

CURRICULUM OVERVIEW

CYCLE 2		Year Group - 5/6				
	<u>Autumn 1 & 2 (14 wks)</u> <u>WW2 - Reginald Mitchell</u>	<u>Spring 1& 2:</u> <u>Rivers</u>		<u>Summer 1/2 (13 wks)</u> <u>Kensuke's Kingdom</u>		
English	<u>Genre</u> <ul style="list-style-type: none"> Diary Letters Story Poems Newspaper <p style="background-color: yellow; display: inline-block; padding: 2px;">GOODNIGHT MISTER TOM</p>	<u>Genre</u> <ul style="list-style-type: none"> Poetry Non-Chron Recount Newspaper 		<u>Genre</u> <ul style="list-style-type: none"> Story retell Character/ Setting description. Letter Diary <p style="background-color: yellow; display: inline-block; padding: 2px;">KENSUKES KINGDOM</p>		
Maths	<ul style="list-style-type: none"> Fractions, decimal, percentages Geometry – position and direction. Problem solving. 	<ul style="list-style-type: none"> Place Value Number – 4 operations Problem solving 	<ul style="list-style-type: none"> Decimals Percentages Algebra Problem solving. 		<ul style="list-style-type: none"> Geometry – properties of shapes. Problem solving. Statistics 	<ul style="list-style-type: none"> Consolidation & preparation for high school.
Science	<u>Topic Theme</u> Evolution	<u>Topic Theme</u> Light <u>Skills</u> <ul style="list-style-type: none"> Fair Testing Pattern seeking Observing over time Problem solving- including data handling and interpretation Researching using secondary sources 	<u>Topic Theme</u> Animals including humans <u>Skills</u> <ul style="list-style-type: none"> Fair Testing Pattern seeking Observing over time Problem solving- including data handling and interpretation Researching using secondary sources 	<u>Topic Theme</u> Living things and their habitats <u>Skills</u> <ul style="list-style-type: none"> Researching using secondary sources Grouping, sorting and classifying 	<u>Topic Theme</u> Electricity <u>Skills</u> <ul style="list-style-type: none"> Fair Testing Pattern seeking Problem solving- including data handling and interpretation 	<u>Topic Theme</u> Electricity <u>Skills</u> <ul style="list-style-type: none"> Fair Testing Pattern seeking Problem solving- including data handling and interpretation



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	<ul style="list-style-type: none"> Grouping, sorting and classifying 	<ul style="list-style-type: none"> Grouping, sorting and classifying 			
History	<p><u>Skills</u></p> <ul style="list-style-type: none"> Chronological time line. Using sources <p><u>Activities</u></p> <ul style="list-style-type: none"> Actions that led to the outbreak of WW2 Key leaders Evacuation – link to children being evacuated to Packmoor The Blitz The Spitfire – Reginald Mitchell Rationing / clothing / food during WW2 The role of women <p><u>Key UKS2 Vocabulary</u> era, epoch, chronology, continuity, change, years, decades, century, millennia, legacy, AD (Anno Domini), BC (Before Christ), CE (Common Era), BCE (Before Common Era), During the reign of [], Towards the end of the [] period</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> Timeline of the trading events in Baghdad. Using secondary sources. <p><u>Activities:</u></p> <ul style="list-style-type: none"> Understand how the rivers are used to aid trading across the country. Look at trading routes. Understand what items were traded and why. 		<p><u>Skills</u></p> <ul style="list-style-type: none"> Chronological time line. using secondary sources. <p><u>Activities</u></p> <ul style="list-style-type: none"> Timeline of the event in the story. Japanese culture – history of. <p><u>Key UKS2 Vocabulary</u></p> <ul style="list-style-type: none"> era, epoch, chronology, continuity, change, years, decades, century, millennia, legacy, AD (Anno Domini), BC (Before Christ), CE (Common Era), BCE (Before Common Era), During the reign of [], Towards the end of the [] period 	
Geography	<p><u>Skills</u></p> <ul style="list-style-type: none"> Use maps to locate countries involved in WW2. Build map skills using atlases and globes. <p><u>Activities</u></p> <ul style="list-style-type: none"> Map work – locating specific countries involved in the war. Comparing countries that fought. 	<p><u>Describe and understand key aspects of physical geography</u></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Physical geography – describe key aspects of rivers. Human geography – land use close to rivers. Use fieldwork to observe, measure and record physical features in local area. <p><u>Activities</u></p> <ul style="list-style-type: none"> Identify features of a river with correct terminology – link to River Study trip 		<p><u>Skills</u></p> <ul style="list-style-type: none"> Map work Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics Human geography – Japan today compared to UK <p><u>Activities</u></p> <ul style="list-style-type: none"> Look at the map of the world as shown in the book, locate the countries – calculate the distance that he travelled 	



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	<ul style="list-style-type: none"> Comparing local area (Stoke on Trent), with other cities in the UK during the war. Describe how the countries involved in WW2 have changed. 	<ul style="list-style-type: none"> Locate rivers of the UK / local river Collect data from river study – depth and speed of river Compare UK rivers to other rivers around the world (e.g. Amazon) 	<ul style="list-style-type: none"> Locate Japan and surrounding countries on a world map Create own map of the island using information from the book Compass bearings, longitude/latitude – learn how to do these like Michael did
DT	<p><u>Skills</u></p> <ul style="list-style-type: none"> Prepare and cook a variety of predominantly savoury dishes <p><u>Activities</u></p> <ul style="list-style-type: none"> Cook 2 dishes typical of WW2. <p><u>N/A</u></p> <p><u>Seasonality</u> – looking at veg/ fruit/ harvesting in WW2.</p> <p><u>Sewing – across the body bag.</u></p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> Understand and use mechanical systems, such as pulleys and levers. <p><u>Activities</u></p> <ul style="list-style-type: none"> Design and build a lever bridge. Research to inform design. Annotate and evaluate sketches. 	<ul style="list-style-type: none"> Create a boat scene using moving waves and boats.
Art	<p>Art no longer follows the 2-year cycle as years 5 and 6 follow a separate Art curriculum to ensure that the delivery is progressive</p>		
Music	<p><u>Skills</u></p> <p>Listen to and evaluate music Performance (instruments / vocal) Reading notation</p> <p><u>Activities</u></p> <p>Listening to and evaluating popular songs from WW2 period including:</p> <ul style="list-style-type: none"> - In the Mood - White Cliffs of Dover - Run, Rabbit, Run <p>Reading notation to perform song on glockenspiels with additional percussion / singing Continued practice reading notation and performing on glockenspiels with Christmas songs</p>	<p><u>Skills</u></p> <p>Listen to and evaluate music Compose music Perform as an ensemble</p> <p><u>Activities</u></p> <p>Listen to and evaluate ‘Vltava’ by Smetena (symphonic poem) Create image of river journey and show how composer has used music to describe this. Use percussion instruments to create sounds to accompany Ghanaian river story (Music Express – Riverbank). Perform the story as an ensemble.</p> <p><u>Key Vocabulary</u></p>	<p><u>Skills</u></p> <p>Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6)</p> <p><u>Activities</u></p> <p>Listen to music from Japan Compose using pentatonic scale Transcribe using staff and notation Perform compositions on glockenspiels Learn to play recorders (Year 5) Perform as an ensemble – singing (Year 6)</p> <p><u>Vocabulary</u></p> <p>Compose, create effects, repeated patterns, graphic score, accompaniment, drone, verse, chorus, rhythmic pattern, melody, rhythm, chords, ostinato, pentatonic scale stave,</p>

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	<p><u>Key Vocabulary</u> Pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context, lyrics and social meaning Make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, expressively, harmony, drone, ostinato, accompaniment</p>		<p>Pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context, lyrics and social meaning Make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, expressively, harmony, drone, ostinato, accompaniment</p>		<p>note names, minim, crotchet, semibreve, rest, treble and bass clef, sharp, flat, time signature Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively, harmony, drone, ostinato, accompaniment</p>	
ICT	<p>Unit 6.1 Coding Number of lessons – 6 Main Programs – 2Code Unit 6.6 Networks Number of lessons – 3</p>	<p>Unit 6.3 Spreadsheets Number of lessons – 5 Programs – 2Calculate</p>	<p>Unit 6.4 Blogging Number of lessons – 4 Programs – 2Blog</p>	<p>Unit 6.5 Text Adventures Number of lessons – 5 Programs – 2Code, 2Connect</p>	<p>E-Safety</p>	<p>Unit 6.7 Quizzing Number of lessons – 6 Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate</p>
PE	<p>• <u>Skills</u> • Invasion games. • <u>Activities / Sports</u> • Netball • Dodgeball • Football</p>	<p><u>Skills</u> • Invasion games. • Gymnastics <u>Activities / Sports</u> • Netball • Dodgeball • End ball • Hockey • Basketball</p>	<p><u>Skills</u> • Dance • Invasion games <u>Activities / sports</u> • Netball • Hockey • Basketball</p>	<p><u>Skills</u> • Dance • Invasion games <u>Activities / sports</u> • Netball • Hockey • Basketball</p>	<p>• <u>Skills</u>Athletics • Net/Wall games <u>Activities / sports</u> • events like Tunstall Athletics incl; relays, javelin, shot putt, sprints, skipping... • orienteering • Stanley Head • Volleyball • Tennis •</p>	<p><u>Skills</u> • Net / Wall • Rounders <u>Activities / sports</u> • Badminton • Tennis • Volleyball</p>
RE	<p>• Why do some people believe that God exists? • Remembrance • Christmas.</p>	<p>• Why do some people believe that God exists? •</p>	<p>• What would Jesus do?</p>	<p>• What would Jesus do? Easter</p>	<p>• Is God everywhere? • If so, why go to a place of worship?</p>	<p>• What difference does it make to believe in Ahisma, Grace and Ummah?</p>
Enrichment activities.	<p>• Children in Need • Carol Service • Road Safety week.</p>	<p>• Harvest • Head Boy/ Girl applications.</p>	<p>• Young Voices • Internet safety day. • Change for life day</p>	<p>• Dance festival • World Book day • Science week.</p>	<p>• Stanley Head – Yr 5 • Change for life day •</p>	<p>• Residential -Yr 6 • Prom • Enterprise day – Yr 6</p>

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	<ul style="list-style-type: none"> • Anti-bullying week. • Christmas fair. • Yr 5 OHA Xmas production. • 	<ul style="list-style-type: none"> • Bikeability – Yr 5 • Change for life. • Theatre • Remembrance 	<p>French trip – Feb</p>	<p>River Study trip.</p>		<ul style="list-style-type: none"> • Sports day. • Leaver performance – Yr6. • Year 5 – OHA summer production.
<p>SMSC</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Culture linked to the Amazon river 	<ul style="list-style-type: none"> • Discuss Japanese culture and compare to culture of the children 		

