

Year 5-6 Curriculum Overview January 2020

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics (Cycle 1)	Victorians (Duchy and Norman) World War II (Weeting)		British History Titanic – Weeting Post-war decades – Duchy/Norman)		British History (Weeting) Broader History (Duchy and Norman)	
Topics (Cycle 2)	Broader History – Mayan civilization		British History – Anglo-Saxons & Vikings Links: Beowulf		British History – Shakespeare	
Collective Worship (Cycle 1) Diocese of Ely Acts of Worship	Diocese of Ely Acts of Worship Autumn themes are being updated for 2021.	Diocese of Ely Acts of Worship Autumn themes are being updated for 2021.	Gifts Baptism of Christ Follow the Leader Guiding Light Parties People of Light and Darkness	Don't Do That! Sacrifices Water of Life Mothering Sunday Grain and Wheat Palm Sunday	Doubts Bravery Sheep Friends of Servants Prayer Tree Punished for Doing Good	Happy B'day Church Character building Everybody's Equal Don't Look Back Respect What a year! Mary Jones's Bible
Collective Worship (Cycle 2) Diocese of Ely Acts of Worship	Rules for Living The Royal Law Watch your Mouth! The Secret Servant Lesson from Esther Children are Best Doing Good	Don't Give Up Two Commandments Get Ready Don't Be Frightened Stir Up Sunday The Jesse Tree (x3)	The Time is Right Three Kings Day The Really Wise Men Skills and Talents (x2) The Light of Jesus Difficult Tasks	Don't Bear Grudges What Does your Face Show? What is Faith? Sports and Prizes Rules & 2 nd Chances Amazing Mum!	Shock and Surprise Alphabets Bravery Sheep The Church Grows Up	Doing Good Happy B'day Church Character building Don't Look Back Respect What a year! Mary Jones's Bible
Visits/ Visitors (Cycle 1)	North Norfolk Railway (Norman) TBC Evacuee Experience (Weeting)				Y6 transition	
Visits/ Visitors (Cycle 2)			Sutton Hoo (TBC)		Oxburgh Hall (TBC) Y6 transition	
Reading Texts (Cycle 1)	Fiction: Letters from the lighthouse - letters (Weeting) Non-fiction: - Blitz / after effects of the war (Weeting) Fiction: A Christmas Carol (Duchy/Norman) Fiction: Street Child (Duchy/Norman) Links: The Victorians (History) Duchy/ Norman Links: After-effects of WWII (History) Weeting		Fiction: Varjak Paw Non-fiction: Varjak Paw Cats Model Text (NLE)	Fiction: Lion the Witch and the Wardrobe Non-fiction: Alpacas	Fiction: The Giant's Necklace Non-fiction: Fantastic Beasts and Where to Find Them. Looking After Britain Rivers and Coasts	Fiction: Kensuke's Kingdom Non-fiction: Burial Places
Reading Texts	Fiction: Mystery of the Maya		Fiction: Beowulf		Shakespeare	



(Cycle 2)	Links: Mayan Civilisation		Non-fiction: A range of explanation texts Links- Anglo Saxons		Poetry Links: poetry Y1/2, Y3/4	
English (Cycle 1)	Letters (Weeting / Norman) Discussion texts (Duchy): identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.	Narratives including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Describing settings, characters and atmosphere and integrating dialogue. Selecting appropriate grammar and vocabulary.	Explanation Texts: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.	Recounts: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.	Narratives including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Describing settings, characters and atmosphere and integrating dialogue. Selecting appropriate grammar and vocabulary.	Reports: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.
English (Cycle 2)	Narratives including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Describing settings, characters and atmosphere and integrating dialogue. Selecting appropriate grammar and vocabulary.	Discussion Texts: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.	Explanation Texts: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.	Narratives including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Describing settings, characters and atmosphere and integrating dialogue. Selecting appropriate grammar and vocabulary.	Report writing: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.	Instructions: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.
Mathematics (Cycle 1)	Place value, 4 operations, fractions, position and directions, decimals, percentage.		Percentages, algebra, measurements: converting units, perimeter, area and ratio. Reasoning and problem-solving.		Geometry: properties of shape, problem solving, statistics, investigations.	
Mathematics	Place value, 4 operations, fractions, position		Percentages, algebra, measurements:		Geometry: properties of shape, problem	



(Cycle 2)	and directions, decimals, percentage.		converting units, perimeter, area and ratio. Reasoning and problem-solving.		solving, statistics, investigations.	
Science (Cycle 1)	Materials (Duchy /Norman Health and Lifestyles (Weeting))	Electricity (Duchy / Norman Health and Lifestyles (Weeting))	Titanic science – exploring iceberg density, buoyancy and melting ice (Weeting) Links: Titanic (Weeting) Evolution and inheritance (Duchy / Norman)	Titanic science – exploring iceberg density, buoyancy and melting ice (Weeting) Animals and their inhabitats (Duchy/Norman)	Health and Lifestyles – circulatory system.	
Science (Cycle 2)	Forces	Earth and Space	Living things and Habitats and life cycles	Light	Animals including humans (from birth to old age)	
RE (Cycle 1)	<u>Understanding Christianity</u> God What does it mean if God is Holy and loving? Core	<u>Understanding Christianity</u> Incarnation Was Jesus the Messiah? Core	<u>Interfaith Unit</u> Life after death across different religions. L1. Christian L2. Jewish L3. Muslim L4. Humanist L5. Buddhist L6. Sikh	<u>Understanding Christianity</u> Salvation What did Jesus do to save human beings? (year 5 Booklet) Core	<u>Understanding Christianity</u> People of God How can following God bring Freedom and Justice? Core	<u>Focus on other Faiths</u> Being a Muslim. Does belief in Akirah (life after death) help Muslims lead good lives? Does completing the Hajj make a person a better Muslim?
RE (Cycle 2)	<u>Understanding Christianity</u> God What does it mean if God is Holy and loving? Digging Deeper	<u>Understanding Christianity</u> Creation/Fall Creation and Science: Conflicting or complimentary? Core	<u>Interfaith Unit</u> Who is my God? L1. Christian L2. Jewish L3. Muslim L4. Humanist L5. Buddhist L6. Sikh	<u>Understanding Christianity</u> Kingdom of God What kind of king is Jesus? Core	<u>Understanding Christianity</u> Gospel What would Jesus do? Core	<u>Focus on Other Faiths</u> Being Muslim. What is the best way for a Muslim to show commitment to God? Does going to a mosque give Muslims a sense of belonging?
History	An extended period study: World War II		British History (Titanic – Weeting)		British History – an extended period study	



(Cycle 1)	<p>The after-effects of the war in London (Weeting)</p> <p>Links Y3/4- First World War</p> <p>An extended period study: the Victorians Life for rich and poor families in Victorian Britain (Duchy/ Norman)</p> <p>Links: Geography economic activity and trade</p>		<p>Links: reading and geography</p> <p>Post War decades (Duchy/Norman)</p> <p>Links Y3/4- First World War</p>		<p>Links: Tudors</p> <p>Links: DT Adornment</p>	
History (Cycle 2)	<p>Non-European Society – Mayan Civilisation</p>		<p>Anglo Saxons and Vikings</p>		<p>British History – Tudors</p> <p>Links: British History</p> <p>Links: Shakespeare</p>	
Geography (Cycle 1)	<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources in Victorian Britain (Duchy/ Norman, post- war Britain (Weeting).</p> <p>Links: The Victorians (History) Duchy/ Norman</p> <p>Links: After-effects of WWII (History) Weeting</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</p> <p>Links: Titanic (Weeting)</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>	
Geography (Cycle 2)	<p>Study of physical and human geography within the Americas.</p> <p>Links: World map work</p> <p>Links: Native American Art</p>		<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p> <p>Links: World map work</p>		<p>Locate the world’s countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Links: UK map work</p> <p>Links: Y3/4 Countries of Europe</p>	
DT (Cycle 1)	<p>Gas masks (Weeting)</p> <p>Links: WW II Weeting</p>				<p>Kinetic Art</p>	
DT (Cycle 2)					<p>Adornment (design and make Tudor pouches)</p> <p>Links: Tudors</p>	
Computing (Cycle 1)	<p>Online safety / E safety</p>	<p>Using Microsoft word (insight to hardware and software</p>	<p>Microsoft Publisher – designing layouts</p>	<p>Internet Research</p>	<p>Microsoft PowerPoint</p>	<p>Microsoft Excel – Harry Plotter</p>



		(Weeting)				
Computing (Cycle 2)	Online safety / E safety Cyberbullying		Spreadsheets		Scratch	
Art and Design (Cycle 1)	Perspective (drawing) M. C. Escher Renaissance art Vincent Van Gogh	Learning to look (drawing or mixed media) Leonardo da Vinci Mary Fedden Edgar Degas	Colour theory (painting) Vincent Van Gogh Claude Monet Paul Gauguin Edvard Munch 20 th century art movement	Comic books Andy Warhol – Pop Art Roy Lichtenstein – Pop Art Quentin Blake	Close Up (painting or mixed media) Georgia O’Keeffe Sarah Graham Victorian Art (Weeting) Links: Victorians	Adornment: Mask making, millinery, jewellery, fashion, design.
Art and Design (Cycle 2)	Optical Illusions: Victor Vasarely M. C. Escher Bridget Riley Salvador Dali Surrealism Native American Art Links: geography: The Americas	Reflections (drawing, painting or print) M. C. Escher Claude Monet – Impressionism Barbara Scheider	Painting- Harmonious colours: Paul Klee Fantastical Beasts (illustration and print- making)	Lettering: Graffiti, text art or illuminated letters Jasper Johns Street art Medieval manuscripts	Street Art (painting or murals): Banksy Neuzz Kurt Wenner – 3D street artist	Kinetic Art: animation (stop/go, flick books, zoetrope), mobiles or sculpture (water or wind powered) Alexander Calder Theo Jansen Aardman animation
Music (Cycle 1)	Notation	Perform and compose	Music Genres	Musical stars through the 20 th Century		Performance
Music (Cycle 2)		Performance	Instruments	Composers/musicians		Performance
PE (Cycles 1 & 2)	Tag Rugby Football	Gymnastics (apparatus)	Gymnastics (apparatus)	High 5 and ball skills	Kwik and Diamond Cricket Athletics	Athletics Rounders Sports Day
School Sports Competitions	Girls’ football Cross Country	Indoor Athletics Tag Rugby	Key Steps Gym Swimming	Tri Golf High 5 and Tennis	Kwik Cricket Quad kids athletics	Kwik Cricket Rounders Area sports
Languages French (Cycle 1)	Getting to Know You: - Present ideas and information orally (Look what I can do)	Family and Friends: - Explore patterns and sounds through songs and rhymes (family)	All About Ourselves: - Listen to spoken language and show understanding (Body)	Let’s Go Shopping: - Engage in conversations (shopping; money)	Time Travelling: - Broaden vocabulary - Speak in sentences (counting)	School Life: - Understand basic grammar (Where are they in the classroom)



	<ul style="list-style-type: none"> - Understand basic grammar rules (When I grow up; How are you feeling? What are you going to do?) - Develop accurate pronunciation and intonation (spelling) - Write and adapt phrases from memory (Je me présente) 	<ul style="list-style-type: none"> - Understand basic grammar rules - Speak in sentences, using familiar vocab (At the farm) - Present ideas and information orally - Broaden vocabulary (My house) - Describe people, places things and actions (animals) - Engage in conversations 	<ul style="list-style-type: none"> - Describe people, places things and actions (What do I look like?) - Explore patterns and sounds through songs and rhymes (what are you doing?) - Write and adapt phrases (Fashion) - Understand key features and patterns of French - Develop accurate pronunciation and intonation (Feelings) - Appreciate stories, songs and rhymes (What's the matter?) 	<ul style="list-style-type: none"> - Understand basic grammar rules (At the shops, clothes) - Read and understand words and phrases (shopping list) 	<ul style="list-style-type: none"> - Understand basic grammar (age; years; famous lives) - Listen to spoken language and show understanding (French history; years) 	<ul style="list-style-type: none"> - Read and understand words and phrases (Where are they?) Speak in sentences (school subjects) - Engage in conversations (Maths; Asking questions) - Present ideas and information orally (Asking questions)
Languages French (Cycle 2)	All in a Day: <ul style="list-style-type: none"> - Speak in sentences, using familiar vocab (o'clock, half past, quarter past/ to, intervals, 24 hr clock) - Describe people, places things and actions (AM, PM) - Read and understand words and phrases (airport, school week) 	That's Tasty: <ul style="list-style-type: none"> - Engage in conversations (thirsty) - Read and understand words and phrases (open and closed) - Write and adapt sentences (breakfast; sandwiches) - Understand basic grammar rules (I like to eat; pizza toppings) 	Let's Visit a French Town: <ul style="list-style-type: none"> - Understand basic grammar rules (Who lives where) - Present ideas and information orally (I go to school to learn..) - Broaden vocabulary (Library) - Speak in sentences, using familiar vocab (maths) - Listen to spoken language and show understanding (home) - Explore patterns and 	This is France: <ul style="list-style-type: none"> - Write and adapt phrases (Neighbours) - Engage in conversations (distances) - Broaden vocabulary (Directions) - describe people, places and things (Paris) - Understand grammar rules (famous French people; nationalities) 	Extended Write: <ul style="list-style-type: none"> - Understand basic grammar rules - Write and adapt phrases from memory 	Stories and Recap: <ul style="list-style-type: none"> - Appreciate stories, songs and rhymes - Engage in conversations



			sounds through songs and rhymes (ordinal numbers)			
PSHE (Cycles 1 & 2)	New beginnings & British Values Links: Transition Changes (SEAL)	Managing conflict and Anti-bullying. It's Good to be Me (SEAL)	Health and wellbeing Links: Science Relationships (SEAL) Getting on and falling out (SEAL)		Living in the wider world Links: Transition Going for Goals (SEAL) New beginnings (SEAL)	