



# Year 5/6 Curriculum Map Year A



	Autumn		Spring		Summer	
<b>Theme</b>	<b>Mud, Sweat and Tears</b> Dartmoor, Ray Mears, Survival, Robin Hood, Forest Skills (Mini topic – The Romans)		<b>I Wonder</b> CSI, Forces and Motion		<b>Sun, Sand &amp; Surf</b> Materials, Enterprise, Sex Ed/Drugs	
<b>Trips / Events</b>	Heatree, Dartmoor orienteering, Clive Pig visit, Production		Ivybridge area walk – CSI / Murder Mystery set out by staff.		Possible Bigbury beach trip for Surf lesson.	
<b>English</b> (Units are provisional and will be adapted based on the needs of the children.)	Fiction - Suspense Instructions Poetry (Book Week)	Diary – Gladiator Fiction - The Ice bear / The Feelings Thief	Classic Older Literature Stories from Different cultures	Persuasive writing – 1 point of view – Leaflet (& Information Texts)	Formal / Impersonal Writing Fiction Genres	Transfer Task – Creative writing Poetry – Power of imagery
<b>Maths</b>	Sequence 5.1 & 6.1 Number sense Sequence 5.2 & 6.2 Additive Reasoning Sequence 5.3 & 6.3 Multiplicative Reasoning	Sequence 5.3 & 6.3 Multiplicative Reasoning Sequence 5.4 & 6.4 Geometric Reasoning Sequence 5.5 & 6.5 Number Sense	Sequence 5.6 & 6.6 Additive Reasoning Sequence 5.7 & 6.7 Number Sense  Y6 Booster Programme	Sequence 5.8 & 6.8 Multiplicative Reasoning Sequence 5.9 & 6.9 Geometric reasoning  Y 6 Booster Programme	Sequence 5.10 & 6.10 Number Sense Sequence 5.11 & 6.11 Additive Reasoning  Y6 Booster Programme	Sequence 5.12 & 6.12 Number Sense Sequence 5.13 & 6.13 Multiplicative Reasoning Sequence 5.14 & 6.14 Geometric reasoning
<b>Science</b>	Science Year 5 POS All living things Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Animals, including humans Pupils should be taught to describe the changes as humans develop from birth to old age  Year 6 POS Identify and name the main parts of the human circulatory system and explain the functions of		Science (Predominantly Year 5 POS) Force 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 Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs Understand and use mechanical systems in their products (eg gears, pulleys, cams, levers and linkages)		Science (Predominantly Year 5 POS) Properties and changes of materials Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets Understand 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	

	<p>the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>		<p>Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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</p>
<b>Geography</b>	<p>In Human and Physical Geography</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>Ongoing Geographical skills and fieldwork</p> <p>Use the eight points of a compass, four and six 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>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>Geography - Mini Project</p> <p>(Capital Cities and Cities of the World – Ongoing Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Multicultural Week)</p> <p>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 (through Orienteering &amp; PE)</p>	<p>Geography</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (inc Hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time</p>
<b>History</b>	<p>Literacy Linked</p> <p>The Roman Empire and its impact on Britain</p> <p>Literacy – Film Narrative - Gladiator</p>	<p>None this term</p>	<p>History</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the</p>

	<p>Examples (non-statutory)</p> <p>This could include:</p> <p>Julius Caesar's attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudica</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>		<p>western world – Democracy – linked to General Election.</p> <p>(Olympics Next year 2016)</p>
Art & Design	<p>Mini Art &amp; Design project linked to Production</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of differing kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas – Observational drawings of Haytor and Rippon Tor for display (not in Sketch books).</p>	<p>Art and Design</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)</p> <p>About great artists, architects and designers in history</p> <p>Kandinsky, Riley and Escher.</p>	<p>Art and Design – Transfer task.</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of differing kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)</p> <p>About great artists, architects and designers in history</p> <p>Beach painting and collage related to trip.</p>
Design Tech	<p>Cooking and Nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p>	<p>Understand and use mechanical systems in their products (for example gears, pulleys, cams, levers and linkages) (Science linked).</p>	<p>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. Enterprise – Making products to sell.</p>

	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed (Harvest Soup project)					
Computing	Rising Stars 5.1 We are game developers - Developing an interactive games.	Rising Stars 5.2 We are cryptographers - Cracking codes	Rising Stars 5.3 We are artists - Fusing geometry and art	Rising Stars 5.4 We are web developers - Creating a web page about cyber safety	Rising Stars 5.5 We are bloggers - Sharing experiences and opinions	Rising Stars 5.6 We are architects - Creating a virtual space
Languages	<b>Both half terms will cover this:</b> Masculine nouns, Feminine nouns, French food, healthy food, expression of opinion, expression of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement		<b>Both half terms will cover this:</b> Adjectives that precede the nouns, adverbs of place, sentence starters, adverbs of time/ frequency, simple negatives, immediate future tense, asking questions, subject pronouns, disjunctive pronouns		<b>Both half terms will cover this:</b> Telling the time, expressions of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement, relative pronouns, conjunction, numbers 32-60	
Music	KS2 – Pupils should be taught to: Play and perform Improvise and compose Listen and recall Understand notation Appreciate music Understand the history of music  Compose a musical soundtrack - Sweat and Tears  Learn musical elements = Dynamics, rhythm, pitch, tempo and timbre	Listen and evaluate the music of significant composers (Classical)  Perform songs with expression and attention to dynamics (Christmas production)  Evaluate live performances	Compose and notate – Forces and Motion (Science link)  Listen to music from other cultures (Literacy link)  Develop aural memory	Listening and appraising the music of significant composers (Modern)  Improvising rhythms	Composing and notating – Sun, sand and surf  Performing songs and playing instruments  Develop aural memory	Listening and appraising the music of significant composers (Pop and rock)  Performing songs and playing instruments

Physical Education	Racquet and games skills  Swimming B.L.A.B.T. Body position focus	Indoor/ outdoor athletics skills  Dance Indian delight (Linked to Aladdin)	Invasion games Tag Rugby  Gymnastics Rolling and balance	Invasion games Football  Outdoor education Orienteering	Athletics  Striking and fielding skills	Invasion games/ Athletics  Swimming
Religious Education	Unit 7 Faith & the Arts		Unit 8 Beliefs In Action		Unit 9 It matters to me / others	
PSHE	<p>Core Theme 2: Relationships Suggested Programme of Study for Relationships Pupils should be taught:</p> <ol style="list-style-type: none"> <li>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> <li>2. how to recognise and manage emotions within a range of relationships</li> <li>3. how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>4. how to respond to risky or negative relationships and ask for help</li> <li>5. how to respect equality and diversity in relationships.</li> </ol>		<p>Core Theme 1: Health and Well-Being Pupils should be taught:</p> <ol style="list-style-type: none"> <li>1. what is meant by a healthy lifestyle</li> <li>2. how to maintain physical, mental and emotional health and wellbeing</li> <li>3. how to manage risks to physical and emotional health and wellbeing</li> <li>4. ways of keeping physically and emotionally safe</li> <li>5. about managing change, including puberty, transition and loss</li> <li>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>7. how to respond in an emergency</li> <li>8. to identify different influences on health and wellbeing</li> </ol>		<p>Core Theme 3 Living in the wider world – Economic wellbeing and being a responsible citizen Pupils should be taught:</p> <ol style="list-style-type: none"> <li>1. about respect for self and others and the importance of responsible behaviours and actions</li> <li>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>3. about different groups and communities</li> <li>4. to respect equality and to be a productive member of a diverse community</li> <li>5. about the importance of respecting and protecting the environment</li> <li>6. about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>7. how money plays an important part in people's lives</li> <li>8. a basic understanding of enterprise.</li> </ol>	