structures and achievements. Disciplinary focus: Use artefacts and written evidence to investigate society and interpretations.	-	The Tudors Knowledge: Tudor monarchs, religion and power produced significant political and social change. Disciplinary focus: Sequence events and evaluate causes, consequences and differing interpretations.	-	The Power of the British Monarchy Knowledge: The role and power of the monarchy have changed across periods and in relation to Parliament and society. Disciplinary focus: Trace change over time and use evidence to explain continuity, turning points and significance.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Education	Invasion Games Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Gymnastics Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Dance Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Outdoor and Adventurous Activities Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Striking and Fielding / Net and Wall Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Athletics Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.
Religious Education	Why some people believe God exists Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Muslim life in Britain Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Christians, Humanists, creation and science Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Living by Jesus' values Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Why people worship Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	The Torah and Jewish life Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.

Year 5: Science

Scientific knowledge is developed alongside increasingly independent enquiry and use of evidence.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Forces Knowledge: Gravity, friction, air resistance and water resistance affect motion; mechanisms can increase effect. Disciplinary focus: Plan fair tests, measure accurately and explain patterns using force models.	Properties and Changes of Materials Knowledge: Materials have properties that suit uses; mixtures can be separated and some changes are reversible or irreversible. Disciplinary focus: Compare, group, separate and justify conclusions from comparative tests.	Earth and Space Knowledge: Earth and other planets orbit the Sun; the Moon orbits Earth and Earth's rotation explains day and night. Disciplinary focus: Use models and evidence to explain relative movement and apparent motion.	Living Things and Their Habitats Knowledge: Life cycles and reproduction vary across mammals, amphibians, insects, birds and plants. Disciplinary focus: Compare cycles, observe reproduction and communicate patterns.	Animals, Including Humans Knowledge: Humans change through the stages of development from birth to old age. Disciplinary focus: Order stages, interpret growth data and explain changes scientifically.	

Working scientifically in Year 5

Ask relevant questions and use different types of enquiry	Set up comparative and fair tests	Make systematic observations and accurate measurements
Record, classify and present data	Report findings and draw conclusions	Use evidence to make predictions and identify further questions

Year 6: Creative and technological subjects

Art and Design and Design Technology are taught in alternating half-term blocks.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and Design	Tina Samper: Painting Knowledge: Artists manipulate colour, tone, texture and composition to communicate ideas. Disciplinary focus: Investigate techniques, make informed choices and refine an individual response.	-	Stephen Wiltshire: Drawing Knowledge: Accurate observation, perspective, proportion and tonal control create convincing cityscapes. Disciplinary focus: Record detail, apply perspective and critically refine a sustained drawing.	-	Chuck Close: Mixed Media Knowledge: Images can be reconstructed through grids, repeated units and combined media. Disciplinary focus: Experiment, select, combine and evaluate media to realise a personal intention.	-
Computing	VR Worlds Knowledge: Virtual environments use digital models, perspective and interaction. Disciplinary focus: Design, build, test and refine an immersive digital space.	My Online Life Knowledge: Online identity, privacy, wellbeing and reputation require informed decisions. Disciplinary focus: Evaluate risks, manage data and act responsibly in complex situations.	Chicken Run: Crossy Roads Knowledge: Games use variables, selection, repetition and event-driven code. Disciplinary focus: Decompose, code, test, debug and optimise a game.	Money Knowledge: Digital systems store, process and exchange financial information. Disciplinary focus: Model data and evaluate the security and reliability of digital processes.	Online Safety Dilemmas Knowledge: Online choices may involve competing risks, rights and responsibilities. Disciplinary focus: Analyse scenarios, justify decisions and identify appropriate support.	Coding Playground Knowledge: Programs can combine multiple structures, inputs and outputs. Disciplinary focus: Independently plan, create, debug, evaluate and explain a programmed solution.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design and Technology	-	Design Technology: Controlled Products Knowledge: Electrical and mechanical systems can be selected and programmed to produce controlled movement or output. Disciplinary focus: Develop a specification, use detailed diagrams or CAD, construct precisely and test systematically.	-	Design Technology: Food and Nutrition Knowledge: Healthy, affordable diets depend on ingredients, processing, nutrition and recipe choices. Disciplinary focus: Adapt a recipe for appearance, taste and aroma; prepare hygienically and evaluate against criteria.	-	Design Technology: Design for a User Knowledge: Detailed research and specifications guide functional products for particular people or groups. Disciplinary focus: Use prototypes, exploded or cross-sectional diagrams, precise making and iterative evaluation.

Year 6: Music and British Sign Language

BSL content is being finalised and will be added in September 2026.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Happy Knowledge: Pupils explore Pop / Neo Soul, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Classroom Jazz 2 Knowledge: Pupils explore Jazz, improvisation and composition, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	A New Year Carol Knowledge: Pupils explore Britten, classical and urban Gospel, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	You've Got a Friend Knowledge: Pupils explore Carole King / 1970s Pop, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Music and Me Knowledge: Pupils explore Identity and women in music, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Reflect, Rewind and Replay Knowledge: Pupils explore History of music and consolidation, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.
British Sign Language	BSL curriculum in development Knowledge: All KS2 pupils will begin a shared foundation sequence as the new scheme is introduced. Disciplinary focus: Develop visual attention, accurate sign formation, receptive understanding and signed interaction.	-	-	-	-	-

Year 6: Humanities, beliefs and physical development

The confirmed half-term sequence is shown below; PE and RE are taught throughout the year.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	World War II: Geographical Context Knowledge: Location, distance, resources and strategic places influenced events and experiences during World War II. Disciplinary focus: Use maps and spatial evidence to explain geographical connections.	-	Local Fieldwork Study Knowledge: Middlesbrough's human geography has changed through industry, land use and regeneration. Disciplinary focus: Form enquiries, collect fieldwork data, map patterns and communicate conclusions.	-	Mexico Knowledge: Mexico has diverse landscapes, climates, settlements and cultural regions. Disciplinary focus: Use maps and data to compare places and explain human-physical relationships.	-
History	World War II Knowledge: Global conflict affected nations, communities and individuals, including life on the Home Front. Disciplinary focus: Use chronology and varied sources to evaluate causes, consequences and experiences.	World War II: Continued Knowledge: Wartime evidence reveals differing experiences, perspectives and consequences. Disciplinary focus: Evaluate reliability, compare accounts and construct evidence-based explanations.	Middlesbrough and the Industrial Revolution Knowledge: Industry, transport and migration transformed Middlesbrough and its communities. Disciplinary focus: Use local primary sources to explain rapid change, cause and consequence.	Industrial Middlesbrough: Continued Knowledge: Industrial growth brought opportunity, innovation and social and environmental challenges. Disciplinary focus: Connect local evidence to national change and evaluate historical significance.	The Ancient Maya Knowledge: Maya civilisation developed complex cities, beliefs, systems of writing, number and time. Disciplinary focus: Use archaeological evidence and interpretations to compare civilisations.	The Ancient Maya: Continued Knowledge: Evidence helps historians explain Maya society, achievement, change and decline. Disciplinary focus: Evaluate interpretations and communicate a reasoned historical account.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Education	Invasion Games Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Gymnastics Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Dance Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Outdoor and Adventurous Activities Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Striking and Fielding / Net and Wall Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Athletics Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.
Religious Education	Muslim life in Britain Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Ahimsa, grace and Ummah Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Beliefs expressed through arts and charity Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Resurrection and salvation Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Faith when life is hard Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	God, belief and non-belief Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.

Year 6: Science

Scientific knowledge is developed alongside increasingly independent enquiry and use of evidence.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Electricity Knowledge: Circuit function and component output depend on voltage and arrangement; symbols represent circuits. Disciplinary focus: Design systematic enquiries, construct circuits and explain outcomes from evidence.	Light Knowledge: Light travels in straight lines, enabling vision and explaining shadows and reflections. Disciplinary focus: Use models, control variables and construct causal explanations.	Evolution and Inheritance Knowledge: Living things inherit characteristics; variation, adaptation and natural selection contribute to evolution. Disciplinary focus: Interpret fossil and comparative evidence and explain change over time.	Living Things and Their Habitats Knowledge: Organisms are classified using observable characteristics, including microorganisms. Disciplinary focus: Develop classification keys and justify groups using evidence.	Animals, Including Humans Knowledge: The circulatory system transports materials; diet, exercise and lifestyle affect body function. Disciplinary focus: Model systems, interpret data and explain relationships between structure, function and health.	

Working scientifically in Year 6

Ask relevant questions and use different types of enquiry	Set up comparative and fair tests	Make systematic observations and accurate measurements
Record, classify and present data	Report findings and draw conclusions	Use evidence to make predictions and identify further questions