

Long Term Curriculum Overview Year 5 & 6

Cycle 1 Topics	Term 1		Term 2		Term 3	
	Imprisoned		Beyond Limits		Wilderness	
English Texts	<p>Henry's Freedom Box: Ellen Lavine (5)</p> <p>Writing Outcomes: Diary</p> <p>Biography</p>	<p>Hansel and Gretel: Neil Gaiman (6)</p> <p>Writing Outcomes: Dual narrative</p> <p>Persuasive letters</p>	<p>Shackleton's Journey: William Grill (6)</p> <p>Writing Outcomes: Endurance narrative</p> <p>Magazine article</p>	<p>King Kong: Anthony Browne (5)</p> <p>Writing Outcomes: Dilemma Narrative</p> <p>Balanced argument</p>	<p>The Ways of the Wolf: Smitri Prasadam (6)</p> <p>Writing Outcomes: First person description</p> <p>Suspense narrative</p> <p>Balanced argument</p> <p>Information text</p>	<p>The Lost Book of Adventures: Teddy Keen (5)</p> <p>Writing Outcomes: Survival narrative</p> <p>Survival guide</p>
Reading	Year 6 Autumn Workbook	Year 6 Autumn Workbook	Year 6 Spring Workbook	Year 6 Spring Workbook	Year 6 Summer Workbook	Year 6 Summer Workbook
Maths Busy Ants	<ul style="list-style-type: none"> Number & place value Addition & subtraction Properties of shapes Multiplication & division Fractions Position & direction Addition & subtraction 	<ul style="list-style-type: none"> Decimals Measurement Multiplication & division Fractions Time Addition, subtraction, multiplication & division 	<ul style="list-style-type: none"> Algebra Property of shapes Multiplication & division Multiplication & division including Decimals Mass Fractions 	<ul style="list-style-type: none"> Ratio & proportion Statistics Multiplication & division Multiplication & division including Decimals Perimeter & area 	<ul style="list-style-type: none"> Addition & subtraction multiplication & division Algebra Properties of shapes Multiplication & division including Decimals Fractions Volume & capacity 	<ul style="list-style-type: none"> Addition & subtraction multiplication & division Ratio & Proportion Position & Direction Multiplication & division including Decimals Fractions (decimals & %) Statistics
Geography	<p>The Atlantic Slave Trade</p> <p>Migration of slaves from South to North America.</p> <p>Slave trade and more specifically the slave triangle between Africa, Britain and The United States of America.</p> <p>Use a wide range of geographical sources in order to investigate places and patterns.</p>		<p>Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom</p> <p>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>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.</p>	
History	<p>The Atlantic Slave Trade – Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Link work on topic the slave trade transportation (including Atlantic Passage), life conditions of a slave and the abolition of slavery where applicable.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must</p>		<p>A local history study.</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Refine lines of enquiry as appropriate.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p>		<p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Use dates and terms accurately in describing events.</p>	

	<p>understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Use dates and terms accurately in describing events.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Use original ways to present information and ideas</p>		
Art	<p>Sketching</p> <p>Sketches of Henry</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>	(DT based term)	<p>Digital Media</p> <p>Enhance digital media by editing (including sound, video, animation, still images and installations).</p>
D&T	(Art based term)	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	(Art based term)
<p>In addition to the above:</p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate</p>			

Investigate and analyse a range of existing products.
 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
 Understand how key events and individuals in design and technology have helped shape the world

RE	Angels	Christianity	Christianity	Christianity	Sikhism	Sikhism
	CWAC Year 5 and 6 Free choice– Unit A	UC Concept 2B.4: Incarnation Was Jesus the Messiah? Additional DBE Links: Year 5. Autumn 2.	UC Concept 2B.1: God What does it mean if God is holy and loving? Also link to DRE Summer2	UC Concept 2B.6: Salvation What did Jesus do to save Human Beings? Additional DBE Links: Year 5. Spring 2B.	DRE Theme Autumn 1: Belief into action. How far would a Sikh go for his/her religion?	DRE Theme Summer 1: Prayer and Worship What is the best way for a Sikh to show commitment to God?
Heart Smart (5) SEAL	Get HeartSmart		Don't Forget To Let Love In		Too Much Selfie Isn't Healthy	
Science	Everything Changes! (Y6)		Body Pump (Y6)		The Earth & Beyond (Y5)	
Computing Teach computing	(Y5) Computing systems and networks – Sharing information		(Y6) – Creating media – Web page creation		(Y5) Creating media – Vector drawing	
Music Charanga	Happy (Y6, Autumn 1)	Christmas Concert	The Fresh Prince of Bel Air (Y5, Spring 2)	Easter Concert	You've Got A Friend (Y6, Autumn 2)	Reflect, Rewind and Replay (Free choice)
MFL Salut!	Unit R - Family		Unit L - Hobbies		Unit N - Seasons	

Long Term Curriculum Overview Year 5 & 6

Cycle 2 Topics	Term 1		Term 2		Term 3	
	Innocence in War		Freedom		Egyptians	
English Texts	<p>Rose Blanche: Roberto Innocenti (6)</p> <p>Writing Outcomes: Diary</p> <p>Bravery speech award – recount</p>	<p>FARThER: Grahame Baker-Smith (5)</p> <p>Writing Outcomes: Setting narrative</p> <p>Letter</p>	<p>A Story Like The Wind: Gill Lewis (6)</p> <p>Writing Outcomes: Newspaper report</p> <p>Flashback narrative</p>	<p>Dreams of Freedom: Amnesty International (6)</p> <p>Writing Outcomes: Freedom narrative</p> <p>Persuasive letter</p>	<p>The Errand: Leo LaFleur (5)</p> <p>Writing Outcomes: Cliff hanger narrative</p> <p>Instruction manual</p>	<p>The Promise: Nicola Davies (5)</p> <p>Writing Outcomes: Character narrative</p> <p>Newspaper report</p>
Reading	Year 5 Autumn Workbook	Year 5 Autumn Workbook	Year 5 Spring Workbook	Year 5 Spring Workbook	Year 5 Summer Workbook	Year 5 Summer Workbook
Maths Busy Ants	<ul style="list-style-type: none"> Number & place value Addition & subtraction Properties of shapes Multiplication & division Fractions Position & direction Addition & subtraction 	<ul style="list-style-type: none"> Decimals Measurement Multiplication & division Fractions Time Addition, subtraction, multiplication & division 	<ul style="list-style-type: none"> Algebra Property of shapes Multiplication & division Multiplication & division including Decimals Mass Fractions 	<ul style="list-style-type: none"> Ratio & proportion Statistics Multiplication & division Multiplication & division including Decimals Perimeter & area 	<ul style="list-style-type: none"> Addition & subtraction multiplication & division Algebra Properties of shapes Multiplication & division including Decimals Fractions Volume & capacity 	<ul style="list-style-type: none"> Addition & subtraction multiplication & division Ratio & Proportion Position & Direction Multiplication & division including Decimals Fractions (decimals & %) Statistics
Geography	<p>Local Knowledge</p> <p>Locate the World's countries and consider in relation to the topic</p> <p>Locate cities in Britain where children were evacuated from and consider why they moved to other locations</p> <p>Human geography: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>Migration across Europe, including Britain – journeys and settlements.</p> <p>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity.</p> <p>Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</p> <p>Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</p>		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	
History	<p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must</p>		<p>Migration through history.</p> <p>The situation today (around the world).</p> <p>UK response to the crisis.</p> <p>Sensationalism within the UK press.</p> <p>A study of an aspect or theme in British history that extends pupils'</p>		<p>Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p>	

	<p>understand the social context of evidence studied.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • continuity • era • chronology • change • century • decade • legacy. <p>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>	<p>chronological knowledge beyond 1066.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information</p>
Art	<p>Study of Henry Moore’s Shelter Drawings</p> <p>Improve their mastery of art and design techniques, particularly with regards to drawing using charcoal, graphite, pencils and black marker pens</p> <p>Learn about great artists, architects and designers in history.</p> <p>Sculpture</p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p>	<p>Painting</p> <p>Seascape painting based on images from the Vehicle Text. Pencil sketches of horses from the text.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>	<p>Textiles</p> <p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p>
D&T	<p>Research shelters used during the Blitz</p> <p>Generate ideas for making their own, understanding the function and purpose</p> <p>Select and use a range of tools and materials to create shelters</p>	<p>(Art based term)</p>	<p>Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.</p>

	Evaluate their ideas and products		
	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		

In addition to the above:

Design
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make
Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate
Investigate and analyse a range of existing products.
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Understand how key events and individuals in design and technology have helped shape the world

RE	Islam DRE Theme Autumn 1: Beliefs and Practices What is the best way for a Muslim to show commitment to God? Additional CWAC Links: Year 5. Spring 1. Additional DBE Links: Year 5. Autumn 1/2	Christianity DRE Theme Autumn 2: Christmas – Incarnation How significant is it that Mary was Jesus’ mother?	Christianity UC Concept 2B.2: Creation Creation and science: conflicting or complementary? Additional CWAC Links: Year 6. Summer 1. Additional DRE Links: Spring 1	Christianity UC Concept 2B.7: Salvation What difference does the resurrection make for Christians? Additional CWAC Links: Year 6. Spring 2.	Islam DRE Theme: Beliefs and moral values Does belief in Akhirah (life after death) help Muslims lead good lives?	Diverse World What do different religions have to say about world poverty and charity? Year 5 and 6 Unit C
	Heart Smart (6) SEAL	Get HeartSmart	Don’t Forget To Let Love In	Too Much Selfie Isn’t Healthy		
Science	Circle of Life (Y5)	Feel The Force (Y5)	Danger! Low Voltage (Y6)			
Computing Teach computing	(Y6) Computing systems and networks – communication	(Y5) Data and information – Flat-file databases	(Y6) Data and information - spreadsheets			
Music Charanga	Dancing in the street (Y5, Summer 2)	Christmas Concert	Make you feel my love (Y5, Spring 1)	Easter Concert	Music and Me (Y6, Summer 1)	Reflect, Rewind and Replay (Free choice)
MFL Salut!	Unit U - Jobs	Unit T – The future	Unit O – The environment			