



Evenwood C of E Primary School
Year 5 and 6 Curriculum Map – Year A



		Autumn	Spring	Summer
Reading	Word reading	NC Appendix 1 (NC P35)		
	Comprehension	Texts include: a wide range of fiction (myths/legends, traditional tails, poetry and plays). Non-fiction texts and reference books (NC p35/36). The class book for Autumn 1 is Who let the Gods out?		
Writing	Transcription	Spelling programme (NC Appendix 1)		
	Composition	Composition Writing: Narrative and non-narrative (NC P39)		
	VGP	NC Appendix 2		
Speaking and Listening	12 Statutory statements (NC P17)			
Maths	Place Value and Number, Addition and Subtraction, Multiplication and Division, Fractions, Geometry: properties of shapes, Mass, Volume and Capacity, Statistics			
Science	Working Scientifically - throughout the year.			
		Year 5 - Properties and changes of materials Year 5 - Animals including humans Year 5 - Living Things and their habitats	Year 6 - Animals including humans Year 6 - Evolution and inheritance	Year 6 - Electricity Working scientifically - Space
Computing	Online Safety and Digital Literacy		Online Safety and Digital Literacy	
	<ul style="list-style-type: none"> · Discuss how to reduce the risks posed by using Social Media by managing their friends lists and privacy settings. · Be able to maintain a healthy balance of online and offline activities and know that some activities may affect their emotional wellbeing. · Discuss how to report concerns online. · Effectively use a search engine to find multiple criteria using AND/OR to refine searches Information Technology <ul style="list-style-type: none"> · To be able to share their work from their personal folder to work collaboratively with others. · Know how to use software to create and effective poster or leaflet. · Be able to select the best program for the task. · Independently, prepare an effective presentation to show their learning to others, which includes some elements of timing or sequence. For instance, in Keynote, PowerPoint, iMovie Computer Science <ul style="list-style-type: none"> · Use customisation to change a working program to change its effect for instance backgrounds and sprite in scratch) - Uses loops to achieve goals (Scratch-shapes, letters) · Use conditional sentences (when/then) to program objects (Kodu, Scratch, Microbit 		<ul style="list-style-type: none"> · Discuss the risks posed to them by using Social Media, including understanding that people may not be who they say they are. · Discuss that it is irresponsible to share images of friends on-line without their permission. · Discuss how to compare information from different websites and know that some sites may show bias · Know that it is illegal to post or view 'rude' images of children. Information Technology <ul style="list-style-type: none"> · Using software know how to add data into a prepared spreadsheet to answer simple questions. For instance, using Excel · Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set of numbers. Computer Science <ul style="list-style-type: none"> · Be able to explain what a program will do and accurately predict the effect of changes. · Be able to reliably modify existing algorithms and code to change the effect of the program. · Use conditional sentences using mathematical expressions when constructing conditionals e.g. trigger winning when (If loops >5 then...) 	
History	World War II		The Tudors and Stuarts	
Geography	Introduction to biomes aquatic		Marine	
D.T.	Structures - Bridges		Mechanisms-Fairground	
Art and Design	George Seurat		Andy Warhol/ Banksy	
			Life in Victorian Britain	
			Estuaries	
			Ingredients - Food / celebration	
			Pablo Picasso	

Use sketchbooks to record observations			
Music	Learn to play the recorder Teach and revise elements below: Pitch, rhythm/duration, beat, tempo, volume. Learn: Timbre/sonority, texture. Revise note names and rests, treble clef, bar, bar lines, time signature.	Learn to play the recorder Controlling the sound through technique. Playing and performing as an ensemble.	Learn to play the recorder Graphic Score - Rhythm work - The Good, the Bad and the Ugly (1st 10 bars): listen and compare 3 different recordings, then - groups perform the 3 different strands (drums, ARGH! and Wah) as in the original soundtrack. Discuss the use of music and how this was appropriate for use for a film score.
P.E.			
RSHE	<p>Health and wellbeing - What makes up our identity? Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes - PoS refs: H25, H26, H27, R32, L9</p> <p>Living in the wider world - What decisions can people make with money? Money; making decisions; spending and saving - PoS refs: R34, L17, L18, L20, L21, L22, L24</p>	<p>Health and wellbeing - How can we help in an accident or emergency? Basic first aid, accidents, dealing with emergencies - PoS refs: H43, H44</p> <p>Relationships - How can friends communicate Safely? Friendships; relationships; becoming independent; online safety - PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<p>Health and wellbeing - How can drugs common to everyday life affect health? Drugs, alcohol and tobacco; healthy habits - PoS refs: H1, H3, H4, H46, H47, H48, H50</p> <p>Living in the wider world - What jobs would we like? Careers; aspirations; role models; the future - PoS refs: L26, L27, L28, L29, L30, L31, L32</p>
R.E.			
MFL	<p>To remember key language of the classroom and basic greetings</p> <p>To revise numbers 1-10 and days of the week</p> <p>To learn numbers 11 - 31"</p> <p>To consolidate numbers 1-31</p> <p>To learn the months of the year"</p> <p>To ask and answer 'What date is it today?'</p> <p>To learn the names of the seasons</p> <p>To join in with a Spanish song"</p> <p>To learn how to ask for and say your birthday</p> <p>To sing Happy Birthday in Spanish"</p> <p>To listen and follow a video clip with unfamiliar vocabulary</p> <p>To learn some typical exclamations in Spanish</p> <p>To use language of days, dates, and celebrations to make a birthday party invitation</p> <p>To learn about a typical celebratory custom from Mexico</p> <p>To learn new Christmas vocabulary</p> <p>To learn a Christmas song</p>	<p>To learn the words for key shapes</p> <p>To combine colour and other adjectives with shapes</p> <p>To learn how to describe where things are in a picture</p> <p>To use the language to describe pictures</p> <p>To create own picture and description</p> <p>To learn the nouns for parts of the face</p> <p>To combine adjectives and nouns to describe faces</p> <p>To use the language to describe faces</p> <p>To learn the nouns for parts of the body</p> <p>To design and describe a monster picture</p>	<p>To learn nouns for family members</p> <p>To use the alphabet to spell names</p> <p>To learn the alphabet</p> <p>To ask and answer 'Do you have?'</p> <p>'What is s/he called?' and 'How do you spell that?'</p> <p>To learn adjectives for describing hair & eyes</p> <p>To use language for describing hair & eyes</p> <p>To use language to describe his/her hair and eyes</p> <p>To use language to describe his/her hair and eyes</p> <p>To listen and follow the story of the Giant Turnip</p> <p>To re-tell the story with actions</p> <p>To use the language from this term to describe an invented or famous family</p> <p>To use the language from this term to describe an invented or famous family</p>