

# YEAR 5/6 CURRICULUM MAP

## Year A 2022

		Autumn Plantagenets/Tudors (H) Rivers Study (G)	Spring Victorian Life and The British Empire (H) Fantastic Forests – Why are they so important? (G)	Summer The Maya/ Me and my locality Fabulous Farming (H)  Where has my food come from?/ Destination Sao Paulo! (G)
<b>Reading</b>	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)		
<b>Writing</b>	Transcription	Spelling programme ( NC Appendix 1)		
	Composition	Writing focusing on audience, purpose and form (NC p 47/48)		
	VGP	NC Appendix 2		
<b>Speaking and Listening</b>		12 Statutory statements (NC p 17)		
<b>Maths</b>		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Ratio and Proportion, Algebra, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
<b>Science</b>		Living Things and Their Environments  Forces	Light	Properties and Changes of Materials  Animals, Including Humans
		Working Scientifically – on going across the year		
<b>Computing</b>		Computer Science - <i>Scratch- Animated Stories</i> Create an animated story using Scratch.  IT – <i>Microsoft Word</i> Use software to create an effective poster or leaflet.  <i>Digital Literacy – Cyberbullying</i> Know how to report concerns online.	Computer Science <i>Kodu</i> Design and create a simple rainforest game in Kodu (for example, planting trees v excavators)  IT – <i>Radio Station</i> Create and present digital content for a podcast.  <i>Digital Literacy Internet Safety Day</i> Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are.	Computer Science <i>Hour of Code- Course F</i> Design and create a project with sprites, variables, and loops and discuss societal impacts of computing and the internet.  IT – <i>Spreadsheet Excel</i> Use Microsoft Excel to create a spreadsheet to work out the food miles/cost for a meal.  <i>Digital Literacy – Media Balance</i> Know that having a balance of online and offline activities is important to maintain good health.
<b>History</b>		Plantagenets/Tudors War of the Roses	Victorians Victorian Life and The British Empire	Non-European Society The Maya  Significant people/events locally – Post 1066 Me and my locality Fabulous Farming

<b>Geography</b>	<b>Geographical processes</b> Rivers Study Cause and evidence – Natural and human Impact – at a range of scales (case studies) Mitigation – Individual, local, national and international.	<b>Region of the UK and comparison to a region in North or South America</b> Fantastic Forests – Why are they so important? Vegetation, biomes, forest types. Focus: world maps of different types, biomes and different types of forests, rainforests with case study of South America. Local fieldwork opportunity in local woodlands, data collection and presentation tasks. Ordnance survey/GIS locational work	<b>Global links and locations</b> Where has my food come from? Origins of key foods. Focus: trade links, natural resources, fieldwork, thematic maps, industry, farming, employment. Possible link to local fieldwork to conduct survey/questionnaire and impact evaluation. Ordnance survey map link
			<b>Region of the UK and comparison to a region in North or South America</b> Destination Sao Paulo! What do places have in common? Comparing a region in South America with a region in the UK. Focus: Human and physical features, village/cities/lifestyle. Comparative writing focus
<b>Geographical skills and fieldwork – on going across the year</b>			
<b>D.T.</b>	<b>Materials/Structure</b> Design, make and evaluate a Tudor house.	<b>Textiles</b> Design, make and evaluate a traditional Punch and Judy puppet.	Farmvention- Whole School DT Project  <b>Cooking and nutrition</b> Mexican food Local Food
<b>Art and Design</b>	<b>Form (3D work, clay, dough, boxes, wire, paper sculpture) Pattern ( paint, pencil, textiles, clay, printing)</b> <u>Tudors</u> Ideas: Plan and develop ideas using 3D work based around the Tudors. Discuss and evaluate own work and that of other sculptures	<b>Texture (textiles, clay, sand, plaster, stone) Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</b> <u>Victorian Life</u> Ideas: Work collaboratively on a large scale project about the Victorians. Express your feeling through your art technique.	<b>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</b>  <b>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</b>
	<b>Create sketchbooks to record observations</b>		
<b>Music</b>	<b>Charanga-</b> Livin' on a Prayer	<b>Charanga-</b> Make you feel my love	<b>Charanga-</b> Dancing in the Street
	<b>Charanga-</b> Classroom Jazz 1 <i>Christmas Production</i>	<b>Charanga-</b> Fresh Prince of Bel Air	<b>End of Year Production</b>
	<i>Music Express- Signing sheets with Mrs Owen linked to topic work.</i>		

<b>MFL</b>	<p><b>Unit 14 – Je suis le musicien (Easy MFL)</b> Label musical instruments. Say what instruments you play. Understand and translate texts.</p> <p><b>Unit 15 – Quel heure est-il? (Easy MFL)</b> Revise counting to 60. Tell the time to o'clock. Understand grammatical structure of telling time (digital and analogue)</p>	<p><b>Unit 18 – Les quatre saisons (Easy MFL)</b> Revise months of the year. Label seasons. Describe weather in different seasons. Label colours and talk about association with seasons. Revise sports and activities.</p> <p><b>Unit 21 – Le passé et le present (Easy MFL)</b> Label places in town. Use present and past tense. Understand and say years.</p>	<p><b>Unit 23 – Chez le médecin (Easy MFL)</b> Revise body parts. Use singular and plural articles with gender. Conjugate 'avoir' in present tense. Hold a conversation by asking and answering questions.</p> <p><b>Unit 22 – Les vacances (Easy MFL)</b> Label countries. Describe weather in different countries. Say what activities you like to do. Conjugate 'aller' in present tense.</p>
<b>P.E.</b>	<p><b>Swimming &amp; Games</b> Pairs Play (CT)</p> <p><b>Swimming &amp; Gymnastics</b> Group Dynamics (CT)</p>	<p><b>Dance &amp; Games</b> Invasion (CT) High 5 Netball (SSSP)</p> <p><b>Gymnastics &amp; Athletics</b> EDS KS2 Unit 6 Tasks 1 &amp; 2 Improving Athletes (CT)</p>	<p><b>OAA &amp; Dance</b> Beat The Clock (EDS) Propped Up (CT)</p> <p><b>Athletics &amp; OAA</b> Athletics (SSSP) Crystal Star Challenge (CT)</p>
<b>R.E.</b>	<p><b>Why is Moses important to Jewish people?</b></p> <p><b>Why do Jewish people go to the synagogue?</b></p> <p><b>Christmas Unit:</b> <b>What are the themes of Christmas?</b></p>	<p><b>What do Christians believe about God?</b></p> <p><b>Easter Unit:</b> <b>Why is the Last Supper so important to Christians?</b></p>	<p><b>How are Jewish beliefs expressed in the home?</b></p> <p><b>Why do people use rituals today?</b></p>
<p><b>Statutory subject in all year groups</b> <b>Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools</b></p>			