

## Long Term Curriculum Map Cycle B

	Autumn	Spring	Summer			
<b>Main Theme</b>	<b>CHOCOLATE</b> Sep - Dec	<b>ON TOP OF THE WORLD</b> Jan - April	<b>Inside Out</b> May – July			
<b>Key Texts</b>	<b>Texts</b> Journey to the River Sea	<b>Texts</b> Survivors Running on the Roof of the World	<b>Texts</b> Pig Heart Boy The Blood Hungry Spleen - poetry			
<b>National Curriculum Objectives</b>  <b>Meaningful links to foundation subjects</b>	<p style="text-align: center;"><b>Art</b> <u>Aztec Art</u> (Lino Cut printing)</p> <p style="text-align: center;"><b>History</b> <u>Hi2/2.5 Non-European Study</u></p> <p style="text-align: center;"><b>Science</b> <u>Sc5/2.1 Living Things and their habitats</u></p> <p style="text-align: center;"><b>PE</b> <u>Y5 Circuit Training</u></p> <p style="text-align: center;"><b>Y5 Invasive games-</b> netball/basket ball skills and games</p> <p style="text-align: center;"><b>Y6 Circuit training</b></p>	<p style="text-align: center;"><b>DT</b> (Designing chocolate wrapper)</p> <p style="text-align: center;"><b>Geography</b> <u>Ge2/1.1 Locational knowledge:</u> (N and S America) <u>Ge2/1.2aPlace Knowledge –</u> (South America) <u>Ge2/1.3b H and P Geography</u> (types of settlement, land use)</p> <p style="text-align: center;"><b>Science</b> <u>Sc6/2.1 Living</u></p>	<p style="text-align: center;"><b>Art</b> (Tibetan prayer flags – sewing/fabric paint)</p> <p style="text-align: center;"><b>History</b> <u>Hi2/2.2 Extended chronological study</u></p> <p style="text-align: center;"><b>Science</b> <u>Sc6/4.1 Light</u></p> <p style="text-align: center;"><b>PE</b> <b>Y5 Gymnastics</b> <b>Y6 Gymnastics</b></p> <p style="text-align: center;"><b>Y5 Tag Rugby</b> <b>Y6 Tag Rugby</b></p>	<p style="text-align: center;"><b>DT</b> (Hanging beds)</p> <p style="text-align: center;"><b>Geography</b> <u>Ge2/1.1b/Ge2/1.3 Human &amp;Physical Geog</u> (mountains) (Time zones)</p> <p style="text-align: center;"><b>Science</b> <u>Sc6/4.1 Light</u></p> <p style="text-align: center;"><b>PE</b> <b>Y5 Bench ball</b> <b>Y6 Dodgeball</b></p> <p style="text-align: center;"><b>Y5 Over the net games-</b> tennis</p> <p style="text-align: center;"><b>Y6 Over the net games-</b> tennis</p>	<p style="text-align: center;"><b>Art</b> (Anatomical drawing (eyes) into cubism)</p> <p style="text-align: center;"><b>History</b> <u>Hi2/2.2 Extended chronological study</u> (History of medicine vaccines)</p> <p style="text-align: center;"><b>Science</b> <u>Sc6/2.2 Animals including humans</u></p> <p style="text-align: center;"><b>PE</b> <b>Y5 Swimming</b></p> <p style="text-align: center;"><b>Y5 Athletics-run,</b></p>	<p style="text-align: center;"><b>DT</b> (FOOD) <b>Geography</b></p> <p style="text-align: center;"><b>Science</b> <u>Sc5/2.2 Animals, including humans</u></p> <p style="text-align: center;"><b>PE</b> <b>Y5 - Striking and fielding games-</b> introducing the rules <b>Y6 Striking and fielding games-</b> Tournament level rounders</p> <p style="text-align: center;"><b>RE</b></p>

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	<p><u>Y6 Invasive games-</u> Hockey</p> <p><u>RE</u> U2.2 What would Jesus do?</p> <p><u>PSHE</u></p> <p><u>Computing</u> Y5 Talking Safely Online Simulations &amp; flow charting Scratch Y6 Digital Art – Social Networking</p> <p><u>Music</u></p> <p><u>Values for Life:</u> Thankfulness Responsibility</p>	<p>Things and their habitats (classification)</p> <p><u>PE</u> Y5 <u>Dance</u></p> <p><u>Y5 Invasive games-</u> Hockey</p> <p><u>Y6 Dance</u></p> <p><u>Y6 Invasive games-</u> netball/basket ball skills and games</p> <p><u>RE</u> U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p><u>PSHE</u></p> <p><u>Computing</u> Y5 Scratch Y6 Database – Use of formulas on excel</p> <p><u>Music</u></p> <p><u>Values for Life:</u> Love</p>	<p><u>RE</u> U2.7 What matters most to Christians and Humanists?</p> <p><u>PSHE</u></p> <p><u>Computing</u> Y5 2Code – Coding Principles Free Code Y6Scratch – Making a maze</p> <p><u>Music</u></p> <p><u>Values for Life:</u> Perseverance Loyalty</p>	<p><u>RE</u> U2.7 cont <u>PSHE</u></p> <p><u>Computing</u> Y5 Data logging Y6Scratch – Making a maze</p> <p><u>Music</u></p> <p><u>Values for Life:</u> Trust (Easter) Courage (Lent)</p>	<p>throw, jump</p> <p><u>Y6 Athletics-run,</u> throw, jump</p> <p><u>Yr 6 - Over the net games-</u>volley ball</p> <p><u>RE</u> U2.8What difference does it make to believe in ahimsa(harmless ness), grace, and /or Ummah (community)?</p> <p><u>PSHE</u></p> <p><u>Computing</u> Y5 Scratch</p> <p>Y6Scratch with sensors Circuit simulation software in science</p> <p><u>Music</u></p> <p><u>Values for Life:</u> Collaboration Truthfulness</p>	<p><u>U2.8 cont.</u></p> <p><u>PSHE</u></p> <p><u>Computing</u> Y5 Video editing – Imovie and GarageBand Y6Film Trailers (Movie Maker) (Celebrities/Films, etc) Mathematical Spreadsheet Modelling</p> <p><u>Music</u></p> <p><u>Values for Life</u> Love Justice (fairness, making choices)</p>
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		Preparation (Advent)				
<b>Key Skills</b>	<p style="text-align: center;"><b>Working Scientifically</b></p> <p style="text-align: center;">During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p style="padding-left: 40px;">Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p style="padding-left: 40px;">Sc5/1.4 using test results to make predictions to set up further comparative and fair tests</p> <p>Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p style="padding-left: 40px;">Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p style="text-align: center;"><b>Geographical Skills and Fieldwork</b></p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Ge2/1.4c 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 graphs, and digital technologies.</p> <p style="text-align: center;"><b>History - Chronology</b></p> <p style="text-align: center;">Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p>					