

Limitless Dreams, Endless Opportunities





**Manor Park School
& Nursery**

Year group overviews
2022-2023
Years 5 and 6

Year 5/6 English and Maths Curriculum Overviews Year A

Year 5/6	Autumn		Spring		Summer	
<p><i>High Quality Texts</i></p> 						
EdShed 	EdShed 	EdShed 	EdShed 	EdShed 	EdShed 	EdShed 

 Mathematics Curriculum Year 5	Place Value within 100,000 Addition and Subtraction Graphs and Tables	Multiplication and division Measure – area and perimeter	Multiplication and Division Fractions	Fractions Decimals and percentages	Decimals Geometry – properties of shape Geometry – position and direction	Measure – converting units Measure – volume and capacity
 Mathematics Curriculum Year 6	Place Value within 10,000,000 Four operations	Fractions Geometry – position and direction	Decimals and percentages Algebra Measure – Imperial and metric	Measure – perimeter, area and volume Ratio and proportion	Geometry – properties of shape Problem solving	Problem solving Statistics

History World war 2 	Science Electricity/Light 	Science Animals incl Humans Yr 5/6 units 	Geography European Region V Manchester 	Science Evolution and Inheritance	History/Geography Discrimination and Slavery 
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Learning Adventure Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science		<p>Electricity and Light</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in Explain why shadows have the same shape as the objects that cast them.</p> <p>Carry out a fair test, identifying key factors to be considered</p> <p>Make a variety of relevant observations and measurements using simple apparatus correctly</p> <p>Decide when observations and measurements need to be repeated to provide more reliable data</p> <p>Create tables, bar charts and line graphs, whilst making appropriate use of ICT</p> <p>Draw conclusions and communicate them using appropriate scientific language.</p> <p>Make practical suggestions for improvements to their work.</p>	<p>Animals including Humans (yr5/6 units)</p> <p>Describe the changes as humans develop to old age.</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>		<p>Evolution and Inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	

Geography			European Region V Manchester Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. Revisit World map and longitude and latitude.	Discrimination and Slavery Use a map to identify key places in relation to the slave trade. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links.
History	World War 2 To know the effect of air raids and evacuation on Britain at that time. Be aware of the key historical figures during WW2 To understand how the war changed the key roles of men and women Know key aspects of the Holocaust and how it shaped future society Place World War 2 on a time line in relation to other periods of history Sequence up to 10 events at one time Identify characteristics of people, recognising that not everyone shares the same viewpoint Find out about views and feelings of people during key war events Know key dates, characters and events of World Wars 2 Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Bring knowledge gathered from several sources together in a fluent account			Discrimination and Slavery Transportation of slaves to other countries. Conditions faced by slaves during the Atlantic passage. Significance of the trade to the development of British life. Role of Martin Luther King, William Willberforce and Nelson Mandela in fight against discrimination Draw and use a timeline to the key events during the slave trade.
Art	Propaganda Posters Experiment with shading and perspective to create form and texture. Know that a short, hard line gives a different feeling to a more flowing one Use a variety of techniques to create form and texture i.e. shading and perspective Manipulate and experiment with the elements of art: line, tone, pattern , texture,		Landscape Art Lowry Learn about the work of Lowry Review and revisit their work. Critically evaluate and edit (paint over their work). Work in pairs to recreate a well-known piece or an element of the piece. Try to use the colour wheel to use "harmonious colours" and "contrasting colours". Refer to Lowry's art and make links and comparisons to own creations Compare ideas methods	Collage Freedom Quilts To Learn about Freedom quilts To understand the symbols used by slaves To use sketching techniques to explore understanding of quilts To use quilt techniques to communicate ideas and meaning. To compare ideas and methods used in their own work and others work

	form, space, colour and shape		and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it Create shades and tints using black and white.		Investigate and combine visual and tactile qualities to match to purpose. Work collaboratively to create one piece.	
Design Technology		<p>Structures</p> <p>Anderson Shelters</p> <p>Generate, develop, model and communicate their ideas through discussion.</p> <p>Use an annotated sketch to design shelter, include a specification for their design-link with Mathematics and Science.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>Confidently select appropriate tools, materials, components and techniques and use them. Use tools safely and accurately.</p> <p>Construct products using permanent joining techniques. Know how to reinforce and strengthen a 3D framework. Evaluate against their original criteria and suggest ways that</p>		<p>Food Technology</p> <p>European Traybake</p> <p>Use previous knowledge of hygiene and safety. Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Use a range of techniques such as peeling, chopping, slicing, mixing.</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p>		<p>Sewing</p> <p>African Picture</p> <p>Select appropriate tools, materials, components and techniques</p> <p>Assemble components</p> <p>Use tools safely and accurately</p> <p>Make modifications as they go along</p> <p>Pin, sew and stitch materials together create a product</p> <p>Achieve a quality product.</p> <p>To learn about how textile designers and makers can use stitches and other techniques (e.g. cross stitching, embroidery) to add to the aesthetic of their product.</p> <p>To sketch and annotate different ideas.</p> <p>(Kente Cloth inspired)</p>

		their product could be improved.				

Discrete Curriculum Elements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	<p><u>Happy and A new year carol</u> Explore how we can help each other to be happy through the genre of pop Describe the style indicators of the music, identify the structure of the song, rhythm and pitch, copy back and call and response, play tuned and untuned percussion instruments with the note range C, D, E, G, A, B Describe the mood and style of the piece, identify the voices/instruments they can hear, walk about the musical dimensions in the song, identify the ostinato pattern used in the song, learn some of the musical phrases used in the song and perform vocally and instrumentally, sing the song in unison in its original style and the urban gospel version. Key vocabulary – style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimension of music, neo soul, producer, groove, Motown, hoot, riff, solo, ostinato, phrases, Urban gospel</p>		<p><u>Classroom Jazz and The fresh prince of Bel-air</u> The Three Notes Bossa Nova and Five Note Swing Music style: Jazz improvisation and Swing Identify the structure of the two different pieces in this unit, recognise syncopated rhythm and patterns within the two pieces, experiment with clapping and playing syncopated rhythm patterns, learn the play instrumental parts as accompanied and as solo using the notes range G, A, B, D, and E. Improvise in a Bossa Nova style, improvise in a swing style, perform by singing and playing, appraise their own and others' performances. Identify the structure and instrumentation of the song, be able to switch between pitched and rapped phrases when singing along, play instruments with the note range C, D, E, F, G and A by ear or/and notation Key vocabulary – appraise, Bossa Nova, syncopation, structure, Swing, tune/lead, note values, note names, Big bands, improvise, pulse, rhythm, pitch, temp, dynamics, hook, riff, solo, Old school hip-hop, synthesiser, deck, backing loops, Funk, scratching, unison, melody, compose, cover, structure, timbre, texture</p>		<p><u>Music and Me and Reflect, rewind and replay</u> Identify inspirational female artists through the years Listen and appraise to the music of the featured artists and place the inspirational women artists into a timeline in history and discuss their impact. Discuss why these particular female artists have been chosen, talk about the culture of the female artists, sing in unison or in harmony along with the unit songs and discuss key themes in the lyrics. Compose their own simple songs, on a relevant themes selecting an appropriate musical style. Reflect and revise the learning that has taken place across the terms, focus on confidence of performance and appraisal skills. Study the context of the musical styles covered, genre, and periods, listen and appraise a different piece of music each week, commenting on style and period, likes and dislikes Key vocabulary – gender, racism, rap, lyrics, turntables, DJ-ing, producer, electronic and acoustic, culture, identify, inspirational. Pop, Neo Soul, Jazz, Swing, Old school hip-hop, Classical, Baroque, Romantic, Medieval, Renaissance, 20th century, variety of instrument and composer names</p>	
Religious Education	<p>Christianity How does the bible help Christians to live? What was important about the teaching of Jesus eg Sermon on the Mount. Explain using key texts, (eg parables, miracles,</p>	<p>Christianity Hinduism Islam What influences how religious /non-religious people live e.g., dress, go on pilgrimage, eat, social media etc?</p>	<p>Christianity Does Science prove Genesis wrong? Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.</p>	<p>Hindu Dharma Is the idea of one God important in Hindu Dharma? How and why do most Hindu's show respect to living things? Analyse & evaluate Hindu beliefs about reincarnation,</p>	<p>Hindu Dharma Why is Rama important to Hindus? How & why do some Hindus celebrate? Describe how and suggest why Hindus celebrate Diwali and Holi.</p>	<p>World Faiths What makes a hero? What impact did heroes leave on the world? Compare & contrast what motivates people of a religious faith and a non-religious belief to work together to impact</p>

	teaching) the Christian idea of the 'Kingdom of God', and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom	Outline, compare key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God. Compare & contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers	Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.	vegetarianism & caring for the environment Explain the Hindu idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied Identify key Hindu symbols and explain their meaning, eg Aum, Swastika. Describe various forms of worship that happen in the Hindu Temple	Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu	UK society & the wider world. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.
MFL	My school, your school - age/days, Introducing teacher and friends, classroom objects My local area /your local area Shops Everyday shopping Shopping for gifts Christmas	Epiphany A family tree Faces Celebrating carnival Parts of the body (and descriptions) Our own class aliens Easter		Feeling well / unwell Jungle animals (and fantastical animals) Summertime Weather Seasons Ice creams		
	<p>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Use imperative and understand/give commands to others. Begin to understand commands for 2nd person singular or 2nd person plural. Ask and answer a question using tener (sometimes in the negative) Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately. Revisit and consolidate knowledge of singular masculine and feminine nouns and use of el/la. Use of "es" and "son" with singular and plural nouns. Begin to explore adjectives after noun and change of spelling to agree with gender of noun Can understand simple written phrases. Can match sounds to familiar written words. Adjectives and spellings to agree with gender of nouns and whether singular or plural. Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</p>					
Physical Education	Team Games use running, jumping, throwing and catching in isolation and in combination	Dance Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Learn the dance style - Charleston	Outdoor Adventure Take part in outdoor and adventurous activity challenges both individually and within a team Learn the importance of decision making and team building.	Gymnastics Develop flexibility, strength, technique, control and balance through gymnastics	Athletics Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance	Striking and Fielding Use running, jumping, throwing and catching in isolation and in combination Play competitive games, Apply basic principles suitable for attacking and defending, Compare their performances with previous ones and demonstrate

						improvement to achieve their personal best
Computing	<p>Programming: Scratch</p> <p>Understand that efficient algorithms can be used to solve problems and to plan for specific outcomes. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Technology in our Lives</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p> <p>Understand computer networks including the Internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Handling Data</p> <p>Collecting, analysing, evaluating and presenting data and information</p> <p>Select, use and combine software to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Multimedia</p> <p>Select, use and combine a variety of software (including internet services) to design and create a range of programs and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>		
Online Safety	<p>Explain the consequences of spending too much time online or on a game</p> <p>Explain the consequences to myself and others of not communicating kindly and respectfully</p> <p>I protect my computer or device from harm on the Internet.</p> <p>Support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</p>					
PSHE + RSE	<p>Money in the Future</p> <p>To understand that finance plays an important role in people's lives and realise that future wants and needs may be met through saving. Money decisions have an affect on wellbeing and future economics.</p> <p>To recognise the links between learning and finance. To recognise ways the government uses money to provide for needs and local community. To understand pensions and insurance and their importance. To know money in different</p>	<p>Democracy and Government</p> <p>To have a knowledge of what democracy is and about the basic institutions that support it locally and nationally – UK system of government and how individuals and communities contribute to this</p> <p>To describe some of the different beliefs and values in society, To demonstrate respect and tolerance towards people different from themselves. Know why and how rules and laws are made and enforced. Understand that there are different systems of government – local and national.</p>	<p>Me and my place in the world</p> <p>That differences and similarities between people arise from a number of factors. Including cultural, ethnic, racial and religious diversity, gender and disability Identify ways of resisting negative peer pressure around issues affecting their health and wellbeing.</p>	<p>Celebrate the past and welcome the future</p> <p>To know where individuals, families and groups can ask for help or get support. To know some ways of managing pressure. Use simple relaxation techniques. Reflect on and celebrate achievements</p>	<p>Safe and Healthy in the future</p> <p>To recognise what makes a healthy lifestyle, what affects mental health and how to make informed choices that keep themselves safe. Make judgements and decisions. List some ways of resisting negative peer pressure around issues affecting their health and well-being Describe some of the effects and risks of these.</p>	<p>Relationship and Reproduction</p> <p>To recognise what constitutes a possible, healthy relationship, To be aware of the different types of relationship, including those between friends and families, civil partnerships and marriage. Describe the life process of reproduction in humans.</p>

	countries has different values.					
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