

Year 5/6 English and Maths Curriculum Overviews Year B

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

 Mathematics Curriculum	Place Value with 1000 Addition and Subtraction	Additional and Subtraction Multiplication and Division	Multiplication and Division Money Statistics	Length Fractions	Fractions Time Angles and properties of shapes	Mass Capacity
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 Mathematics Curriculum	Place Value- 4 digits Addition and subtraction	Measurement- Perimeter Multiplication and Division	Multiplication and Division Measure- Area Fractions	Fractions Decimals	Decimals Money Time	Statistics Geometry- Angles and 2-D shapes Geometry-Position and Direction
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History Mayans 	Geography North America 	Science Earth and Space 	Science Forces 	History Anglo Saxons and Vikings 	Science Properties and changes of material 	Science Living Things 	Science Animals including humans 	Geography South America
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Learning Adventure Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science		<p>Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect Use the idea of the Earth's rotation to explain day and night explain what they understand by the term gravity Make predictions based on scientific knowledge Suggest methods of testing, including a fair test Suggest how to collect evidence Select suitable equipment</p>		<p>Properties and changes of materials. Compare and group everyday materials on the basis of their properties, Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, Demonstrate that dissolving, mixing and changes of state are reversible changes</p>	
					<p>Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.</p>	
					<p>Animals including humans Describe the changes as humans develop to old age.</p>	
Geography	<p>North America To understand geographical similarities through the study of human and physical geography within a region of North America and the area linked to the Mayans.</p>					<p>South America Human geography, including: settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,</p>

					<p>food, minerals and water. Geographical regions and human and physical characteristics Find/recognise places on maps of different scales</p>
History	<p>Mayans Who the Mayans were The terms BC/AD What evidence we have to understand Mayan life. What the religious beliefs of the Mayans were. What the Mayan people discovered and invented. What life was like in an ancient Mayan city.</p>		<p>Anglo Saxons Who the Anglo- Saxons were. When they invaded and settled in Britain. Why they invaded and settled in Britain. How the Anglo-Saxons lived. Who Alfred the Great was and why he was 'great' The legacy of the Anglo-Saxons was in Britain.</p>		
			<p>Vikings Where the Vikings came from and where they settled. How the Anglo-Saxon and Vikings struggled for power. Why the Vikings came and settled in Britain. If Vikings were raiders or traders. What religious beliefs the Vikings held.</p>		
Art		<p>Abstract Art Peter Thorpe Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Understand the language - hue, tint, tone, shades and mood. Explore the use of texture in colour. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources Use acrylic paints to recap on the techniques previously learned. Review and evaluate work. Make changes by painting over with the acrylic. Refer to Peter Thorpe's art and make links and comparisons to own creations</p>	<p>Sketching Viking Warriors Consider the effect of light on objects and people from different directions. Produce increasingly accurate drawings of people. Develop a concept of perspective Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas Explore the potential properties of the visual elements, line, tone,</p>		<p>Printing William Morris Learn about the work of William Morris Use drawings to collect examples of William Morris's style Use view finders to carry out observational drawings Use a range of techniques to explore light and dark Develop texture, pattern, shape and form through printing techniques</p>

			<p>pattern, texture, colour and shape.</p>			
<p>Design Technology</p>		<p>Pneumatics Alien Space Monsters Learn about the pneumatic system, To use previous knowledge of moving pictures and toys. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. To use a wider range of materials and components, including construction materials, textiles according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>Food Technology Soup and Bread Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. To measure accurately. Begin to demonstrate a range of baking and cooking techniques. Start to create recipes, including ingredients, methods, cooking times and temperatures independently. Start to understand a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Begin to understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Begin to evaluate it personally and seek evaluation from others.</p>		<p>Textiles South American Designs Select appropriate tools, materials, components and techniques Assemble components Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along Pin, sew and stitch materials together create a product Achieve a quality product. To use previous knowledge that textiles are flexible material and are used to make clothing, bags, carpets bedding and other products. To learn about how textile designers and makers can use stitches and other techniques (e.g. tie dye, embroidery) to add to the aesthetic of their product. To sketch and annotate different ideas. To join fabrics in a number of ways including a range of sewing techniques. (tie dye t-shirt with sewing design)</p>



Discrete Curriculum Elements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	<p><u><i>‘Livin’ on a prayer and classroom jazz</i></u> Musical style – Rock, jazz and blues Listen and appraise the rock anthems in this unit. Discuss the style of the 80’s rock, identify the structure, voice and instrumentation of the song. Find the pulse and identify and comment on changes in tempo, dynamics and texture. Play instrumental accompaniment and short improvisations, perform and appraise themselves and others. Play instrumental parts with the note range C, D, E, F, G, A, B, and high C. Improvise in a blue style using the additional chromatic note B flat.</p>		<p><u><i>Dancing in the street and Make you feel my love</i></u> Musical styles – Motown and pop Listen and appraise the Motown song in this unit, copy and clap back rhythmic patterns, including syncopated rhythms, identify the structure, coal and instrumentation of the piece, play instrumental parts with the note range C, D, E, F, G, A and B by ear and/or using standard written notation on the staff. Perform and appraise their own and others’ performances. Learn the style indicators of a pp ballad. Identify the structure of the song and instrumentation used. Find the pulse, comment on changes in tempo, dynamics, texture. Contribute to a performance by singing/ play instruments within the note range C, D, E, F and G.</p>		<p><u><i>You’ve got a friend in me and reflect, rewind and replay</i></u> Music style – Carole King Describe the style indicators of the song, identify the voices/instruments they hear. Talk about the music dimensions used in the song, play tuned instruments from within the note range D, E, F, G, A, B and C by ear and from notation. Contribute to a group performance, appraise performances using key vocabulary from this unit. Discuss the music of Carole King. 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; genres and periods, listen and appraise a different piece of music each week, commenting on style and period, likes and dislikes.</p>	
Religious Education	<p style="text-align: center;">Christianity</p> <p>Explain the roles of ‘Father, Son and Holy Spirit’ (Trinity) in the Christian view of God.</p> <p>Identify why Christians say Jesus is the ‘Son of God’; the ‘Christ’ and both ‘God and man’.</p> <p>Describe ways in which Christians believe the Old Testament prophecies speak about Jesus</p> <p>Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints.</p>	<p style="text-align: center;">Christianity</p> <p>Compare & contrast what motivates people of a religious faith (eg Christian, Hindu, and Muslim) & a non-religious belief to work together to impact UK & the wider world through environmental & global charities, eg Islamic Aid, Christian Aid..</p> <p>Compare & contrast some Hindu ways of understanding family with other religious/non-religious views about family. (Use examples from different traditions)</p> <p>Compare & contrast Hindu ways of welcoming a child</p>	<p style="text-align: center;">Christianity</p> <p>Describe how signs of salvation in a church reinforce the Christian idea of forgiveness Suggest answers to questions that the resurrection of Jesus might raise.</p>	<p style="text-align: center;">Islam</p> <p>Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. Explain how Muslims believe that Muhammad (pbuh) is the last and final prophet Understand Muslims believe that to have ‘inner peace with God’ humans must follow & submit to Allah’s guidance & will.</p> <p>Explain why the Qur’an is so important to Muslims.</p>	<p style="text-align: center;">Islam</p> <p>Explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable Muslims to have peace with God. Identify, describe, and explain key Muslim beliefs related to Allah (God); marriage and life after death. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque. (Use examples from different traditions). Analyse how the main features of a mosque</p>	<p style="text-align: center;">World Faiths</p> <p>Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God, (sacrifice and reconciliation)</p> <p>Identify diverse expressions of Christian worship can reinforce faith & belief</p>



	Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.	with all religious/non-religious views previously studied.			explain Islamic key beliefs.	
MFL	Getting to know you Numbers 1-10 Colours Bonfire night colours Commands colours numbers Calendar time Christmas starry night		Epiphany celebrations Animals around us Carnival & playground games Easter celebrations		Food we eat everyday (fruit and breakfast foods) Going on a picnic!	
	Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing, Appreciate stories, songs, poems and rhymes in the language,					
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	Swimming Take part in weekly swimming sessions and become more competent with basic strokes.	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	SOW Programming Web searches, acknowledging sources. Collaboration. Scratch- Times Table games, possibilities, modifying and adding sound. Lego WeDo. -sending messages. Online safety Cybercafes		SOW Inside your Insides Research, multimedia, digital imagery, greenscreen filming, Handling Data, Online Surveys and sharing results. Lego WeDo -animal senses. Online safety Online Reliability		SOW Understanding & Challenges Webpages (webpage hosting), Data Handling, interrogating databases, Logo possibilities, challenges and errors/Scratch/Lego WeDo. -City safety. Online safety Permissions, Cyber Bullying	
	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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>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, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>					
<p>PSHE + RSE</p>	<p>Keeping Safe To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. To recognise the different risks in different situations and how to behave responsibly. To know the school rules about health and safety. To know how to report feelings of being unsafe or feeling bad about any adults To know how to ask for advice or help Know how to report concerns of abuse and the vocabulary to do so</p>	<p>Valuing Differences To explain sexual differences between males and females. To resist pressure to do something which makes them feel uncomfortable To know how boys' and girls' bodies change as they grow up, and how these changes affect them Know that stable, caring relationships, which can be of different types, are at the heart of happy families. Know the characteristics of friendship; mutual respect, kindness, trust Truthfulness, loyalty, generosity</p>	<p>Supporting friends and other people To recognise the feelings/views of others without being told and try to see things from their point of view. To recap what makes a good friend – sharing interests and experiences and support with problems and difficulties. To identify different forms of bullying, their impact and how to get help. To know what the difference between a bystander or an upstander is To recognise online risks, what to do with harmful content and who to contact or report to.</p>	<p>More about me To make responsible choices despite their preferences. Keep personal information safe, resisting pressure from others. To know that the same principles apply to online relationships as to face to face relationships To demonstrate that they recognise their own worth and that of others. Be aware of when to listen to their emotions. To understand the importance of respect for others even online and when we are anonymous.</p>	<p>Let's go shopping Make informed choices about spending and saving money. Pay for things in different ways. Track spending and saving by keeping accurate records</p>	<p>Diversity and Society Understand that a diverse range of people make up our community and the importance of respecting equality Explain how their actions have consequences for themselves and others. .Show how they care for the environment/ community (e.g. animals and school grounds) Understand the importance of respecting equality thinking about the lives of people living in other places and people with different values and customs.</p>