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

		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.		
		Working scientifically Year 5 – Earth and Space	Year 6 – Living Things and their habitats Year 6 - Light	Year 6- Evolution and inheritance Year 5 - Forces
Computing		**Online Safety and Digital Literacy** · 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 on-line. · Effectively use a search engine to find multiple criteria using AND/OR to refine searches **Information Technology** · 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** ·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)	**Online Safety and Digital Literacy** · 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** · 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** · 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…)	**Online Safety and Digital Literacy** · Discuss how to validate information found through searches by checking more than one source. · Discuss that some news is 'fake.' · Discuss that a balance of online and offline activities is important to maintain good health. · Discuss that hacking or misusing someone else's account is illegal. · Discuss that search results can be manipulated by sponsorship and advertising. **Information Technology** · Know how to use the main features of office software to produce suitable documents and presentations for an audience. · To create and sequence a video, add sound effects, transitions and title/subtitles.. · To be able to use two or more programmes to create a final piece of work. (eg, edit a picture before inserting into a document). · Know how to edit a picture. For instance in Paint.net **Computer Science** · Uses variables, conditional sentences (when/then), external triggers and loops to achieve set goals (creating game in Scratch, an interactive slides in Powerpoint or Keynote for instance to create an interactive story, Creating a game in Kodu with a scoring system, Creating an electronic die with a Microbit) · Be able to make an efficient program by using an effective algorithm and techniques such as loops and procedures.

History	World War I **Person:** Bradford Brothers **Event:** Killing of Franz Ferdinand	The Vikings struggle for the Kingdom of England **Person:** Ragnar Lothbrok **Event:** Raid on Lindisfarne	Ancient Mayans **Person:** Pakal the Great **Event:** Building of the Pyramids
Geography	**Introduction to biomes terrestrial** **Tundra** **Taiga -** Boreal forest - Largest biome on land with conifers (covering high latitudes of the Northern Hemisphere) **Temperate Deciduous Forest** **Chaparral** **Fieldwork**	**Grassland** – Eurasia – Steppes; South America – Pampas; South Africa – Veldts **Temperate Dessert** **Alpine** – Mountainous **Scrubland** **Savannah**	**Tropical forest** **Tropical Deciduous rainforest** **Tropical rainforest** **Fieldwork**
D.T.	**Mechanisms:** Wind Turbines	**Structures:** Bird House/Bug Hotel	**Materials:** Textiles Design and make a bag
Art and Design	Ray Lonsdale (Bradford Brothers / Tommy) George Segal	William Morris	Tom McGuinness / Norman Cornish
	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.	Tag rugby Games – Striking and Fielding Dance Gymnastics	Games – Invasion (fives and threes) End Zone Net/wall Mini tennis	Cricket OAA – Search and Rescue Athletics Faster, higher, further
RSE	**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 **Relationships - What will change as we become more independent?** Different relationships, changing and growing, adulthood, independence, moving to secondary school - PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16	**Relationships - How can friends communicate Safely?** Friendships; relationships; becoming independent; online safety - PoS refs: R1, R18, R24, R26, R29, L11, L15 **Health and wellbeing - How can we keep healthy as we grow?** Looking after ourselves; growing up; becoming independent; taking more responsibility - PoS refs: H1, H2, H3, H4, H5, H6, H7,H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10	**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 **Living the wider world - How can the media influence people?** Media literacy and digital resilience; influences and decision-making; online safety - PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23
R.E.	**Why do Jewish people go to the synagogue? Why is Moses important to Jewish people?** **What are the themes of Christmas?**	**What do Christians believe about God?** **Why is the Last Supper so important to Christians?**	**How are Jewish beliefs expressed in the home?** **Why do people use rituals today?**

MFL			
	To remember key language of the classroom and basic greetings To revise numbers 1-10 and days of the week To learn numbers 11 - 31" To consolidate numbers 1-31 To learn the months of the year" To ask and answer 'What date is it today?' To learn the names of the seasons To join in with a Spanish song" To learn how to ask for and say your birthday To sing Happy Birthday in Spanish" To listen and follow a video clip with unfamiliar vocabulary To learn some typical exclamations in Spanish To use language of days, dates, and celebrations to make a birthday party invitation To learn about a typical celebratory custom from Mexico To learn new Christmas vocabulary To learn a Christmas song	To learn the words for key shapes To combine colour and other adjectives with shapes To learn how to describe where things are in a picture To use the language to describe pictures To create own picture and description To learn the nouns for parts of the face To combine adjectives and nouns to describe faces To use the language to describe faces To learn the nouns for parts of the body To design and describe a monster picture	To learn nouns for family members To use the alphabet to spell names To learn the alphabet To ask and answer 'Do you have?' 'What is s/he called?' and 'How do you spell that?' To learn adjectives for describing hair & eyes To use language for describing hair & eyes To use language to describe his/her hair and eyes To use language to describe his/her hair and eyes To listen and follow the story of the Giant Turnip To re-tell the story with actions To use the language from this term to describe an invented or famous family To use the language from this term to describe an invented or famous family