

CURRICULUM OVERVIEW 2022 - 23 YEAR 5/6

CURRICULUM OVERVIEW 2022-23 YEAR 5/6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Humanities	<p>Locality - broad umbrella for the majority of the Humanities work covered this year.</p> <p>Worldle - daily to improve knowledge of world's countries, latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p>					
Humanities	<p>In depth study of world faith - Judaism</p> <ul style="list-style-type: none"> ● World countries study (origins and current distribution worldwide) ● 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. 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</p>	<p>History</p> <p>Y5 Pearson unit - Changing Britain</p> <p>: How have people fought for civil rights in Britain?</p> <p>2: What was the Bristol Bus Boycott?</p> <p>3: What was the Grunwick Strike?</p> <p>4: Why were there protests about Section 28?</p> <p>5: How did the Wheelchair Warriors fight for their rights?</p> <p>6: Unit check out</p> <p>+ some study of the way Dolphinholme has changed over the years with regards to the history of the mill and its closure.</p>	<p>History</p> <p>Y5 Pearson unit - Benin Kingdom</p> <p>1: How did the Benin Kingdom begin?</p> <p>2: What was life like for the Edo people in the Benin Kingdom?</p> <p>3: How were trade links established and what goods were traded?</p> <p>4: What was the transatlantic slave trade?</p> <p>5: What can the Benin Bronzes teach us about the Benin Kingdom?</p> <p>6: Unit check out</p>	<p>Geography</p> <p>Y6 Pearson units :</p> <p>- Globalisation</p> <p>1: What is globalisation?</p> <p>2: How has technology changed the way we communicate?</p> <p>3: How does globalisation affect trade?</p> <p>4: What are the costs of fast fashion?</p> <p>5: Why do a few companies control most of the world's food?</p> <p>6: Unit check out</p> <p>- Population</p> <p>1: What is globalisation?</p> <p>2: How has technology changed the way we communicate?</p> <p>3: How does globalisation affect trade?</p> <p>4: What are the costs of fast fashion?</p> <p>5: Why do a few companies control most of the world's food?</p> <p>6: Unit check out</p> <p>- Local field Work</p> <p>1: Why do geographers do fieldwork?</p> <p>2: What tools do geographers use for fieldwork?</p> <p>3: How do geographers collect and present data?</p> <p>4: Designing tools for fieldwork</p> <p>5: Conducting fieldwork</p> <p>6: Unit check out</p> <p>+Science link - River dipping and comparing with samples from another local River Conder. Local animals, birds and vegetation - Bowland visit, visiting speakers.</p>		

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	<p>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>Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice</p>				
<p>Science Year 5 curriculum on rolling Programme</p>	<p>Eat Like a Champ/ Animals inc humans - identify and name main parts of circulatory system and describe the function of heart, blood vessels and blood; impact of diet, exercise, drugs and lifestyle on the way their body functions; nutrients and water transported within animals including humans.</p>	<p>Evolution and inheritance: Living things change over time, fossil evidence; living things produce offspring but that offspring vary and are not identical to parents; adaptation to suit the environment which may lead to evolution.</p>	<p>Electricity: effect of number and voltage of cells used in circuit; variations in how components function; recognise symbols in simple circuit diagram</p>	<p>Light: light appears to travel in straight lines; objects are seen because they give out or reflect light into the eye; light travels from light source to eye or from light source to objects and then to our eyes; shadows have the same shape as the object that cast them.</p>	<p>Animals - living things and their habitats: How living things are classified into broad groups according to observable characteristics and based on similarities and differences, including microorganisms, plants and animals; give reasons for classifying plants and animals based on specific characteristics.</p>
<p>Art - Different types of paint.</p> <p>DT</p>	<p>Weekly study of artists through the ages- Renaissance and Baroque.</p> <p>Technology:(DT and Engineering) Y6 - Moving models using cams and axle systems. Y5 – Skipping models using axle and turning handle system To come up with a range of ideas after collecting information from different sources. To produce a detailed step-by-step plan. To be able to follow and refine plans. To be able to use a range of equipment competently. To be able to evaluate appearance and function against original criteria.</p>	<p>Weekly study of famous artists. through the ages - Classical and Romantic.</p> <p>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 different forms of printing medium. 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.</p>	<p>Weekly study of famous artists. through the ages - Classical and Romantic.</p> <p>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 different forms of printing medium. 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.</p>	<p>Weekly study of artists through the ages - Modern and Contemporary. Technical drawing –Kandinski to link with artist timeline - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Shape scaling up and down in relation to creating depth in pictures. Accurate drawing of angles.</p> <p>Canvas painting related to class topic work. 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>Weekly study of artists through the ages - Modern and Contemporary. Technical drawing –Kandinski to link with artist timeline - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Shape scaling up and down in relation to creating depth in pictures. Accurate drawing of angles.</p> <p>Canvas painting related to class topic work. 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>

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	<p>To be able to show the ability to test and evaluate products. To be able to explain how products should be stored and give reasons.</p> <p>Clay work - make artefacts important to Judaism faith.</p> <p>Field sketching.</p> <p>Christmas craft – learning to use a Stanley knife safely, measuring accurately and folding techniques.</p> <p>Food technology - Judaism link</p>	<p>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>Mothers’ day craft - silk painting to link with printing.</p> <p>Easter Craft- iris folding cards.</p> <p>Field sketching</p>	<p>Father’s day craft</p> <p>Field sketching</p>
<p>English</p>	<p>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 them when appropriate. To use tenses accurately.</p> <p>Reading - independently for pleasure and class novels</p> <p>.</p> <p>Comprehension - to maintain positive attitudes to reading and understand what they read. 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>Range of writing through the study of British Author - Michael Morpurgo:</p> <ul style="list-style-type: none"> ● The wreck of the Zanzibar (class novel) ● Running Wild (class novel) ● War Horse. ... ● Waiting for Anya. ... ● Private Peaceful. ... ● An Elephant in the Garden. ... ● Long Way Home. ... ● Farm Boy. ... ● Friend or Foe. <p>Story Diaries Recounts Adverts Leaflet (persuasive) Film and play script Information booklets, reports (science link)</p> <p>To read for pleasure To explore the main theme of a story. 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. 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- Heard it on the Playground (to perform at Talent Soiree) 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. 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>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.</p>	<p>Writing - nonfiction: Argue and persuade Formal letters to persuade and letters of complaint. Debate</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>
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<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>
<p>Mathematics</p>	<p>Practical Maths - weekly lesson on shape, measurement (length, weight, capacity), angles, lines, geometry, nets, ratio and proportion (recipes and food technology), data collecting and graphs, science links.</p>		
<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</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.</p>	<p>Y6 - PowerPoint Presentations - to be able to use a range of technology for a specific project.</p>

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	<p>Web 2.0 tools Blogs Survey tools Changes in technology</p>		<p>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.</p> <p>How computers work- key computer vocabulary</p>			
<p>Music -Year A rolling programme</p>	<p>Charanga - Livin' on a Prayer Jewish music</p>	<p>Charanga - Christmas</p>	<p>Charanga -Jazz 1 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>Charanga - Dancing in the Street</p>	<p>Charanga - RRR To express art as an emotion Art link - Kandinski To express and respond to shape in music - study Kandinski and how he began his style of painting through music.</p>	<p>Charanga - Practise for a performance.</p>
<p>R.E - Year 6 rolling programme</p>	<p>Life as a Journey and Pilgrimage. To give children the opportunity to think about the idea that life is a journey and what it means to make that journey as a Christian. To begin to understand the concept of undertaking a religious pilgrimage.</p>	<p>How Christians Prepare for Christmas. To delve deeper into themes of the season of Advent. To introduce pupils to the Christian belief that Jesus will return (the second coming)</p>	<p>Why do Christians celebrate the Eucharist? To be able to identify the links between the Passover meal, Last Supper and Eucharist. to have a deeper understanding of the Eucharist and the symbolism connected with it. To develop a deeper understanding of the importance of the Eucharist and why it is celebrated.</p>	<p>Who was Jesus? Who is Jesus? To stand back and consider 'Who was Jesus?' and 'Who is Jesus?' from their own view point and the views of others in the past and today. Ascension and Pentecost - In what ways do these events and beliefs make Christianity distinctive? To delve deeper into the meaning and impact of these events.</p>	<p>Ideas about God To further understand the nature of God, His characteristics and His relationship with people.</p>	<p>People of Faith How does having faith affect a believer's lifestyle? To explore and begin to understand what it means for a person to have a faith and how having a faith affects people's lives, values and decisions. To discuss that Christian people are called to build God's house here on Earth.</p>

