UKS2 Essential Knowledge & Vocabulary
2026 – 2027
Cycle 2

Curriculum	Autumn Term		Spring Term		Summer Term	
PSHE/RSE *Life to the Full and SEAL*	• Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; • That human beings are different to other animals • About the unique growth and development of humans, and the changes that girls will experience during puberty • we need to respect their bodies as a gift from God to be looked after well, and dressed appropriately	• Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be • How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc. • Different types of bullying **Boundaries, private, Hygiene, bullying**	• To recognise that images in the media do not always reflect reality and can affect how people feel about themselves • That some behaviour is wrong, unacceptable, unhealthy or risky. • Emotions change as they grow up (including hormonal effects); • The difference between harmful and harmless videos and images and ways to combat and deal with	• To know that God calls us to love others. • To know ways in which we can participate in God's call to us. • Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: • Pupils will learn to apply the principles of Catholic Social Teaching to current issues; and find ways in which they can spread God's love in their community.	• About some feelings often connected with grief • Some ways to support themselves and others when they are grieving • The recovery position can be used when a person is unconscious but breathing. • DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance. **Grief, memorial, unconscious, life threatening**	• Repeat year 6- How a baby grows and develops in its mother's womb. • Basic scientific facts about sexual intercourse between a man and woman; • The Christian viewpoint that sexual intercourse should be saved for marriage. Menstruation (repeated both) • About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; • Some practical help on how to

UKS2 Essential Knowledge & Vocabulary
2026 – 2027
Cycle 2

	Individual, , self-conscious, growth, development		viewing harmful videos and images **Harmful, ?pornography Peer pressure, social media**	**Dis/honest, un/popular, solidarity, dignity**		manage the onset of menstruation. Pregnant, commitment, menstrual cycle, Making babies
PE *Real PE*	**Year 5 unit 1 Developing my reaction and response skills and knowledge so…** I can react quickly with good acceleration by Reacting and moving early so it gives me time to get balanced. I can catch the ball consistently by Starting quickly and accelerating by pushing off hard with my feet. I can maintain balance and control after catching by extending my front leg across my body and bending my	**Year 5 unit 2 Developing my dynamic balance on a line skills and knowledge so…** I can move with fluidity and minimum wobble by keeping my head still and back straight. I can stay balanced on the line with head up by Practising the movement slowly at first. I can move with opposite arm and leg moving forwards by using my arms to help balance as I move,	**Year 5 unit 3 Developing my footwork skills and knowledge so…** I can move with smooth, controlled movements by keeping my feet close to the ground as I move. I can move with fluency and rhythm by keeping my head up and back straight throughout. I can move well and perform consistently on both sides/in both directions by	**Year 5 unit 4 Developing my floor work balance skills and knowledge so…** I can balance with good posture, for example, straight back by keeping my back straight and flat/tummy up. I can hold balance without strain by keeping my hands in line with my shoulders. I can balance with control, for example, while transferring objects by keeping	**Year 5 unit 5 Developing my one leg balance skills and knowledge so…** I can balance with stability and control by keeping my tummy (core muscles) tight. I can balance and move with smooth, controlled movements by using smooth, controlled movements. I can repeat balances with consistent performance by using my arms to help balance.	**Year 5 unit 6 Developing my ball chasing skills and knowledge so…** I can turn over either shoulder to collect the ball by Starting quickly by pushing off hard to turn and then drive my arms ('hips to lips'). I can arrive in the correct position to collect the ball (timing) by moving my feet quickly to get into the collecting position. I can collect the ball with balance/control

UKS2 Essential Knowledge & Vocabulary
2026 – 2027
Cycle 2

	knees to help me to stop quickly in a balanced position. **Developing my ball skills and knowledge so…** I can move and work the ball in both directions by Keeping the ball moving and away from my body. I can move the ball smoothly and fluently by keeping my head up, looking forward. I can maintain fluidity when changing hands by Concentrating on performing movements smoothly to begin with and then gradually increase speed. **Key Vocabulary:**	bringing them 'from hips to lips' **Developing my counter balance with a partner skills and knowledge so…** I can maintain balance throughout by keeping my core muscles tight. I can move smoothly and with control by keeping my body straight throughout. I can coordinate movements with my partner by leaning in and then slowly leaning back using smooth, controlled movements. **Key Vocabulary:** roles, responsibilities, marching, sink hips, short base, forearm	bending my knees and use my arms to help balance. **Developing my stance skills and knowledge so…** I can stay on the line/low beam throughout by using smooth, controlled movements. I can balance with minimum wobble (control) by keeping my feet a shoulder width apart and bend my knees. I can maintain good posture by keeping my head up looking forward and my back straight. **Key Vocabulary:**	my legs straight and stretched out. **Developing my seated balance skills and knowledge so…** I can maintain stability without strain by keeping my core muscles tight. I can balance with hands and feet off the floor throughout by using smooth, controlled movements. I can balance with repeatable performance by keeping my legs, back and arms straight (v shape). **Key Vocabulary:**	**Developing my jumping and landing skills and knowledge so…** I can achieve good take off and height by bending my knees before take-off and on landing. I can land with balance and control by swinging my arms to get height and use them to help balance on landing. I can land softy and quietly by landing softly on the balls of my feet so there is no noise. **Key Vocabulary** Flow, link actions, consistency, vigorous, base of support, stability	by running well past the ball to give me more time to get into a stable position. **Developing my sending and receiving skills and knowledge so…** I can throw with good accuracy and weight by varying the pace of the ball when sending to find which is best. I can send and receive with fluency by taking up a balanced position, making sure my hands are in a good ready position. I can perform with consistency (repeatable) by keeping my eyes focused on the ball(s). **Key Vocabulary:**

UKS2 Essential Knowledge & Vocabulary
2026 – 2027
Cycle 2

	Persevere, regular, complete, criss cross, fluidity, ready position, pushing off	.	criteria, force, various, judge, awareness, Zigzag, increase	sequences, express, tactics, stability, repeatable, stretched, posture, aligned		fitness, components, identify, cross over, circuit, opposite
Music *CUSP Curriculum*	**Year 5 Music: Untuned percussion – Block A** Each child will know… ○ The terms simple time, compound time and motif ○ How to notate a simple rhythmic motif ○ How to use standard notation to record simple time rhythms ○ How to give feedback to help others to help evaluate and improve their work.	**Year 5 Music: Introducing structure – Block B** Each child will know… ○ The stylistic features of pop music ○ The terms soprano, alto and countermelody ○ That many songs and choral arrangements are accompanied by a piano or a band ○ The importance of phrasing when singing **Vocabulary:** structure, accompaniment, phrasing	**Year 5 Music: Musical notation 3 – Block C** Each child will know… ○ The stylistic features of Baroque music ○ How to identify repeating melodic patterns. ○ The 5-finger position on an electronic keyboard (playing the notes C – G). ○ The basic functions of an electronic keyboard.	**Year 5 Music: Singing – Block D** Each child will know… ○ How songs in western styles such as pop, rock and jazz are structured around riffs and grooves ○ A riff is short, repeated pattern of notes in popular music or jazz ○ A groove is a particular type of musical rhythm ○ Understand the terms offbeat,	**Year 5 Music: Composition 3 – Block E** Each child will know… ○ That ternary form (ABA) is a compositional structure ○ A pentatonic scale is a scale of five notes ○ Minor Key is created using combinations of notes that sound sad and melancholic ○ Major Key is created using combinations of notes that sound	**Year 5 Music: Improvisation – Block F** Each child will know… ○ That the success of swing music in Britain was influenced by the social context of World War 2 ○ Understand that swing is a type of jazz music. ○ That a Big Band is a large group of musicians playing jazz or dance music ○ How to perform as a class, with a sense of stagecraft

UKS2 Essential Knowledge & Vocabulary
2026 – 2027
Cycle 2

	Vocabulary: simple time, compound time, motif		**Vocabulary:** melodic patterns, keyboard, functions	syncopation, intro and outro. **Vocabulary:** riff, groove, syncopation	joyful and uplifting **Vocabulary:** composition, pentatonic, key	**Vocabulary:** improvisation, social context, stagecraft
Art *CUSP Curriculum*	**Drawing and Painting (Block A Y5)** ○ Subtractive drawing (or drawing in the negative) is a technique where a media is intentionally taken away from the surface of the canvas or paper. ○ Harmony is an attractive combination of related things. In art terms, this could be using colours and shapes that work well together and produce an effect pleasing to the eye. ○ Abstract art is more about shape, colour and expressing feelings than being a realistic depiction. Vocabulary: overlay, abstract, chroma **Printmaking (Block B Y5)** ○ Edition means one version of something in a series ○ Overlaid is the past tense of overlay. To overlay something is to put something on a surface to cover it completely.		**Creative Response Block: Printmaking and Textiles (Y5)** ○ There are a series of steps in the creative process ○ Mediums can be combined to create texture ○ To etch means to cut lines into a piece of glass, metal etc. in order to make words or a picture ○ To embellish means to make something more attractive by the addition of decorative details or features. Vocabulary: illumination, incubation, process **Textiles and Collage (Block C Y5)** ○ Appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture		**3D (Block D Y5)** ○ An armature is a framework or basic structure that something such as a sculpture is built onto. ○ Papier-mâché is a material consisting of paper pieces or pulp, sometimes reinforced with textiles, bound with an adhesive such as glue, starch or wallpaper paste. ○ A slip is a liquid mixture or slurry of clay and / or other materials suspended in water. ○ Clay can be joined by a score and slip method Vocabulary: analogous colours, contour, score **Painting (Block E Y5)** ○ Different effects can be achieved with watercolour paint ○ Coarseness is the quality of being rough.	

UKS2 Essential Knowledge & Vocabulary
2026 – 2027
Cycle 2

	○ Reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last Vocabulary: transpose, incision, inverted	○ Textile comes from the Latin word, texere, meaning to braid, weave or construct ○ Tactile relates to the sense of touch. If something is tactile, it has a surface that is pleasant to touch. ○ To assemble means to come together in a single place or bring parts together in a single group. Vocabulary: appliqué, natural, fibre	○ To dissolve means to become incorporated into a liquid to form a solution. ○ To adhere means to stick to something. Vocabulary: warping, spritz, absorb
DT *CUSP Curriculum*	**Food and Nutrition (Block A Y5)** ○ Some foods and key ingredients are from other cultures ○ Culture refers to the customs and beliefs, art, way of life and social organisation of a particular country or group. ○ Food presentation is the art of modifying, arranging or decorating food to enhance its aesthetic appeal. ○ Variety refers to several different sorts of the same thing. Vocabulary: fibre, knead, unleavened **Systems (Block B Y5)** ○ Technology can be used to program and control a product	**Textiles (Block C Y5)** ○ Which fabrics are both functional and hardwearing ○ Durability is the quality of being able to last for a long time without breaking or becoming weaker. ○ To repurpose means to change something slightly in order to make it suitable for a different use. ○ Something that is functional is practical and useful. Vocabulary: beeswax, swatch, insulate **Food and Nutrition (Block D Y5)** ○ Foods can be used as medicines	**Structures (Block E Y5)** ○ Engineers use a range of methods to strengthen and reinforce structures ○ A frame is the supporting structure of a piece of furniture, a building, a vehicle etc. that gives it its shape. ○ An I-beam is a girder which has the shape of an I when viewed in section. ○ Struts are rods or bars forming part of a framework and designed to resist compression. Vocabulary: brace, mitre, gussets **Mechanisms (Block F Y5)** ○ A gear is a toothed wheel that works with others to transfer rotational movement.

UKS2 Essential Knowledge & Vocabulary
2026 – 2027
Cycle 2

	○ Properties are the qualities or characteristics that a material has, such as flexibility, elasticity, etc. ○ A fastener is a button, zip or other device used for temporarily joining together the parts of items such as clothes. ○ An algorithm is a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer. Vocabulary: fluorescent, reflective, attachment point, debug, programming	○ Eating food from different countries can help us be healthy ○ Migration is the movement every year of large numbers of birds or animals from one place to another. It can also mean the movement of people to a new country or area in order to find work or better living conditions. ○ Spices are one of the various types of powder or seeds that come from plants and are used in cooking. Spices have a strong taste and smell. Vocabulary: medicinal, fragrant, stir-fry (noun), stir-dry (verb)	○ A pulley is a wheel with a grooved rim around it which holds a cord, belt or rope. ○ Pulleys are used to change the speed, direction or magnitude of a force and can be used to raise heavy loads. ○ A mechanism is a system of parts working together in a machine. Vocabulary: gear train, driver gear, idler
Computing *Teach Computing*	**Computing systems and networks – communication (Y5)** ○ A system is a number of things (parts, components, people) that work together to complete or perform a task. ○ Search engines are systems that look for information ○ Search engines use programs called crawlers to search content and create an index of the web ○ When you search a term, the search engine selects results from its index Vocabulary: System, selection, ranking,	**Creating media – vector drawing (Y5)** ○ To identify that a vector drawing comprises separate objects ○ To select one object or choices made ○ To recognise that vector images can be scaled without impact on quality ○ To recognise that objects can be modified in groups Vocabulary: Vector, toolbar, resize handles, alignment, group/ungroup	**Creating media - Web page creation (Y6)** ○ To review an existing website and consider its structure ○ To plan the features of a web page ○ To consider the ownership and use of images (copyright) ○ To recognise the implications of linking to content owned by other people Vocabulary: Hypertext Markup Language (HTML), layout, copyright, fair use, external link

UKS2 Essential Knowledge & Vocabulary
2026 – 2027
Cycle 2

	search engine optimisation, web crawler		
History *CUSP Curriculum*	**Ancient Greece (Y5)** o Ancient Greeks ruled from 800BC to 146BC. o Ancient Greeks believed in many gods and goddesses, including Zeus, the king of the gods. o Ancient Greeks were known for inventing a democracy where male citizens could vote, excluding women and children. o Ancient Greeks were also known for inventing theatre and the Olympics to celebrate their beliefs. Vocabulary: City-state, Polytheistic, Democracy, Amphitheatre	**Comparison study – Maya and Anglo-Saxons (Y5)** o The Mayans lived in a region in Central America called Mesoamerica. o The Maya civilisation made remarkable advances in various fields, including writing and mathematics. o Maya city-states were complex urban centres surrounded by rainforests, which provided a wealth of natural resources, including diverse plant and animal life, supporting the Maya's agricultural and medical practices. o Maya city-states faced significant challenges, such as overpopulation, deforestation, famine and drought. Vocabulary: Mesoamerica, Codex, Deforestation, Famine	**Five Monarchs Through Time (Y6)** Enrichment unit o Henry VII is well known for his six wives and his cruelty towards them. o During her reign, Elizabeth I oversaw significant achievements, including the flourishing of arts, culture and exploration, which marked immense growth and prosperity. o Charles II's reign saw notable changes, including the devastating plague and the Great Fire of London, which had great impacts on the population and the cityscape. o Queen Victoria ruled over empire that saw Britain become the richest and most powerful country in the world, with the help of the Industrial Revolution. Vocabulary: Dissolution, Annulment, Aristocracy, Prosperity
Geography *CUSP Curriculum*	**World countries – biomes and environmental regions (Y5)**	**4 and 6 figure grid references (Y5)**	**OS maps and fieldwork (Y5)**

UKS2 Essential Knowledge & Vocabulary
2026 – 2027
Cycle 2

	○ A city is a large urban settlement that is densely populated; a capital city is where the government of that country is based. ○ A biome is a region that has a specific climate with animals and plants that are adapted to live there. ○ Human features are things like houses, roads and bridges. They have been built by people. ○ Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. <u>Vocabulary</u>: densely, biome, population, ecosystem	○ There are five major lines of latitude which run east to west; lines of longitude define time zones across the world and run from pole to pole (north to south). ○ A six-figure grid reference gives a more precise location on a map than a four-figure grid reference. ○ The vertical lines on an OS map are called eastings; the horizontal lines are called northings. ○ To find grid references we go along the Eastings and up the Northing <u>Vocabulary</u>: Greenwich Mean Time, reference, eastling, northing.	○ A four-figure grid reference gives the location of a 1km x 1km square; a six-figure grid reference gives a location within a 100m x 100m grid square ○ Contour lines help us understand the shape of the ground from a map. ○ The closer the contour lines are, the steeper the slope is. ○ Terrain is a term used in geography to describe an area of land. Terrain can include flat plains, mountains and forests. <u>Vocabulary</u>: navigate, contour, undulating, terrain,
French *Language Angels*	**The Date** ○ To know the 7 days of the week in French. ○ To know the 12 months of the year in French. ○ To know and recall the numbers 1-31 in French. ○ To know how to ask and answer the question 'Quelle est la date aujourd'hui ?' (What is the date today?) in French.	**Clothes** ○ Recall 5 nouns for items of clothing in French with their articles/determiners. ○ Know and recall 5 more nouns for items of clothing in French with their articles/determiners. ○ Know how to describe what I am wearing in French using 5 different colours ○ Use the verb 'je porte…' (I wear) with the conjunction 'et' (and).	**Weekend** ○ Tell the time around the clock in French. ○ Recognise and recall 5 activities in French that I may do at the weekend. ○ Consolidate my learning and focus on the spellings in French for the 5 activities. ○ Know when to use 'at…' plus a time into my spoken and written work about weekend activities.

UKS2 Essential Knowledge & Vocabulary
2026 – 2027
Cycle 2