| | | 2025-2027 - Bardwell Upper KS2 Curriculum | | | | | | | |
|-------------------------------------|---|--|---|---|--|---|--|--|--|
| Year 1 of 2 | Autu | mn | Spring | | Summer | | | | |
| | | | Core Subjects | | | | | | |
| | | | Core su | ibjects | | | | | |
| Maths Year 5/6 mixed age White Rose | Place Value, addition and subtraction, multiplication and division A, fractions A, multiplication and division B | | Multiplication and division B, fractions B, decimals A, area, perimeter and volume, decimals B, fractions, decimals and percentages | | Ratio, algebra, shape, position and direction, statistics and converting units | | | | |
| English The Write Stuff | Texts: Kensuki's Kingdom | Texts: The Rewilding 10 Things found in a soldier's pocket | Texts: Hansel and Gretel **Additional SPAG lessons*** | Texts: David Attenborough **Additional SPAG lessons*** | Texts: The piano **Additional speech and language** | Texts: The Extraordinary Life of Rosa Parks **Additional speech and language** | | | |
| | Genre: Narrative Letter | Genre: Persuasive Text Poetry | Genre: Fantasy | Genre: Information text | Genre: Missing chapter | Genre: Biography | | | |
| SPAG Year 5 SPAG | Converting nouns or adjectives into verbs using suffixes, relative clause, adverbs of possibility, modal verbs, cohesion, adverbials of time, parenthesi brackets, dashed, commas to avoid ambiguity, relative pronouns (ongoing throughout the year). Informal and formal speech, passive and active, subjunctive forms, cohesive devices – word repetition, adverbials, ellipses, semi-colons, colons, | | | | | | | | |
| Year 6 | | dashes, bullet points, h | yphens, subject, object, syn | onyms, antonyms (ongoi | ng throughout the year) | | | | |
| Spelling | | | Spelling | g Shed | | | | | |
| Faster | Kensuki's I | Kingdom | Но | oles | W | ar Horse | | | |
| Reader | By Michael I | Morpurgo | By Loui | s Sachar | By Mich | ael Morpurgo | | | |
| Science Plymouth | Out of this World | Out of this World | Living, growing and changing | Living, growing and changing | Engineering | Engineering | | | |
| | Properties and changes of materials | Space | Living things | Animals including humans | Forces | Properties and changes of materials | | | |

| Wider Curriculum | | | | | |
|---|--|--|--|---|--|
| Map Skills | | The Americas – consider the climate of mountain ranges | The Americas – would you like to live in the desert? | | |
| | Were the Vikings raiders, traders or something else? | | | What was life like in Tudor Britain? | What was the impact of WW2 on the people of Britain? |
| | | | | Whole so | chool project |
| | French portraits – describing in French | | Meet my family | | French enrichment day/activities |
| Painting and mixed media: Portraits | Drawing – make my voice heard | Sculpture 3D: Interactive installation | Craft and design – architecture | | |
| Families and Relationships | Health and Wellbeing | Safety and the changing body | Citizenship | Economic Wellbeing | Identity |
| Christianity How do Christians show their belief that Jesus is God incarnate? | Islam What does the Qur'an reveal about Allah and his guidance? | Hinduism What spiritual pathways to Moksha are written about in Hindu scriptures? | Judaism What is holiness for Jewish people: a place, a time, an object or something else? | Christianity Should believing in the resurrection change how Christians view life and death? | Humanism Why do Humanists say happiness is the goal of life? |
| | | Suffolk County | Music Service | | |
| Forest Schools Dance | Forest Schools Dodgeball Micro bits - BBC | Forest Schools Yoga | Forest Schools Rounders Spreadsheets | Forest Schools Athletics | Forest Schools Swimming Application of skills across the curriculum |
| | Painting and mixed media: Portraits Families and Relationships Christianity How do Christians show their belief that Jesus is God incarnate? Forest Schools | Were the Vikings raiders, traders or something else? Linked to Wild French portraits — describing in French Painting and mixed media: Portraits Families and Relationships Christianity How do Christians show their belief that Jesus is God incarnate? Forest Schools Dance Forest Schools Dodgeball | Map Skills Map Skills Were the Vikings raiders, traders or something else? Linked to forest schools Wild Passport French portraits — describing in French Painting and mixed media: Portraits Families and Relationships Christianity How do Christians show their belief that Jesus is God incarnate? Interest Schools Dance Forest Schools Dodgeball The Americas — consider the climate of mountain ranges The Americas — consider the climate of mountain ranges Sulpture 3D: Interactive installation Sculpture 3D: Interactive installation Families and Relationships Health and Safety and the changing body What does the Qur'an reveal about Allah and his guidance? Suffolk County | Map Skills Were the Vikings raiders, traders or something else? Linked to forest schools Wild Passport French portraits - describing in French portraits voice heard voice heard Wellbeing Painting and mixed Melationships Health and Relationships Christianity How do Christians show their belief that Jesus is God incarnate? Suffolk County Music Service Forest Schools Dance Meet my family Craft and design – architecture Sculpture 3D: Interactive installation Craft and design – architecture Universal about in Hinduism What spiritual pathways to Moksha are written about in Hindu scriptures? Suffolk County Music Service Forest Schools Dodgeball Forest Schools Forest Schools Forest Schools Rounders | Map Skills Map Skills The Americas – consider the climate of mountain ranges The Americas – would you like to live in the desert? |

| Cross | | | | |
|------------|-------------------------|----------|--|------------|
| curricular | | | | |
| links | | | | |
| | | | | |
| Enrichment | Art – portraits project | Nativity | | French day |
| Enrichment | Art – portraits project | Nativity | | French day |

| | | 2025-207 Work | ing Document - Bardwe | ll Upper KS2 Curriculu | ım | |
|---|--|---|---|---|--|---|
| Year 2 of 2 | Autu | mn | Spri | ng | Summer | |
| | | | bjects | | | |
| Maths Year 5/6 mixed age White Rose | Place Value, addition and subtraction, multiplication and division A, fractions A, multiplication and division B | | Multiplication and division B, fractions B, decimals A, area, perimeter and volume, decimals B, fractions, decimals and percentages | | Ratio, algebra, shape, position and direction, statistics and converting units | |
| English The Write Stuff | Texts: A Monster Calls No One is Too Small to Make a Difference | Texts: Detailed Timeline on Ancient Greece | Texts: Postcards from Prison **Additional SPAG lessons*** | Texts: Factual Tour of the Circulatory System **Additional SPAG lessons*** | Texts: Cosmic **Additional speech and language** | Texts: The Most Dangerous Animal in the World **Additional speech and language** |
| | Genre: Narrative Blog | Genre: Non-chronological report Instructional writing | Genre: Postcards from different points of view | Genre: Information text | Genre: Narrative | Genre: Poetry |
| SPAG Year 5 | Converting nouns or adje | | suffixes, relative clause, adv nmas to avoid ambiguity, re | | | bials of time, parenthesis, |
| SPAG Year 6 Spelling | brackets, dashed, commas to avoid ambiguity, relative pronouns (ongoing throughout the year). Informal and formal speech, passive and active, subjunctive forms, cohesive devices – word repetition, adverbials, ellipses, semi-colons, colons, dashes, bullet points, hyphens, subject, object, synonyms, antonyms (ongoing throughout the year). Spelling Shed | | | | | |
| Faster Reader | Skellig, By David Almond/S | | Asha and the Spirit Bird By Jasbinder Bilan | | Millions By Frank Cottrell-Boyce | |
| Science Plymouth | Bright Sparks Electricity Light | Bright Sparks Light Materials | Healthy mind and body Evolution | Healthy mind and body Animals including humans | Darwin's Footstep Evolution | Darwin's Footsteps Living things and their habitats |

| | | | Wider Cu | rriculum | | |
|----------------------------|---|--|--|---|--|--|
| Geography Kapow | Can I carry out an independent fieldwork enquiry? | | Where does our energy come from? | | Why do oceans matter? | |
| History Kapow | | What is the legacy of the ancient Greek civilisation? | | What was the Sikh Empire? | | Unheard histories – who should go on the £10.00 bank note? |
| Design & technology | | | forest schools Passport | | Whole s | chool project |
| MFL Kapow | | French transport | | In my house | | French enrichment day/activities |
| Art and design Kapow | Drawing – expressing ideas | Sculpture and 3D – making memories | Painting and mixed media – artist study | Craft and design – computer based art | | |
| PSHE Cycle A Kapow | Families and Relationships | Health and Wellbeing | Citizenship | Economic Wellbeing | Safety and the Changing Body | Transition |
| RE Emmanuel | Christianity Why is the gospel such good news for Christians? | Islam How does tawhid create a sense of belonging to the Muslim community? | Hinduism How do questions about Brahman and atman influence the way a Hindu lives? | Buddhism How does the Triple Refuge help Buddhists in their journey through life? | Christianity What is the great significance of the Eucharist for Christians? | Buddhism How did Buddha teach his followers to find enlightenment? |
| Music | | | Suffolk County | Music Service | | |
| PE Get Set 4 PE Computing | Forest Schools Dance | Forest Schools Tag Rugby Data Handling | Forest Schools Gymnastics | Forest Schools Hockey Computing systems | Forest Schools Athletics | Forest Schools Swimming Application of skills |
| Key chain | | | | and networks | | across the curriculum |

| Cross | | | | |
|------------|-------------------------|----------|--|------------|
| curricular | | | | |
| links | | | | |
| | | | | |
| Enrichment | Art – portraits project | Nativity | | French day |
| Enrichment | Art – portraits project | Nativity | | French day |