

Year 5 & Year 6

Long Term Curriculum Overview

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YEAR 5/6 A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Take one book (3 week unit) Story (3 week unit) Poetry – in the style of...	Formal Letter (2 week unit) Instructions (persuasive) (2 week unit) Newspaper Report (2 week unit)	Biography (2 week unit) Non-chronological report (2 week unit) Story (poetry stimulus) (3 week unit)	Persuasive speech (2 week unit) Information leaflet (2 week unit) Poetry – cinquain (1 week unit)	Story (picture stimulus) (3 week unit) Diary (character) (2 week unit) Letter (informal) (2 week unit)	Play scripts (2 week unit) Balanced Argument (2 week unit) Explanation (2 week unit)
YEAR 6 Maths	Number: Place Value Number: Addition and Subtraction Statistics Number: Multiplication and Division Measurement: Perimeter and Area		Number: Multiplication and Division Number: Fractions Number: Decimals and Percentages Consolidation		Consolidation Number: Decimals Geometry: Properties of Shape Geometry: Position and Direction Measurement: Converting units Measurement: Volume	

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Science	Physics: <u>Electricity</u>	Biology: <u>Animals including humans</u> (Y6 statutory requirement)	Physics: <u>Earth and Space</u>	Consolidation of working scientifically	Biology: <u>Living things and their habitats</u> (Y6 statutory requirements)
Working Scientifically (procedural knowledge) is taught throughout each unit					
History	<u>Anglo Saxons and Scots</u>		<u>British History – Changes over time</u> Crime and Punishment (childhood crime – Saxon, Victorian, Modern)		<u>Anglo Saxons and Vikings</u>
Working Historically (procedural knowledge) is taught throughout each unit					
Geography		<u>Region of the UK</u> (London – fieldwork study, sketch maps, plans, human and physical features)		<u>Trade Links</u> 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 (Y5 only – track the cost of a chocolate bar)	

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Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units

Computing	<u>Animation</u>		<u>Spreadsheets</u>		<u>Film Making</u>	
Art	<u>Sketching and 3D relief painting portraits</u> (Mixed media – Pablo Picasso)		<u>Sketching Collage – mixed media</u> Street Art – crime or art? (Banksy)			<u>Drawing and Textiles</u> (Weaving to make Viking jewellery)
DT		<u>Electrical systems</u> (Make a Buzz Game)		<u>Computing Control</u> (Lego Coding)	<u>Cooking and nutrition</u> (Bread – micro-organisms with yeast)	
RE	<u>Judaism</u> (What does it mean for a Jewish person to follow God)?	<u>Incarnation</u> (Was Jesus the Messiah)?	<u>Kingdom of God</u> (What kind of King is Jesus)?	<u>Salvation</u> What did Jesus do to save human beings?	<u>Thematic (including non-religious worldviews)</u> (How do religions help people live through good times and bad times)?	<u>Thematic (including non-religions worldviews)</u> (Why do some people believe in God and some people not)?
Music	<u>Livin' On a Prayer</u> Historical Context/Genre: Rock	<u>Classroom Jazz 1</u> Historical Context/Genre: Jazz	<u>Make You Feel My Love</u> Historical Context/Genre: Pop, Ballads <u>Classical Study: Smetna: Ma Vlast</u>	<u>Fresh Prince of Bel Air</u> Historical Context/Genre: Hip Hop	<u>Dancing in the Street</u> Historical Context/Genre: Motown	<u>Reflect, Rewind and Replay</u> Historical Context/Genre: Western Classical Music and Teacher's Choice from this year.

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	Classical Study: Verdi: Brindisi (the Drinking Song) from La Traviata	Classical Study: Jenkins: Celebro from Stella Natalis		Classical Study: Mahler: Symphony No. 2 (Resurrection)	Classical Study: Stravinsky: The Rite of Spring (V)	Classical Study: Saint- Saens: Carnival of the Animals Finale (V)
PSHE (SCARF) based on Year 6 Planning	Me and My Relationships:	Valuing Difference	Keeping Myself Safe	Rights and responsibilities	Being my best	Growing and Changing
	<ul style="list-style-type: none"> Working together Let's negotiate Solve the friendship problem Assertiveness skills (formerly Behave yourself - 2) Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle 	<ul style="list-style-type: none"> OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes 	<ul style="list-style-type: none"> Think before you click! Traffic lights To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) Joe's story (part 2) 	<ul style="list-style-type: none"> Two sides to every story Fakebook friends What's it worth? Jobs and taxes Action stations! Project Pitch (parts 1 & 2) Happy shoppers Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) 	<ul style="list-style-type: none"> Five Ways to Wellbeing project This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness 	<p>Please move to single year groups for this term's lessons about Puberty / Making Babies</p> <ul style="list-style-type: none"> Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies What is HIV? <p>Year 5 - Changing bodies and feelings</p>

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				laws are made		Help! I'm a teenager - get me out of here!
						Year 6 - Making babies
PE	Gymnastics	Football	Netball	The Greatest Showman Dance	Yoga Fitness	Rounders
	Swimming	Swimming	Quicksticks	Tag Rugby	Tennis	Athletics

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YEAR 5 B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Take one book (3 week unit) Story (3 week unit) Poetry – in the style of...	Formal Letter (2 week unit) Instructions (persuasive) (2 week unit) Newspaper Report (2 week unit)	Biography (2 week unit) Non-chronological report (2 week unit) Story (poetry stimulus) (3 week unit)	Persuasive speech (2 week unit) Information leaflet (2 week unit) Poetry – cinquain (1 week unit)	Story (picture stimulus) (3 week unit) Diary (character) (2 week unit) Letter (informal) (2 week unit)	Play scripts (2 week unit) Balanced Argument (2 week unit) Explanation (2 week unit)
Maths	Number: Place Value Number: Addition and Subtraction Statistics Number: Multiplication and Division Measurement: Perimeter and Area		Number: Multiplication and Division Number: Fractions Number: Decimals and Percentages Consolidation		Consolidation Number: Decimals Geometry: Properties of Shape Geometry: Position and Direction Measurement: Converting units Measurement: Volume	
Science	<u>Physics:</u> <u>Light</u>	<u>Physics:</u> <u>Forces</u>	<u>Chemistry:</u> <u>Changes of Materials</u>	<u>Biology:</u> <u>Evolution and inheritance</u>	<u>Biology:</u> <u>Animals including humans</u> (Y5 statutory requirement)	<u>Biology:</u> <u>Living things and their habitats</u> (Y5 statutory requirements)
Working Scientifically (procedural knowledge) is taught throughout each unit						
History	<u>A local study</u>		<u>Non-European Society</u>			

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	(The Circuit as a site during WWII, The Enigma Code at Bletchley Park)		(Mayan)			
Working Historically (procedural knowledge) is taught throughout each unit						
Geography				<u>North and South America</u> (The Rainforest)	<u>Trade Links</u> 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 (Y5 only – track the cost of a chocolate bar)	<u>Volcanoes and Earthquakes</u>
Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units						
Computing	<u>Questions and Quizzes</u>		<u>Internet Research and Webpage Design</u>		<u>Scratch Developing Games</u>	
Art	<u>Sketching and Painting Perspectives</u> (Lowry – British Artist perspective art)			<u>3D Layering Papier Mache</u> (Henri Rousseau)		<u>Printing Textiles</u> (Fabric designers – William Morris, Orla Keily, Charles Rennie, Mackintosh, Batik Designers)

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DT		<u>Structures</u> (Building a WWII shelter)	<u>Mechanical Systems</u> (Cams)		<u>Cooking and nutrition</u> (Using a grill/BBQ)	
RE	<u>Creation/Fall</u> (Creation and Science: conflicting or complementary)?	<u>People of God</u> (How can following God bring freedom and justice)?	<u>Islam</u> (What does it mean for Muslims to follow God)?	<u>Salvation</u> (What difference does the Resurrection make for Christians)?	<u>Thematic (including non-religions worldviews)</u> (Why is pilgrimage important to some religious believers)?	<u>Thematic (including non-religions worldviews)</u> (What will make our city/town/village a more respectful place)?
Music	<u>Happy</u> Historical Context/Genre: Pop/Motown <u>Classical Study:</u> Mozart: Ein Musicalischer Spaß (a Musical Joke)	<u>Classroom Jazz 2</u> Historical Context/Genre: Jazz, Latin, Blues <u>Classical Study:</u> Bach: Christmas Oratorio	<u>Benjamin Britten – A New Year Carol</u> Historical Context/Genre: Western Classical, Gospel, Bhangra <u>Classical Study:</u> Handel: Music for the Royal Fireworks	<u>Music and Identity</u> Historical Context/Genre: Latin, Bossa Nova, Film Music, Big Band Jazz, Mash-up, Latin fusion <u>Classical Study:</u> Bach: Cello Suite No' 1	<u>You've Got a Friend</u> Historical Context/Genre: Indie <u>Classical Study:</u> Duparc: Chanson Triste	<u>Reflect, Rewind and Replay</u> Historical Context/Genre: Western Classical Music and Teacher's Choice from this year. <u>Classical Study:</u> Tchaikovsky: Waltz of the Flowers (V)

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PSHE (SCARF) Based on Year 5 planning	Me and My Relationships:	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing:
	<ul style="list-style-type: none"> • Collaboration Challenge! • Give and take • How good a friend are you? • Relationship cake recipe • Being assertive • Our emotional needs • Communication 	<ul style="list-style-type: none"> • Qualities of friendship • Kind conversations • Happy being me • The land of the Red People • Is it true? • It could happen to anyone 	<ul style="list-style-type: none"> • 'Thinking' about habits • Jay's dilemma • Spot bullying • Ella's diary dilemma • Decision dilemmas • Play, like, share • Drugs: true or false? • Smoking: what is normal? • Would you risk it? 	<ul style="list-style-type: none"> • What's the story? • Fact or opinion? • Rights, responsibilities and duties • Mo makes a difference • Spending wisely • Lend us a fiver! • Local councils 	<ul style="list-style-type: none"> • Getting fit • It all adds up! • Different skills • My school community (2) • Independence and responsibility • Star qualities? • Basic first aid, including Sepsis Awareness 	<p>Please move to single year groups for this term's lessons about Puberty / Making Babies</p> <p>How are they feeling?</p> <p>Taking notice of our feelings</p> <p>Dear Hetty</p> <p>Changing bodies and feelings</p> <p>Dear Ash</p> <p>Stop, start, stereotypes</p> <p>Year 5</p> <p>Changing bodies and feelings</p> <p>Help! I'm a teenager - get me out of here!</p> <p>Year 6 - Making babies</p>
PE	Gymnastics	Football	Netball	The Greatest Showman Dance	Yoga Fitness	Rounders

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	Swimming	Swimming	Quicksticks	Tag Rugby	Tennis	Athletics
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