

Curriculum Overview Year 5 & Year 6



Year 5	Autumn	Spring	Summer	Year 6	Autumn	Spring	Summer
Class Texts	<ul style="list-style-type: none"> • Varjak Paw By S F Said • Eye of the Wolf by Daniel Pennac 	<ul style="list-style-type: none"> • Kensuke's Kingdom By Michael Morpurgo • The Tyger (Poem) By William Blake 	<ul style="list-style-type: none"> • A Monster Calls By Patrick Ness 	Class Texts	<ul style="list-style-type: none"> • Skellig by David Almond • A Christmas Carol by Charles Dickens • The Highwayman (Poem) 	<ul style="list-style-type: none"> • War Horse by Michael Morpurgo • Cossack Bear by N.Foxley-Johnson 	<ul style="list-style-type: none"> • Holes by Louis Sachar • Jabberwocky by Lewis Carroll
Reading	<ul style="list-style-type: none"> • Know that there is a range a narrative genres and know that these are structured in different ways. • Know that non-fiction texts are structured to guide the reader to find specific information. • Understand the difference between fact and opinion. • Attempt pronunciation of new words, drawing on prior knowledge of similar looking words. • Explain how words and language create a precise effect. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. • Give a personal viewpoint about a text. 	<ul style="list-style-type: none"> • Understand that a writer moves events forward thought a balance of dialogue, action and description. • Know how to justify inferences with evidence from the text. • Know how books written in different contexts can have the same theme. • Understand that narrative can be told from different points of view. • Explain why they enjoyed a book or poems and why others might enjoy it. • Evaluate the usefulness of a non-fiction book to research questions raised. 	<ul style="list-style-type: none"> • Know how dialogue is used to develop character. • Know how actions can be added to dialogue to moved events forward. • Understated that writer uses different sentence structures and techniques to create effects. • Understand that inferences can be made by reading between and beyond the lines. • Know how events can be viewed from another perspective. • Evaluate the effectiveness of different versions of texts. • Explain how the context of a text reflects the reaction of the audience it was written for. 	Reading	<ul style="list-style-type: none"> • Know that texts can have elements of more than one text type. • Know how to use meaning-seeing strategies to explore the meaning of idiomatic and figurative language. • Explain the reasons for their viewpoint using evidence form the text. • Identify key information from a text. 	<ul style="list-style-type: none"> • Know that non-fiction texts may include a creative, fictional element. • Understand how the choices a writer has made about the structures of a text supports its purpose. • Understand that non-fiction texts may present the same information but with different viewpoints. • Understand that narrative can be told from different viewpoints – narrator, character. • Make predictions using knowledge of the conventions of different genres and text types. • Identify characteristics of a writers style. • Question others' ideas. 	<ul style="list-style-type: none"> • Know that the style and vocabulary are linked to the purpose of the text. • Identify themes in a books which have different cultural, social or historical contexts. • Know that the context in which a text was written can affect the text. • Know that points of view can also be implied. • Evaluate the usefulness of different non-fiction texts by comparing how different writers present the same information. • Explain the characteristics of a writer's style using evidence from the text.

	<ul style="list-style-type: none"> Compare books with similar themes. 	<ul style="list-style-type: none"> Make notes on the information needed. 					<ul style="list-style-type: none"> Find the different layers of meaning in a text.
Writing	<ul style="list-style-type: none"> Wishing Tale – Opening and Endings – One Chance (fiction) Instructions – How to build a Viking home – links with History Poetry – Portable Paradise 	<ul style="list-style-type: none"> Balanced Argument – Circumnavigate the Globe in a Boat? Finding Tale – The Game – Dialogue focus (fiction) Recount – Space Centre Trip 	<ul style="list-style-type: none"> Time-slip/Portal story – The Scarab Beetle – Description focus Persuasion – Stop Deforestation Explanation – The force of Gravity 	Writing	<ul style="list-style-type: none"> The Caravan Warning Story – Description Diary entry Lea Green The Sprot Gozzler Non – Chronological Reports 	<ul style="list-style-type: none"> Agony Aunt - Letters and Replies Biography of William Shakespeare News Reports/Recount 	<ul style="list-style-type: none"> The Tibecena Defeating the Monster Characterisation Gadgets - Persuasion
Maths	<ul style="list-style-type: none"> Place Value within 100,000 Place Value within 1,000,000 Addition and Subtraction Multiplication & Division Fractions 	<ul style="list-style-type: none"> Multiplication & Division Fractions, Decimals and Percentages Measure: Perimeter and Area Graphs and Tables 	<ul style="list-style-type: none"> Geometry: Properties of Shapes Position and Direction Decimals Negative Numbers Measure: Converting Units Measure: Volume and Capacity 	Maths	<ul style="list-style-type: none"> Place Value within 10,000,000 Number: Addition, Subtraction, Multiplication and Division Fractions Geometry: Position and Direction 	<ul style="list-style-type: none"> Number: Decimals Number: Percentages Number: Algebra Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio 	<ul style="list-style-type: none"> Geometry: Properties of Shapes Problem Solving Statistics
Science	<p>Chemistry: Properties and changes of materials:</p> <ul style="list-style-type: none"> Dissolving, mixing, separating Reversible and irreversible changes 	<p>Physics: Earth and Space</p> <ul style="list-style-type: none"> The solar system Movement of the Earth and Moon Day and night <p>Biology: Animals, including Humans:</p> <ul style="list-style-type: none"> Differences in the lifecycles of a mammal (including human), amphibian, insect and a bird Life process of reproduction in some plants and animals. 	<p>Physics: Forces:</p> <ul style="list-style-type: none"> Gravity Effects of air resistance, water resistance and friction Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	Science	<p>Biology:</p> <ul style="list-style-type: none"> Human circulatory system Functions of the heart, blood vessels and blood Impact of diet, exercise, drugs and lifestyle on their bodies How nutrients and water are transported in animals <p>Physics: Light</p> <ul style="list-style-type: none"> Light appears to travel in straight lines We see things because light travels from light sources, to objects, to our eyes 	<p>Physics: Electricity</p> <ul style="list-style-type: none"> Changing Voltage – effects on lightbulbs, buzzers Using recognised symbols when representing a simple circuit in a diagram <p>Biology: Classifying plants and animals</p> <ul style="list-style-type: none"> Micro-organisms 	<p>Biology: Evolution and Inheritance</p> <ul style="list-style-type: none"> Adaptation of animals and plants to their environment Living things produce offspring that normally vary Living things change over time: what fossils can tell us
Geography		The Americas:		Geography	Mountains:		Trade and Economics:

		<ul style="list-style-type: none"> • Countries and cities in N & S.America,states and landmarks in the USA. • Lines of latitude and longitude, the Equator, Tropics and Prime Meridian Rainforests and Biomes: • Rainforests: climate and conditions • Flora and fauna • Deforestation: environmental impact 			<ul style="list-style-type: none"> • Ways in which mountains are formed, including fold, volcanic, dome and plateau. • Weather and climate in a mountainous area. • Risks associated with mountainous climates. • The impact made by humans on mountains and how this impact can be limited. 		<ul style="list-style-type: none"> • Know what trading is • Name some items traded by the UK and who with • Know what fair trade is and why it is important. • Globalisation and multi-national companies
History	<p>Vikings and Anglo Saxons:</p> <ul style="list-style-type: none"> • Where the Vikings came from, raided, settled and why. • Compare aspects of Viking life with life today, including art, homes and religion. • The reigns of King Alfred the Great, King Athelstan and King Ethelred II. • Compare Anglo-Saxon laws and punishments with those of today. • Learn about the end of Anglo-Saxon rule. 	<ul style="list-style-type: none"> • 	<p>Ancient Greece :</p> <ul style="list-style-type: none"> • Origins of democracy and discuss how this has influenced democracy in the UK today. • Comparing Athens and Sparta • Learn about some specific events during the Ancient Greek time period including the Battle of Marathon and the Olympic Games. 	History		<ul style="list-style-type: none"> • Local History - Eyam and the Plague 	<ul style="list-style-type: none"> • Aspect of British History beyond 1066 – WWII: The Battle of Britain
PSHE	<ul style="list-style-type: none"> • Being Responsible • Being Healthy 	<ul style="list-style-type: none"> • Bullying Matters • Exploring Emotions 	<ul style="list-style-type: none"> • Relationships • Difference and Diversity 	PSHE	<ul style="list-style-type: none"> • Drug Education • Which drugs are the most dangerous? • Managing peer influence • Risks/effects of legal and illegal drugs • Proud to be me/Being Me • Diversity • Community 	<ul style="list-style-type: none"> • Changes • Building vocabulary to describe feelings • Growing Up • Puberty • Personal strengths and abilities 	<ul style="list-style-type: none"> • Money Matters • Keeping track of money • Risks of gambling • Jobs and careers • Being Safe • Predicting and managing risk • Online and offline risks and behaviours

					• Setting personal goals		
Relationships and Sex Education			<p>Puberty:</p> <ul style="list-style-type: none"> • Emotional and physical changes • Male and female changes in more detail • Importance of physical hygiene • Getting support 	Relationships and Sex Education			<p>Puberty, relationships and reproduction:</p> <ul style="list-style-type: none"> • Puberty and reproduction • The importance of communication and respect in relationships • Different ways people might start a family
Art & Design	<p>Drawing & Painting</p> <ul style="list-style-type: none"> • Depict movement, perspective, shadows and reflections 	<p>Collage</p> <ul style="list-style-type: none"> • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Use frameworks (such as wire or moulds) to provide stability and form. 	Art & Design	<p>Print</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. 	<p>Textiles</p> <ul style="list-style-type: none"> • Show precision in, and choose from, a range of stitching techniques. • Combine previously learned techniques to create pieces. 	<p>Digital Media</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
DT	<ul style="list-style-type: none"> • Funky furnishings! Investigate, design, make and evaluate a 'funky' cushion cover. 	<ul style="list-style-type: none"> • Research, design, make and evaluate a savoury dish e.g. pasta or casserole 	<ul style="list-style-type: none"> • Moving toys! Investigate, design, make and evaluate a toy that can move (Linked to forces unit in Science & Art Sculpture) 	DT		<p>Moving toys!</p> <ul style="list-style-type: none"> • make a more complex structures e.g. a toy, or fairground ride, that can move, incorporating an electrical circuit. 	<p>Food Technology</p> <ul style="list-style-type: none"> • a savoury food e.g. stir fry
Computing	<ul style="list-style-type: none"> • Computer Systems and Networks, Systems and Searching 	<ul style="list-style-type: none"> • Creating Media, Video Editing 	<ul style="list-style-type: none"> • Programming – Selection in Quizzes 	Computing	<ul style="list-style-type: none"> • Spreadsheets 	<ul style="list-style-type: none"> • 3D Modelling 	<ul style="list-style-type: none"> • Programming- Micro: bit, sensing
PE	<ul style="list-style-type: none"> • Invasion Games • Teamwork • Agility, co-ordination • Attacking and defending (Chesterfield Football Club) 	<ul style="list-style-type: none"> • Co-ordination games • Hand-eye co-ordination • Swimming 	<ul style="list-style-type: none"> • Striking and fielding skills • Athletics – personal progression: measuring and timing performance 	PE	<ul style="list-style-type: none"> • Invasion Games • Teamwork • Agility, co-ordination • Attacking and defending (Chesterfield Football Club) 	<ul style="list-style-type: none"> • Co-ordination games • Hand-eye co-ordination • Swimming 	<ul style="list-style-type: none"> • Striking and fielding skills • Athletics – personal progression: measuring and timing performance

	<ul style="list-style-type: none"> • Dance • Swimming 		<ul style="list-style-type: none"> • Swimming 		<ul style="list-style-type: none"> • Dance • Swimming 		<ul style="list-style-type: none"> • Swimming
RE	<ul style="list-style-type: none"> • Why do some people believe God exists? • What would Jesus do? 	<ul style="list-style-type: none"> • If God is everywhere, why go to a place of worship? • What does it mean to be a Muslim in Britain today? 	<ul style="list-style-type: none"> • What do religions say to us when life gets hard? (Introduction into Y6) 	RE	<ul style="list-style-type: none"> • What do religions say to us when life gets hard? • Is it better to express your religion in arts and architecture or in charity and generosity? 	<ul style="list-style-type: none"> • What matters most to Christians and Humanists? 	<ul style="list-style-type: none"> • What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?
Music	<ul style="list-style-type: none"> • Getting Started with Music Tech • Emotions and Musical Styles 	<ul style="list-style-type: none"> • Exploring Key and Time Signature • Introducing Chords 	<ul style="list-style-type: none"> • Words, Meaning and Expression • Identifying Important Musical Elements 	Music	<ul style="list-style-type: none"> • Developing Musical Phrases • Understanding Structure and Form 	<ul style="list-style-type: none"> • Gaining Confidence through Performance • Exploration Notation further 	<ul style="list-style-type: none"> • Using Chords and Structure • Respecting Each Other Through Composition
French	<ul style="list-style-type: none"> • Monster, animals and human body parts • Shopping • Food vocabulary • Constructing high numbers 	<ul style="list-style-type: none"> • Space exploration • French speaking countries around the world 	<ul style="list-style-type: none"> • French verbs • Meet my French family • Expressing opinions, likes and dislikes 	French	<ul style="list-style-type: none"> • Getting to know you • All about ourselves 	<ul style="list-style-type: none"> • That's tasty • Family and friends 	<ul style="list-style-type: none"> • School life