

CURRICULUM OVERVIEW 202-22 YEAR 5/6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Humanities</p>	<p>Hindu Faith:</p> <ul style="list-style-type: none"> • cultural • historical • faith <p>Explore other faiths on a deeper level.</p> <p>Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.</p> <p>Develop pupils' knowledge and understanding of other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.</p> <p>Encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith.</p> <p>Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.</p>	<p>Locational Knowledge in relation to India:</p> <ul style="list-style-type: none"> • Map work • Pilgrimage (RE/Geography/ Science link) <p>General global knowledge of country positions with focus on major cities.</p> <p>To plan a journey (pilgrimage) to another part of the world.</p> <p>To use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>To be able to name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles in relation to the origins of the main location of Hindus around the world.</p> <p>To explain how time zones work and calculate time differences around the world in relation to Science work on the</p>	<p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • To know the changing power of Monarchs • to study significant turning points in British history in relation to the changing power of Monarchs. 		<p>Climate Change and Renewable energy. (Science link with habitats)</p> <p>Link with previous work on global knowledge.</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and digital technologies.</p> <p>To explain how a location fits into its wider geographical location with reference to human and economical features.</p> <p>To describe how some places are similar and dissimilar in relation to their human and physical features.</p> <p>Describe and understand physical geography including climate zones, biomes and vegetation belts, rivers and the water cycle where it is related to climate change.</p>	

	<p>Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice</p> <p>To understand key historical periods, showing key historical events or lives of significant people.</p> <p>To compare two or more historical periods; explaining things which have changed and things which have stayed the same.</p> <p>To understand the significance of these past events to the present.</p> <p>To summarise the main events from a period of history, explaining the order of events and what happened.</p>	<p>movement of the Earth on its axis..</p>			
<p>Science Year 5 curriculum on rolling Programme</p>	<p>Eat Like a Champ - Balanced diet Animals including humans</p> <ul style="list-style-type: none"> ● impact of diet, exercise, drugs and lifestyle on the way the body functions; nutrients and water transported 	<p>Forces: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some</p>	<p>Materials: Properties and changes of materials.</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p>	<p>Living things and their habitats: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life processes of reproduction in some plants and animals.</p>	<p>Animals including humans: Describe the changes as humans develop to old age.</p>

	<p>within animals including humans</p> <p>Earth and Space</p> <p>Earth movement and other planets relative to the sun in the solar system.</p> <p>Describe movement of the moon relative to the earth.</p> <p>Describe the Sun, Earth and Moon as spherical bodies.</p> <p>Earth's rotation to explain day and night and apparent movement of the sun across the sky</p>	<p>mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>		
<p>Art - Different types of paint.</p> <p>DT</p>	<p>Technology:(DT and Engineering)</p> <p>Y6 - Moving models using cams and axle systems.</p> <p>Y5 – Skipping models using axle and turning handle system</p> <p>To come up with a range of ideas after collecting information from different sources.</p> <p>To produce a detailed step-by-step plan.</p> <p>To be able to follow and refine plans.</p> <p>To be able to use a range of equipment competently.</p> <p>To be able to evaluate appearance and function against original criteria.</p> <p>To be able to show the ability to test and evaluate products.</p> <p>To be able to explain how products should be stored and give reasons.</p> <p>Hindu and Indian Art and design.</p>	<p>Weekly study of famous artists. through the ages.</p> <p>Technical drawing – to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Shape scaling up and down in relation to creating depth in pictures.</p> <p>Accurate drawing of angles.</p> <p>Mothers' day craft</p> <p>Easter Craft - clay work</p>	<p>Canvas painting - Climate /season changes</p> <p>To work with acrylic paint, mixing and blending colours to create the effect aimed at in the initial design stage. Learn to improve work as the project develops.</p> <p>Father's day craft</p>		

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	<p>Clay work – Hindu Gods Create a Hindu home shrine. Focus, with blended curriculum, on shape, tessellation, shape properties. Overprint to create different patterns. To be able to use shading to create mood and feeling. To express emotion through art. To create accurate print design. To use images created, scanned and found; altering them where necessary to create art. To be able to overprint to create different patterns. to use a range of e-resources to create art. To use market research to inform plans and ideas. To show the ability to consider culture and society in plans and designs. To be able to explain how a product will appeal to a specific audience.</p> <p>Christmas craft – learning to use a Stanley knife safely, measuring accurately and folding techniques.</p> <p>Food technology -Hindu link/ science Healthy eating link</p>		
<p>English</p>	<p>Sir Linkalot spelling programme. Spelling punctuation and grammar. To be able to spell accurately, including polysyllabic words that conform to regular patterns and some common exceptions. To be able to spell and select correct forms of common homophones. To be able to draw on their phonological, morphological and lexical awareness to apply the common rules and patterns and spell correctly a wide range of words.</p> <p>To be able to demarcate sentences accurately.</p> <p>To demonstrate familiarity with a range of word classes and their use. To be able to recognise and write different sentences, identify and use main and subordinating clauses. To be able to distinguish between formal and informal and be able to use when appropriate. To use tenses accurately.</p> <p>Reading - own and class novel. Comprehension - to maintain positive attitudes to reading and understand what they read.</p>		

	<p>To be able to read fluently, using punctuation to inform meaning. To ask questions to improve understanding and drawing inferences, justifying them with evidence. To identify themes in texts. To increase familiarity with a wide range of books (fiction and nonfiction). To be able to recommend books they have read to their peers, giving reasons for their choices.</p>				
<p>English</p>	<p>Fictional Writing – adventure stories (Motto competition work) Super Stan by Elaine Wickson. (Humanities link with climate change)</p> <p>To discuss the audience and purpose of writing. To develop the correct features and sentence structure matched to the text type. To develop characters through action and dialogue. To add well-chosen detail to interest the reader. To use grammar and vocabulary to create an impact on the reader.</p>	<p>Range of writing through the class novel: Rooftoppers by Katherine Rundell Diaries Adverts Film and play script Information booklets, reports (science link)</p> <p>To discuss the audience and purpose of writing. To develop the correct features and sentence structure matched to the text type. To use grammar and vocabulary to create an impact on the reader. To establish a viewpoint as a writer through commenting on characters and events. To summarise a text, conveying key information in writing.</p>	<p>Poetry Unit: Performance poems - learn to perform Poems from other cultures Tarantella Range of different poetry styles and poets.</p> <p>To discuss the audience and purpose of writing. To develop the correct features and sentence structure matched to the text type. To use grammar and vocabulary to create an impact on the reader. To engage the listener by varying expression and vocabulary. To adapt spoken language depending on audience, purpose and context.</p>	<p>Descriptive writing Biographies Autobiographies Reports Recounts</p> <p>To discuss the audience and purpose of writing. To develop the correct features and sentence structure matched to the text type. To use grammar and vocabulary to create an impact on the reader. To be able to perform my own compositions, using appropriate intonation and volume so that meaning is clear. To be able to perform poems and plays from memory.</p>	<p>Writing - nonfiction: Argue and persuade Formal letters to persuade and letters of complaint. Debate (Humanities/ Science link with the topic Climate change)</p> <p>To discuss the audience and purpose of writing. To develop the correct features and sentence structure matched to the text type. To use grammar and vocabulary to create an impact on the reader. To develop ideas and opinions, providing relevant detail. To be able to express a point of view. To be able to ask questions to develop ideas and take account of others' views. To be able to take an active part in discussions and take on different roles. To be able to sustain and argue a point of view in a debate, using formal language of persuasion.</p>

<p>Mathematics</p>	<p>y5 – Number (number, place value, ordering, counting in 10, 100 1000), Multiplication and Division (written method, factors, multiples, mental strategies, x and divide by 10,100,1000, long multiplication, rounding remainders), Fractions (equivalent, comparing, mixed numbers, +/-, decimals and fractions, mental +/- of decimals, fractions of numbers, +/- of decimals), Addition and Subtraction, Geometry (turns, 3D shapes and angles), Measurement (problem solving length/weight/capacity, area and perimeter, time , converting metric units), Statistics (line graphs and frequency tables) Assessment</p> <p>Y6 – Number (place value, ordering, numbers), Calculations (written method, multiples, long multiplication, Arithmagons), Fractions (equivalents, decimal fractions, rounding decimals, x and divide by 10, 100, multiplication of decimals), Geometry (estimating angles, angles in triangles/quadrilaterals, missing angles, constructing quadrilaterals, 2D shapes, co-ordinates), Measurement (metric units, word problems, converting units, area and perimeter), Ratio and Proportion (simplifying ratios, missing number problems, number sequences), Statistics (pie charts, conversion graphs, Mean). Assessment</p>	<p>Y5 – Multiplication and Division, Fractions (prime numbers, written methods, x and divide mentally, square numbers long multiplication), Number (rounding and negative numbers), Addition and Subtraction, Geometry (angles and straight lines, constructing quadrilaterals, regular and irregular polygons, reflections, translations), Measurement (area and perimeter, volume, imperial units, converting metric units, measures x and dividing by 10, 100, 1000), statistics (line graphs, interpreting tables, timetables) Assessment</p> <p>Y6 –Revision in preparation for end of KS2 tests, Number (rounding, negative numbers, common factors and prime numbers), Calculations (multiplication facts, long multiplication, long division, checking answers, multiplication pyramids, remainders as fractions, combined operations), Fractions (rounding decimals, x and divide by 10, 100, 1000, division of decimals, remainders as decimals, simplifying fractions, comparing and ordering fractions, +/- of mixed numbers, percentages), Measurement/ Statistics (reading scales, conversion graphs, word problems, area and perimeter, volume, multi-step problems, pie charts, line graphs, interpreting the Mean), Geometry (constructing triangles, 3D shapes, circles, co-ordinates, translations, reflections), Algebra (missing number problems, using a formula, number sequences), Ratio and Proportion (percentage of amounts, ratio, proportion). Assessment</p>			<p>Y5 – Multiplication and Division (written method, rounding remainders, missing number, multiplication pyramids), Fractions (+/-/x fractions, fractions of amounts, ordering decimals, decimal number puzzles, counting in decimals and fractions, percentages), Addition and Subtraction (rounding to check, number problems, puzzles), Geometry (properties of rectangles, diagonals and quadrilaterals, reflections and translations), Number (Roman numerals, prime factors, square and cubed numbers), Measurement (imperial units, comparing areas, area-scale drawing, word problems, mental x and divide, +/- of measures), Statistics (interpreting tables, timetables). Assessment</p> <p>Y6 – Number (negative numbers, magic squares), Measurement (Area of triangles, parallelograms, comparing volumes, practical measurement problem solving), Calculations (multiplication and division, rounding, using brackets, mental calculations, reasoning), Fractions (x and divide decimals, remainders as decimals and fractions, fractions/percentages of amounts), Geometry (regular polygons, constructing 2D shapes, building 3D shapes, circles, translations, reflections), Algebra (equations with unknown variables, finding all possible outcomes, number sequences), Ratio and Proportion (fractions/percentages of quantities, ratio and proportion, scale drawing), Statistics (line graphs, interpreting the Mean), Review. Assessment</p>

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<p>Computing</p>	<p>Communication and E-Safety - to be able to discuss the risks of online use of technology and be able to identify how to minimise this. To understand that choices have to be made when using technology and that not everything is true and/or safe. Upskills in Google Classroom. How to search for information, analyse and evaluate it. To understand how search results are selected and ranked. Wikis Web 2.0 tools Blogs Survey tools Changes in technology</p>		<p>Coding using Scratch – Algorithms and programming with aim to produce a game which is Olympic linked. To be able to combine sequences of instructions and procedures to turn devices on and off. To be able to use technology to control an external device - a microbit spirit level. To be able to explain how an algorithm works.design algorithms and use repetition and 2-way selection. To design a solution by breaking up a problem and to understand that different solutions can exist for the same problem. To use logical reasoning to detect errors in algorithms. To work with variables. How computers work- key computer vocabulary</p>	<p>PowerPoint Presentations - to be able to use a range of technology for a specific project.</p>		
<p>Music</p>	<p>Music Service – Specialist Teaching working on rhythm, beat, tempo, pitch and volume.</p>		<p>Lancaster Singing Festival – Performance as a choir To be able to breathe in the correct places when singing. To be able to maintain a part while others are singing their part. To be able to sing in harmony confidently and accurately. To perform parts from memory.</p>	<p>Music Service - Charanga Listening – singing and listening to a variety of music. To be able to analyse features within different pieces of music. To be able to describe, compare and evaluate music using musical vocabulary. To be able to explain why they think music is successful or unsuccessful. To be able to contrast the work of a famous composer and explain why. Preparation for songs to sing at Talent Soiree. To be able to take a lead in a performance. To be able to evaluate how the venue, occasion and purpose affect the way a piece of music is created.</p>		
<p>R.E</p>	<p>How and why do Christians read the Bible. To deepen children’s understanding of the importance and impact of the contents of the Bible.</p>	<p>Christmas. The Gospels of Matthew and Luke. To give the children a Biblical perspective on the nativity story. To challenge their ideas and deepen their</p>	<p>Jesus the Teacher To emphasise Jesus’ skills as a great teacher. To consider carefully the messages of the parables and how they impact on the lives of practising Christians.</p>	<p>Why do Christians believe that Easter is a celebration of victory? To explore the Easter story from the perspective of it being the story of Christ’s</p>	<p>Exploring the lives of significant women in the old testament. To widen children’s knowledge and understanding of the role and significance of</p>	<p>Daniel – Did he make the right choice? To enable the children to realise that there is more to discover about Daniel than just his escape from the lion’s den!</p>

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			<p>understanding of the true meaning of Christmas. Christmas around the world. To develop children’s perceptions of Christmas beyond their experiences in Britain. To increase their understanding of Christianity as a world faith.</p>			triumph and victory over death.		women in the Bible and God’s big story. To reflect upon the actions of these women and consider what we can learn from their stories.				
P.E.	<p>Invasion games skills through Tag Rugby.</p>	<p>Swimming activities. Personal safety.</p>	<p>Invasion games skills through Dodgeball</p>	<p>Swimming Activities. Personal safety.</p>	<p>Dance Activities through dance linked with Humanities topic.</p>	<p>Gymnastic activities through the ‘Partner work’ core scheme</p>	<p>Invasion games skills through football or hockey.</p>	<p>Gymnastic activities through the ‘Partner work’ core scheme</p>	<p>Invasion skills through netball. OAA Activities through a series of problem solving challenges Isle of Man trip</p>	<p>Net wall ball skills through Tennis.</p>	<p>Striking and Fielding skills through ‘The run and Loop’ core task. Cricket/ Rounders</p>	<p>Athletic activities through ‘Take Aim’, ‘Furthest Five’ and ‘Pass the Baton’ core tasks.</p>
MFL: French	<p>On holiday Recognise some basic holiday vocabulary. Understand some sentences about animals at the zoo. Be able to prepare and deliver a short talk about a holiday, copying sentences from the unit that differ from the English sentence structure.</p>	<p>Eating out Understand, with help, the main points in the spoken and written versions of the story, and some unfamiliar vocabulary. Recognise subject pronouns, and begin using “il” and “elle” to form a few sentences about what someone is having to eat/drink, with help.</p>	<p>Hobbies Be able to express likes and dislikes using visual prompts, and understand that “tu” is often used to form a question. Read the unit’s story aloud and recognise some French words and phrases in the written text when prompted. Be able to talk about what they do and like doing,</p>	<p>A school trip Recognise and understand the difference between “mon”, “ma” and “mes” in the French story text. Identify sentences that use different structures in French, e.g. identifying negative sentences in relation to positive sentences. Recognise the future tense when prompted.</p>	<p>Seasons Recognise that the pronoun “on” is often used in sentences relating to the date. Respond to questions using simple opinions with help. Understand French instructions to make a Chinese lantern with reference to English instructions and some help.</p>	<p>The Environment Recognise and use some articles when prompted. Recognise that the third person singular form of the present tense is used to describe what an animal eats. Prepare and present a short weather report, using sentences provided that differ from English sentence structures.</p>						

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	<p>Be able to translate French words using a bilingual dictionary with assistance.</p>	<p>Take part in a simple role-play using prompts. Know that formal language, e.g. the “vous” form, is used for talking to customers in restaurants etc.</p>	<p>giving simple opinions with help. Recognise the difference between “le”/“la” and “un”/“une” in the context of the unit. Understand that some nouns have irregular plurals in French.</p>	<p>Form basic opinions about what they like to do in the context of school trips. Join in with familiar French songs, pronouncing the majority of words clearly.</p>	<p>Recognise and write some adjectives after nouns with help. Recognise that many adjectives go after the noun in French and therefore differ from English sentence structure.</p>	<p>Write some regular plurals when provided with the singular noun, and recognise that some plurals are irregular when prompted.</p>
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