

# Curriculum Overview: Years 5 and 6

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
Cycle A	<b>A land of ice &amp; fire</b> 	<b>Victorians</b> 	<b>Ancient China/Egypt</b> 	 <p>In a galaxy far, far away... (part 1 &amp; 2)</p>	<b>What a wonderful world</b> 	<b>Year 5 only: Made in the UK</b> 	<b>Year 6 only: New horizons</b> 
Cycle B	<b>Great Inventions</b> 	<b>Blood and guts</b> 	<b>Ancient Greece</b> 		<b>Water, water everywhere</b> 		

Throughout the curriculum, we find as many opportunities as possible to teaching the following:

- E-safety
- Safeguarding
- Anti-bullying
- British Values
- Global Citizenship
- Spiritual Development
- Social Development
- Moral Development
- Cultural Development

These symbols appear under 'important links' if the area is specifically addressed through a learning experience in that topic.

# Years 5 and 6 Curriculum Map



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## A LAND OF ICE AND FIRE

*Geography focus - Iceland and include learning about volcanoes and earthquakes*

Reading: Key Texts		Writing: Genre and Purposes		Maths: Units of work	
Journey to the Centre of the Earth Research using internet ☒		Sci-fi story writing Informational texts and writing Directional language Leaflets - Come to Iceland (link to geography)		<b>Year 5</b> Number & Place Value Calculation Problem Solving	<b>Year 6</b> Number & Place Value Calculation Problem Solving
Science			Geography		
<b>Year 5 - Properties and changes of materials</b> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating; Demonstrate that dissolving, mixing and changes of state are reversible changes; Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <b>Year 6 - Living Things and their Habitats</b> Know how to describe living things and classify them into broad groups, according to observable characteristics. Be able to classify living things according to their similarities and differences. Understand that broad groups, such as plants, can be subdivided. Classify animals into vertebrates, invertebrates and amphibians. Research the significance of scientists.			Understand geographical similarities and differences through the study of human and physical geography of a <del>region of the UK, a region of a European country and a region of North or South America.</del> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, <del>and the water cycle.</del>		
RE		Music (JH to finalise)		PSHE	

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<p><b>Who are the Jews?</b> ☒</p> <p>*That Judaism has its origins in and around the land of Israel</p> <ul style="list-style-type: none"> <li>• There are millions of Jews who live both in Israel &amp; all over the world</li> <li>• Jews believe that God is One, Creator and Carer</li> <li>• The importance of the Shema as the first prayer in the Torah</li> <li>• The Jewish Bible or Tenakh has 24 books in three sections and is written in Hebrew</li> <li>• That Abraham, Moses &amp; David are important figures in the Jewish faith</li> <li>• That the synagogue is an important place of study and prayer for the Jewish community</li> </ul>		<p>Iceland folk music!!</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise</li> <li>*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</li> <li>*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</li> </ul>	<p>See Go-givers ☒</p> <p>Meet the Go-Givers</p>
PE		Art / DT (DT focus this term)	Trips
Year 5: Problem Solving & Swimming/Sportshall Athletics	Year 6: Team Building & Swimming /Sportshall Athletics	<p>When designing and making, pupils should be taught to: Design, make, evaluate and use technical knowledge. See NC for all the objectives.</p> <p><b>Outcome</b> - a volcano as a suggestion.</p>	

## VICTORIANS

*Science focus - the industrial revolution, discovery of electricity, Crystal Palace, building bridges, railways... etc. Factories, mills, mines...*

<b>Reading: Key Texts</b>	<b>Writing: Genre and Purposes</b>	<b>Maths: Units of work</b>	
A Christmas Carol	Biography of Queen Victoria Diary of a Victorian workhouse child	<b>Year 5</b> Number & Place Value	<b>Year 6</b> Number & Place Value

## Years 5 and 6 Curriculum Map

		Ghost stories Life in a Victorian school Victorian inventions	Calculation Problem Solving Geometry Measurements	Calculation Problem Solving Geometry Measurements
<b>Science</b>				
<b>Year 6 - Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches; Use recognised symbols when representing a simple circuit in a diagram.		<b>Year 5 - Forces</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; Identify the effects of air resistance, water resistance and friction, that act between moving surfaces; Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.		
<b>History</b>		<b>Music</b>	<b>RE -</b>	<b>PSHE</b>
Learn about significant turning point in British History, for example the first railways To learn about the changing power of monarchs using case studies such as Victoria		Christmas songs for the Carol Service	<b>Christmas VI: What can we find out about the birth of Jesus?</b> Identify similarities and differences between Matthew and Luke's account of the birth narratives Compare the events in the two Gospel accounts of the story, suggesting reasons for the differences Consider whether the differences in the accounts are important	See Go-givers ☒
<b>PE</b>		<b>Art / DT (DT focus this term)</b>		<b>Trips</b>
Year 5: Football/Gymnastics	Year 6: Tag Rugby/ Gymnastics	<b>Pupils should be taught:</b> *When designing and making, pupils should be taught to: Design, make, evaluate and use technical knowledge. See NC for all the		Guildford Spike ☒

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		<p>objectives.</p> <p><b>Outcome</b> - a bridge linked to Brunel</p> <p>*to learn about great artists, architects and designers in history.</p> <p><b>Christmas artwork</b></p>	
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