

Upper Key Stage 2 Curriculum Map 2014-2015

Cycle A

Subject	Autumn Topic title: Leisure & Entertainment	Spring Topic title: The Great Outdoors	Summer Topic title: The Mayans
English	Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English - drama, formal presentations & debate	Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English - drama, formal presentations & debate	Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English - drama, formal presentations & debate
Texts			
Maths	Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions, decimals & percentages, Ratio & algebra (Y6) Measurement Geometry: Properties of shapes; Position & direction Statistics	Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions, decimals & percentages, Ratio & algebra (Y6) Measurement Geometry: Properties of shapes; Position & direction Statistics	Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions, decimals & percentages, Ratio & algebra (Y6) Measurement Geometry: Properties of shapes; Position & direction Statistics
Science	Working scientifically: explore ideas & raise different questions; select and plan scientific enquiries; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. Make their own decisions about observations & measurements and how long to make them for; choose the most appropriate equipment to make measurements and explain how to use it accurately. Decide how to record data; look for different causal relationships in their data and identify evidence. Use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful. Use relevant scientific language and illustrations and should talk about how scientific ideas have developed over time. Electricity: construct simple series circuits, to help them to answer questions about what happens when they try different components: learn how to represent a simple circuit in a diagram using recognised symbols.	Working scientifically: explore ideas & raise different questions; select and plan scientific enquiries; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. Make their own decisions about observations & measurements and how long to make them for; choose the most appropriate equipment to make measurements and explain how to use it accurately. Decide how to record data; look for different causal relationships in their data and identify evidence. Use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful. Use relevant scientific language and illustrations and should talk about how scientific ideas have developed over time. All living things: study and raise questions about their local environment throughout the year; observe life-cycle changes in a variety of living things, for example plants in the vegetable garden	Working scientifically: explore ideas & raise different questions; select and plan scientific enquiries; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. Make their own decisions about observations & measurements and how long to make them for; choose the most appropriate equipment to make measurements and explain how to use it accurately. Decide how to record data; look for different causal relationships in their data and identify evidence. Use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful. Use relevant scientific language and illustrations and should talk about how scientific ideas have developed over time. Light: explore the way that light behaves, including light sources, reflection and refraction; talk about what happens and make predictions; experience a range of examples of interesting aspects of light such as rainbows, colours on soap bubbles, objects

	Animals inc. humans: explore how the circulatory system enables the body to function; learn how to keep their bodies healthy and how their bodies might be damaged - including how some drugs and other substances can be harmful to the human body. (Drugs Ed with PHSCE)	or flower border, and animals in the local environment; find out about the work of naturalists and animal behaviourists: find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals	looking bent in water and white light being split by prisms. Animals, including humans: draw a timeline re. stages in the growth & development of humans; learn about the changes experienced in puberty. (Sex Ed)
Computing	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: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour	Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Specific activities / programs: Y5 & 6	Look at childline website & see what materials they have. Recap on school ICT policy & ensure children aware of age restrictions on Face book and Twitter accounts		Help needed from Hinchingsbrooke Use ICT traffic lights on and off
Design Technology	Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose; generate, develop, model & communicate their ideas Make: select from and use a wider range of tools and equipment to cut, shape, join and finish accurately; select from and use a wider range of materials and components, including construction materials, textiles and ingredients Evaluate: investigate and analyse a range of existing products; evaluate their ideas and products against design criteria and consider views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world Technical knowledge: understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors; apply their understanding of computing to programme, monitor and control their products.	Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose; generate, develop, model & communicate their ideas Make: select from and use a wider range of tools and equipment to cut, shape, join and finish accurately; select from and use a wider range of materials and components, including construction materials, textiles and ingredients Evaluate: investigate and analyse a range of existing products; evaluate their ideas and products against design criteria and consider views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world	Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose; generate, develop, model & communicate their ideas Make: select from and use a wider range of tools and equipment to cut, shape, join and finish accurately; select from and use a wider range of materials and components, including construction materials, textiles and ingredients Evaluate: investigate and analyse a range of existing products; evaluate their ideas and products against design criteria and consider views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Specific focus:			Pyramid Design
Geography		Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge	

		<p>of the UK and wider world; use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Location knowledge - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Human and physical geography - understand key aspects of physical geography, including: climate zones & biomes.</p>	
Specific localities:			
History	<p>Historical skills: develop a chronologically secure knowledge and understanding of British, local and world history; note connections, contrasts and trends over time and develop the appropriate use of historical terms; devise historically valid questions about change, cause, similarity and difference, and significance; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>A study of an aspect or theme in British history: e.g. the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, e.g. the first railways or the Battle of Britain</p>	<p>Year 5 (History benchmarks) Knows and can sequence key events of time studied Uses relevant terms and period labels; Makes comparisons between different times in the past; Examines causes and results of great events and the impact on people; Can compare an aspect of life with the same aspect in another period; Compares accounts of events from different sources - fact or fiction - and offers some reasons for different versions of events; Is beginning to identify primary and secondary sources uses evidence to build up a picture of a past event.</p> <p>Year 6 Can place current study on time line in relation to other studies and use relevant dates and terms; Can write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation; Knows key dates, characters and events of time studied; Can link sources and work out how conclusions were arrived at; Considers ways of checking the accuracy of interpretations - fact or fiction and opinion Is aware that different evidence will lead to different conclusions; Confidently use the library and internet for research;</p>	<p>Historical skills: develop a chronologically secure knowledge and understanding of British, local and world history; note connections, contrasts and trends over time and develop the appropriate use of historical terms; devise historically valid questions about change, cause, similarity and difference, and significance; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>

		Can recognise primary and secondary sources and uses a range of sources to find out about an aspect of time past.	
Specific aspect	Leisure & Entertainment		Mayan Civilization
MFL	Pupils to make substantial progress in one language: Listen attentively to spoken language and show understanding by joining in; explore the patterns and sounds of language; engage in conversations; ask and answer questions; express opinions and respond to those of others; speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand; present ideas and information orally; read carefully and show understanding; appreciate stories, songs, poems and rhymes in the language; broaden their vocabulary; write phrases from memory, and adapt these to create new sentences; describe people, places, things and actions orally and in writing; understand basic grammar & key features and patterns of the language; apply these, for instance, to build sentences.	Pupils to make substantial progress in one language: Listen attentively to spoken language and show understanding by joining in; explore the patterns and sounds of language; engage in conversations; ask and answer questions; express opinions and respond to those of others; speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand; present ideas and information orally; read carefully and show understanding; appreciate stories, songs, poems and rhymes in the language; broaden their vocabulary; write phrases from memory, and adapt these to create new sentences; describe people, places, things and actions orally and in writing; understand basic grammar & key features and patterns of the language; apply these, for instance, to build sentences.	Pupils to make substantial progress in one language: Listen attentively to spoken language and show understanding by joining in; explore the patterns and sounds of language; engage in conversations; ask and answer questions; express opinions and respond to those of others; speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand; present ideas and information orally; read carefully and show understanding; appreciate stories, songs, poems and rhymes in the language; broaden their vocabulary; write phrases from memory, and adapt these to create new sentences; describe people, places, things and actions orally and in writing; understand basic grammar & key features and patterns of the language; apply these, for instance, to build sentences.
Programme for Yr 5/6	Spanish		
Art & Design	Pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay); know about great artists, architects and designers in history.	Pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay); know about great artists, architects and designers in history.	Pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay); know about great artists, architects and designers in history.
Specific focus/ skills:		Drawing skills	3D skills
Specific artists:		Arctic landscape	Mayan masks with modrock
Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use

	and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.	and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.	and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.
Specific focus			
PE	Use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Specific focus			
RE	Beliefs and actions in the world - what key beliefs influence people's faith & how do people of faith live out their lives? (Agreed Syllabus 2013) Christian & Judaism - is religion what you do or what you say? (Agreed Syllabus 2013)	Buddhism - What does it mean to be a Buddhist? (Agreed Syllabus 2013) Stories & symbols in Buddhism	Rites of passage (Christian) Inspirational people
PSHE	<u>Myself & My Relationships 14:</u> Beginning & Belonging/ New Beginnings • Ground Rules / class charters • Responsibilities • Belonging • New experiences• Managing emotions • Calming down• Problem solving• Network of support <u>Myself & My Relationships 17</u> Anti-bullying • Types of bullying including bullying related to race, religion or culture• Homophobic bullying• Physical, mental and emotional wellbeing• Peer pressure• Roles in bullying • Strategies for dealing with bullying including assertiveness• Cyberbullying• Community cohesion • Sources of support	<u>Healthy & Safer Lifestyles: 19 Safety Contexts</u> • Road safety• Sun safety• Cycle safety• Railway safety• Electrical safety• Health and safety rules in school• Preventing a wider range of accidents <u>20 Personal Safety</u> • Personal safety• Acceptable and unacceptable physical contact• Secrets and promises• Networks of support• Trusted adults• Organisations that help • Assertiveness• Managing pressure• Domestic violence• E-Safety	<u>Healthy & Safer Lifestyles:</u> <u>Sex and Relationships Education 20</u> • Names of sexual parts• Puberty• Physical change • Menstruation• Developing body image• Changing hygiene routines• Viruses and bacteria <u>Healthy & Safer Lifestyles:</u> <u>Sex and Relationships Education 24</u> • Human lifecycle• Sexual reproduction• Changing emotions• Responsibility for others• Love and marriage• Families <u>Myself & My Relationships 18 Managing Change</u> • Range of changes• Coping with loss • Emotions involved• Sources of support • Bereavement and family change• Friendship change• Transition between schools• Outcomes of change• Coping with challenges• Managing risk • Supporting others