



Year 5/6 Curriculum Map Year B



	Autumn		Spring		Summer	
Theme	Keep Calm and Carry On – Britain in the Blitz From WWII to Current Conflicts Around the World.		Abracadabra, It's Magic Solar System, Electricity and Wonders of the World		Marathons & Medals Ancient Greece & the Olympics – past and present.	
Trips / Events	Heatree, Young Spirit of Adventure, Slapton Rationing Food – Making apple pie etc. Vegetable pasties ? Carrot Soup Woolton Pie		Explorer Dome (Science) –Space Space Food – Dehydrated food. Star Wars? Food – Fruit Kebab Rockets Making dried fruit – banana chips etc Create space bar not already made		Plymouth Museum & Greek Restaurant for food and dancing! Greek Food Raising Aspirations Enterprise Sex Ed Greek Buffet	
English (Units are provisional and will be adapted based on the needs of the children.)	My Healthy Profile (Sci) Short – Writing a short story (Fic) WWII Narrative Poetry – Based on Highwayman (Hist) Simple circuit instructions (Sci) Book week – Promoting a love of reading – Book reviews.	Adventure Story (Fic / Hist)– The City of Kor. Playscripts – Adding a new scene to Edith's Wartime Scrapbook – Production linked.	To be added – cross-curricular units will be planned according to need, based on Afl	To be added – cross-curricular units will be planned according to need, based on Afl	To be added – cross-curricular units will be planned according to need, based on Afl	To be added – cross-curricular units will be planned according to need, based on Afl
Maths	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
Science	Year 6 POS Light recognise that light appears to travel in straight lines		Science (Predominantly Year 5 POS) Earth and Space describe the movement of the Earth, and other planets, relative to the Sun in the solar system		Science (Predominantly Year 6 POS) Living Things and their Habitats describe how living things are classified into broad groups according to common observable	

	<p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Electricity Y6</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p>	<p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p> <p>Evolution & Inheritance Y6</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<p>Geography</p>	<p>Location knowledge</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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>Location knowledge</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>

<p>History</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, for example, the Battle of Britain</p>	<p>None this term</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p>
<p>Art & Design</p>	<p>Mini Art & 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: To create sketch books to record their observations and use them to review and revisit ideas 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] About great artists, architects and designers in history. Brief Summary: People in Action Images of WWII Background to the D-Day landings. Use photos of D-Day landings to create a sketch for 3 part montage/ sketch/ real photo/ re-enacted photo Produce a class collage on the plagues. (RE Linked)</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: To create sketch books to record their observations and use them to review and revisit ideas 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] About great artists, architects and designers in history. Mini project re Artists whp have been inspired by space and the planets.</p>	<p>Art and Design – Transfer task. Dragons</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: To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay) About great artists, architects and designers in history</p> <p>3D Design as main focus – Sculpture using clay - Greek Pottery</p>
<p>Design Tech</p>	<p>Cooking and Nutrition 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</p>	<p>Cooking and Nutrition As Autumn – mini focus – Space food</p>	<p>Enterprise 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>

	<p>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> <ul style="list-style-type: none"> 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. 					
Computing	<p>Rising Stars 5.6 We are architects - Creating a virtual space</p>	<p>Rising Stars 6.1 We are app planners Planning the creation of a mobile app -</p>	<p>Rising Stars 6.2 We are project managers Developing project management skills</p>	<p>Rising Stars 6.3 We are market researchers Researching the app market</p>	<p>Rising Stars 6.4 We are interface designers Designing an interface for an app</p>	<p>Rising Stars 6.5 We are app developers Developing a simple mobile phone app</p>
Languages	<p>Both half terms will cover this: Masculine nouns, Feminine nouns, verbs in the infinitive form, conjugated form in the present tense, conjugated form in the imperfect tense</p>		<p>Both half terms will cover this: Conjugated forms in the perfect tense, conjugated forms of “to go” as part of the near future tense, adverbs of time, adverbs of place/ sentence starters, negative adverbs, asking questions.</p>		<p>Both half terms will cover this: Telling the time (analogue clock), relative pronoun, time tables, numbers 61- 100.</p>	
Music	<p>KS2 – Pupils should be taught to:</p> <ul style="list-style-type: none"> Play and perform Improvise and compose Listen and recall Understand notation Appreciate music Understand the history of music Music History: Beethoven. Performing and composing a motive 	<p>Listen to and evaluate the music of WW2, Dame Vera Lynn and Glenn Miller</p> <p>Perform songs with expression and attention to dynamics (Christmas production)</p>	<p>Compose, notate and perform- The Planets – (Science link)</p> <p>Develop aural memory: Listening skills and musical elements</p>	<p>Standard musical notation</p> <p>Music History: Gustav Holst</p>	<p>Listening to music from other cultures: Greece</p> <p>Improvising and composing: rhythmic patterns/Greek dancing</p>	<p>Instruments of the orchestra/instruments of Ancient Greece</p> <p>Performing songs from other cultures and playing instruments</p>

<p>Physical Education</p>	<p>Racquet and games skills Invasion games – Tag Rugby Swimming B.L.A.B.T. Body position focus</p>	<p>Indoor/ outdoor athletics skills</p> <p>Dance WW2</p>	<p>Invasion games Netball/ Handball</p> <p>Gymnastics Weight on hands</p>	<p>Invasion games Football</p> <p>Outdoor education Orienteering</p>	<p>Athletics</p> <p>Striking and fielding skills</p>	<p>Invasion games/ Athletics</p> <p>Swimming</p>
<p>Religious Education</p>	<p>Unit 10 Beliefs and questions. Focussed Religion: Judaism Describe: Key aspects of religions: people, stories and traditions. Describe: Practices and ways of life. Reflect: What does it mean to belong to a faith community. Discuss: Own and others views on religious truth and belief.</p>		<p>Unit 11: Belief in Action in the World Focussed Religions: Christianity and Judaism Links to SMSC : reflecting on who and what matters in life. Developing a sense of conscience and responsibility. 'Good Samaritan' Parable. How do people today serve their neighbours. Look at life of Martin Luther King and Nelson Mandela</p>		<p>Unit 12: The Journey of Life and Death Focussed Religions: Christianity and Judaism Identify: Similarities and differences between religions. Describe: Religious and other responses to ethical questions. Reflect: What it means to belong to a faith. Discuss: Own and others views on truth and beliefs. Explore ideas on life as a journey; key moments/ milestones relevance to year six moving on. Life after Death.</p>	
<p>PSHE</p>	<p>Core Theme 1: Health and Well-Being Pupils should be taught:</p> <ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing 		<p>Core Theme 2: Relationships Suggested Programme of Study for Relationships Pupils should be taught:</p> <ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships. 		<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"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in people's lives 8. a basic understanding of enterprise. 	

