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YEAR 5&6 CURRICULUM OVERVIEW 2018-19

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Core Text	Stay where you are and then leave		Shackleton's Journey	Cosmic Disco - Poetry	London Eye Mystery	
Trips / Visits	Kingswood WW1 Workshop			Geography fieldwork day	London Eye (potential)	
Reading Comprehension Skills	<p>To understand what is read by asking questions to improve his/her understanding of a text</p> <p>To understand what is read by checking that the text makes sense to him/her, discussing the understanding of words</p> <p>To understand what is read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To understand what is read by predicting what might happen from details stated</p> <p>To understand what is read by identifying main ideas drawn from within one paragraph and summarise these</p> <p>To understand what is read by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, subheadings, inverted commas to punctuate speech</p> <p>To retrieve and record information from non-fiction To read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>					
English	Instruction writing Letter writing Poetry Propaganda posters Narrative	Persuasive language Script writing Debates Autobiographies Narrative	Writing in role Poems Diary Persuasive Speech Newspaper report	Poems inspired by the collection Note taking Performing poetry	Diary/journal entries Persuasive speech Explanatory booklet Police report Formal letter Newspaper report Television news speech Advertisements	

	<u>GPS</u> – Passive, Active, Past Perfect, modal verbs, informal/formal language, nouns	<u>GPS</u> – types of clauses, synonyms/antonyms, tenses, subject/object	<u>GPS</u> – prefixes/suffixes, relative pronouns/clauses	<u>GPS</u> –shifts in formality, layout devices, semi colons, colons, hyphens	Narrative <u>GPS</u> – cohesion, linking across paragraphs, dashes, brackets, commas, parenthesis, ellipsis	
Maths	Y5: Number – Place Value Number – Addition and Subtraction Y6: Number- Place Value Number- addition, Subtraction, Multiplication and Division	Y5: Number – Multiplication and Division Statistics Y6: Fractions	Y5: Number – Fractions Y6: Number- Decimals Number- Percentages Measurement	Y5: Number - Decimals Number – Percentages Y6: Number- Algebra Number- Ratio Geometry and Statistics	Y5: Geometry- Angles Geometry- Shapes Geometry- Position and Direction Y6: Geometry- Properties of Shapes Geometry- Position and Direction	Y5: Measurement- Converting Units Number- Prime Numbers Perimeter and Area Measures Volume Y6: Maths investigation skills covering algebra, fractions, operations
Science	Forces & Magnets Gravity Air & Water resistance Friction	Levers, Pulleys & Gears	Electricity Buzzers inc. volume Brightness of lamps Number & voltage of cells in a circuit Circuit diagrams		Working scientifically - investigations	
Science Investigation Skills	<p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>					

	<p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings</p>					
Computing	Internet safety & networks	<u>Coding & games</u>	Webpage design	Flowol	3D Modelling & Sketchup	Radio Station
Geography		Key aspects of human geography – economics, energy, food, trade links	9 points of a compass 4 & 6 grid references OS maps Knowledge of UK & wider world Time zones – prime/Greenwich meridian Global map terms	Coasts & Rivers inc. decision making e.g. flooding Rivers - erode, transport & deposit Geographical skills & field work Human and physical features in the local area	Location knowledge of UK Key aspects of physical geography – climate zones, biomes, vegetation belts, rivers, mountain, volcanoes and water cycle	
History	Understanding of British, local & world history	Egypt – focussed two week project Historical enquiry	Shackleton – study of a historical figure			
Art	Intricate printing patterns - poppies	Kartouche – follow a design brief	Collage Watercolour		Perspective – city scapes	
DT		Shaduf – 3D Structures inc. prototypes with careful and precise measurements		Search, plan & prepare & cook a savoury dish (homework project)		Designer of London Eye
R.E.	Rules – everyday life, Christianity, Judaism	Light	Celebrations – inc Easter		Religious Leaders	Creation Story

P.E.	Hockey, Dance	Rugby, gym	Dance, volleyball	Gym, OAA	Athletics, tennis	Athletics, rounders
Music	<p>Samba music – main features, listen to and perform a variety of samba music - Compose simple samba rhythms</p> <p>Musical notation – duration/rhythm</p>	<p>Learn Christmas songs on the ukulele – C, F, G7 and Am chords</p> <p>Develop song writing skills – What makes a good melody?</p> <p>Compose own Christmas song and jingle</p>	<p>Baroque music – an introduction. Study Purcell’s ‘Abdelazer Rondeau’ and perform the main tune on the glockenspiels.</p> <p>Learn to understand and create a graphic score.</p>	<p>Jazz– listen appraise and perform a range of Bossa Nova and Swing music –develop improvisation skills. Children to perform in large ensembles.</p>	<p>Song writing - exploring lyrics and melody – develop vocal improvisation and composing skills</p>	<p>Musical production.</p> <p>Cyclic patterns in music – introducing gamelan</p>
PSCHE	<p>Do they understand the rights and responsibilities within their relationships? Can they apply rights and responsibilities to their everyday lives and show an increasing understanding of the law?</p> <p>Do they recognise how they fit into society and value the role which they and others have as citizens?</p> <p>Do they know who they are, how they fit into society and</p>	<p>Can they appreciate the rights of others and show some understanding of how democracy works? Can they explain who they are and how they fit into society?</p> <p>Can they explain why a familiar situation is safe or unsafe?</p> <p>Can they recognise bullying behaviour and know how to get help? Can they recognise and develop their abilities that could be used in future employment?</p> <p>Do they understand the connections between their learning and their</p>	<p>Can they assess the safety of a range of situations by considering the consequences of different actions?</p> <p>Do they understand the importance of having strategies to use in order to keep themselves and others safe?</p>	<p>Do they recognise their role in influencing decisions about the environment?</p> <p>Can they assess the safety of a range of situations?</p> <p>Can they use a range of strategies to keep themselves safe?</p>	<p>Can they recognise the physical and emotional changes in themselves and deal with them positively?</p> <p>Can they describe some of the skills needed for maintaining relationships?</p> <p>Can they critically reflect and evaluate activities in order to further develop the enterprise</p>	<p>Do they understand how physical changes take place in the body related to human reproduction?</p> <p>Can they describe the different skills needed for relationships?</p> <p>Can they describe the part they play in the relationships they have?</p> <p>Can they</p>

	<p>understand that this brings responsibilities? Can they challenge media messages and advertising?</p> <p>Do they actively engage in discussions and debates and challenge opposing views?</p>	<p>future economic well-being?</p> <p>Can they understand some of the longer term benefits and ways of saving money?</p> <p>Do they understand that people can be exploited within relationships but individuals can be empowered to make it stop?</p>			<p>capability of themselves and others?</p>	<p>understand how people manage money and about basic financial capabilities – loans, pensions, debts?</p> <p>Can they show initiative and take responsibility in activities that develop enterprise capability?</p>
British Values	<p>Democracy – ambassador elections, school councillor etc</p>	<p>Tolerance of those with different faith and beliefs</p>	<p>Respect</p>	<p>Individual liberty</p>	<p>Rule of Law</p>	
MFL	<p>Quelle Est La Date Unit.</p> <p>Repeat and recognise the months of the year in French.</p> <p>Ask when somebody has a birthday and say when they have their birthday.</p> <p>Say the date in French.</p> <p>Create a French calendar.</p> <p>Recognise key dates in the French calendar</p>	<p>Quel Temps Fait-il Unit</p> <p>Repeat and recognise the vocabulary for weather in French.</p> <p>Ask what the weather is like today.</p> <p>Say what the weather is like today.</p> <p>Create a French weather map.</p> <p>Describe the weather in different regions of France using a weather map with symbols.</p>	<p>Quel Temps Fait-il</p> <p>Habitats</p> <p>Tell somebody in French some key facts about things that animals and plants need to survive in their various habitats.</p> <p>Tell somebody in French examples of the most common habitats for particular plants and animals and give an example of where these habitats can</p>	<p>Habitats</p> <p>Les Vetements</p> <p>Repeat and recognise the vocabulary for a variety of clothes in French.</p> <p>Use the appropriate genders and articles for these clothes.</p> <p>Describe what they and other people are wearing.</p> <p>Use the verb PORTER in</p>	<p>Les Vêtements</p> <p>Regular Verbs</p> <p>Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French.</p> <ul style="list-style-type: none"> Understand what a verb is in both English and French and how to then create a stem and work 	<p>Healthy Lifestyles & Sport 1</p>

			<p>be found. Tell somebody in French what types of animals live in different habitats and what their particular adaptations are to best suit their environment. Tell somebody in French what types of plants live in different habitats and what their particular adaptations are to best suit their environment.</p>	<p>French. Say what they would wear in different weather.</p>	<p>out the endings for regular –ER, -IR and -RE verbs.</p> <ul style="list-style-type: none">• Conjugate in French a regular –ER verb.• Conjugate in French a regular –IR verb.• Conjugate in French a regular –RE verb.	
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