YEAR 5/6 CURRICULUM MAP
Year B (Odd Year Start e.g. 2015)

		Autumn – Vikings (H)	Spring – Space (S)	Summer Food / 20th Century Theme (H)
Reading	Word reading	**NC Appendix 1 (NC p 43)**		
	Comprehension	**Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books / text books (NC p 43)**		
Writing	Transcription	**Spelling programme (NC Appendix 1)**		
	Composition	**Writing focusing on audience, purpose and form (NC p 47/48)**		
	VGP	**NC Appendix 2**		
Speaking and Listening		**12 Statutory statements (NC p 17)**		
Maths		**Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics**		
Science		**Earth and Space** **Living things and their habitats**	**Forces**	**Animals, including humans** **Properties and changes of materials**
		Working Scientifically – on going across the year		
Computing		**Computer Science - use logical reasoning to explain how some simple algorithms work** **IT - select, use and combine software on a range of digital devices -** **Digital Literacy - appreciate how search results are ranked**	**Computer Science - solve problems by decomposing them into smaller parts, use selection. Use logical reasoning to detect and correct errors in algorithms** **IT - use and combine software** **Digital Literacy - be discerning in evaluating digital content and conditions**	**Computer Science - use selection in programs; work with variables; use logical reasoning to explain how some simple algorithms work;** **IT - analyse & evaluate data select, use and combine software** **Understand the opportunities computer networks offer for collaboration** **Digital Literacy - be discerning in evaluating digital content**
History		**Viking and Anglo Saxon struggles for power** – How vicious were the Vikings?		**Aspect or theme in British History post 1066 -** An aspect of the 20th Century (e.g. WWII)
Geography		**Locational Knowledge** - locate world countries	**Locational Knowledge** - position and significance of lines of longitude and latitude and time zones	**Locational and place knowledge -** investigating world cities
		Geographical skills and fieldwork – on going across the year		
D.T.		**Textiles** - investigate and make an item of Viking clothing or design a Viking tapestry	**Electric control** - make an electrically controlled moon buggy	**Cooking and nutrition**
Art and Design		**Sculpture** – Viking helmet	**Painting & Printing** – space related	**Painting & printing** - pop art subject based on topic theme **Sculpture –** South American art
		Create sketchbooks to record observations		
Music		African drumming, songs/dances world music Tuned instruments – oriental effects - using notated rhythms -create ideas using pentatonic scales	Ensemble percussion: rhythms combined/structured using plant/space words, Holst Planet Suite to listen to and appraise Descriptive percussion ensemble: improvisation – compositions: space music sequences – recorded using graphic score	Rhythmic reflections – performance creating music for a ceremony/leavers' assembly
		Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact (Durham Music Service)		
MFL		**On our way to School (QCA Unit 15)** *Counting up to 100* *Reinforce transport* *Giving directions* *How to spell – the alphabet*	**The Planets (QCA Unit 18)** *Reinforce alphabet* *Describing colour/size and temperature* *Describing position* *Using intensifiers for opinions* *Giving reasons for opinions*	**Past and the Present (QCA Unit 22)** *Describing places* *Comparing past and present* *Saying how much or many things there are*
P.E.		**Games & Gymnastics** **Game & Dance Swimming**	**Dance & Gymnastics** **Games & Gymnastics**	**Games & Dance** **Athletics**

Additional information relating to Computing

R.E.	**What do Sikhs believe and how are these beliefs expressed?** **What are the themes of Christmas?**	**What do we know about the Bible and why is it important to Christians?** **Why is the Last Supper so important to Christians?**	**What can we learn about Christian faith through studying the lives of northern saints?** **Why should people with religious faith care about the environment?**
	Statutory subject in all year groups **Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools**		
Computing	**Computer Science - Use logical reasoning to explain how some simple algorithms work.** Use Flowol or Go to control an on-screen simulation. Using a control box use this to control their DT Moonbuggy Model **IT - Select, use and combine software on a range of digital devices -** Produce a storyboard and animation about the solar system. Evaluate. Use Video software (Photostory, imovie etc) to create a short documentary about the 1969 Moon Landings **Digital Literacy -** SWGFL – Digital Citizenship Pledge (Start of year – online rules) , You've Won a Prize **Appreciate how search results are ranked** Use the TASK test so that children search for a website a planet , and can explain why they have chosen it. (Title, Author, Summary, (K)Child Friendly) SWGFL How to Cite a Site. Use this to produce an information sheet about the planet	**Computer Science - Solve problems by decomposing them into smaller parts, Use selection**. **Use logical reasoning to detect and correct errors in algorithms.** Create simple repeating pattern (spirograph) by using nested loops (Scratch Logo/Textease turtle), Solve problems by using loops e.g. Cargobot App, create game using loops e.g. whack a witch. Use the "Peter Packet" activity to start to understand how data flows around the world. (warning – includes reference to AIDS) **IT - Use and combine software** Use GPS/QR codes to plot a journey around the school site to make, then follow a maths trail. Search a database (eg national rail) to plan a journey **Digital Literacy** - **Be discerning in evaluating digital content and conditions.** SWGFL strong Passwords. Work with a class from another area of the world to produce a blog on their school day. Use Skype to discuss progress	**Computer Science -** **Use selection in programs; Work with variables; Use logical reasoning to explain how some simple algorithms work;** Design a racing game in Scratch/Kodu that includes a scoring system. Print out code and annotate **IT -** **Analyse & Evaluate data** Use an online Olympic database to research an athlete. Use to create Wikipedia type report. **Select, use and combine software** use photo editing software or pixlr to create digital pop art image. **Understand the opportunities computer networks offer for collaboration** Construct questionnaire in google forms about sports they play. Complete then analyze results to produce a report for governors include graphs/charts/tables **Digital Literacy -** **Be discerning in evaluating digital content** Selling Stereotypes – how images are manipulated. Privacy Rules – what information should you share Super Digital Citizen (SWGfL)