

Year 5/6 Curriculum Overview Cycle A

	Autumn Term (Terms 1 and 2)	Spring Term (Terms 3 and 4)	Summer Term (Terms 5 and 6)
Theme	A Child's War	Hola Mexico!	Allotment
Wow! Launch	East Kirkby? We'll meet again – Freiston?	Mexican party – Day of the Dead	Lincolnshire Show (June)
English	NF: Recount (Diary: Point of view of an evacuee – dress as an evacuee for trip – informal style like Donut diaries to build parenthesis) NF: Discussion/debate (Should the UK help other countries) F: Historical fiction/ visual literacy (Good night Mr. Tom or War Horse) Poetry (Remembrance) <i>May Hill poems (Chapel born poet)</i>	NF: Persuasion (holiday advertisements, leaflets, deforestation letters to chocolate company) NF: Instructions (Preparation for Day of the Dead/DT) F: Stories with issues (Visual lit – Coco) Play scripts: Shadow puppets (Recreate a nursery rhyme with a twist) Performance poetry	NF: Explanation (How plants grow, comparison between animals) NF: Non-chronological reports (animals) F: Wallace and Gromit – Curse of the Were-Rabbit Poetry – select a particular poet
SPAG – statutory year group requirements All objectives to be threaded throughout the year. Recap of previous year's objectives will be needed. Word class identification key throughout years * Full list in NC doc	Y5: Relative clauses (who, which, where, when, whose, that) Y5: Parenthesis (brackets, dashes and commas) Y6: Difference in informal and formal language Y6: Subjunctive mood Y6: Build cohesion with a wider range of devices (repetition, adverbials like 'in contrast, consequently' and ellipsis)	Y5: Relative clauses (omitted pronouns) Y5: Cohesion within and across paragraphs Y6: Synonyms and antonyms Y6: Passive and active voice Y6: Semi colons and colons Y6: Hyphens to avoid ambiguity	Y5: Modal verbs and adverbs Y5: Commas to avoid ambiguity
Science	Y5: Forces Y6: Evolution and Inheritance	Light and shadows	Plant reproduction and life cycles Life cycles of mammals, amphibians insects and birds Y5: Living things and their habitats Y6: Animals: Humans
Computing SO = Switched on computing unit	Using search technologies Using presentation software SO: 5.5 We are bloggers	SO 5.6 We are architects	Using the web, word processing SO 6.1: We are app planners
Geography	Human Geography Cities of the UK	Using maps Human and physical geography of Mexico	Land use Food origin Geographical skills and fieldwork Map work Climate
History	The Second World War	Ancient Maya civilisation Ancient Greece	
Art		Sculpture Maya art Carving	Botanical drawing and painting Wire sculpture
DT	Following recipes Building structures	Food of Mexico Evaluating and making instruments	Cooking and nutrition Making planters Making structures for growing plants

RE	God: What do people believe about God? (Lincs) (Christianity and Islam) Incarnation (UC) Y5 – Holi (Hinduism) (Cornerstones) Y6 – Kumbh Mela (Hinduism) (Cornerstones)	Being human: How does faith and belief affect the way people live their lives? (Lincs) (Christianity and Islam) Salvation (UC) Y5 – Passover (Judaism) (Cornerstones) Y6 – Rosh Hashanah and Yom Kippur (Judaism) (Cornerstones)	Big Questions and Forgiveness (Lincs) Y5 – Guru Arjan Gurburab (Sikhism) (Cornerstones) Y6 – Bandi Chhor Divas (Sikhism) (Cornerstones)
PE	Gymnastics (T1) Dance (T2) Games: Passing and receiving	Gymnastics (T3) Dance (T4) Games: Invasion games	OAA (T5) Athletics (T6) Games: Striking and fielding / Swimming
Music	Listening, performing and composing	Mexican music, musical notation	Food and Staying Healthy (Charanga)
PSHE	Health and Wellbeing Organisation Resilience	Relationships Initiative Communication	Living in the wider world Leadership
Trips/Visit/Visitors			
Outcome/Celebration			
Themed Week	Science	History	Science
	Y5: Forces Y6: Evolution and Inheritance	Ancient Greece	Y5: Properties and changing materials Y6: Animals: Humans