

Year A: Y5/6 Curriculum Map

Science

Forces

I know that objects fall towards Earth because of a force called gravity.
I know the effects of air resistance, water resistance and friction on moving surfaces. I know that some mechanisms allow a smaller force to have a greater effect.

Earth & space

I know the movement of the planets relative to the sun.
I know the movement of the moon relative to the Earth.
I know the Sun, Earth and Moon. Are approximately spherical bodies
I know that the Earth's rotation explains day and night and the movement of the sun across the sky.

Working Scientifically:

Talk about how scientific ideas have developed over time
Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why
Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment
Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact
Make their own decisions about what observations to make, what measurements to use and how long to make them for
Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.
Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Identify scientific evidence that has been used to support or refute ideas or arguments
Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results
Use their results to make predictions and identify when further observations, comparative and fair tests might be needed

Computing

Unit 5.1- Coding
Unit 5.2 Online safety

French

Revision of numbers, alphabet, greetings; animals; family; classroom objects

PSHE

Me and my relationships
Me and my future

Design Technology

I can cut materials with precision and refine the finish with appropriate tools such as sandpaper
I can show understanding of qualities of materials to choose appropriate tools

Maths

Place Value

Four Operations: Addition, Subtraction, Multiplication, Division

Fractions

Geography

Map and grid references

I can use a key to describe features on an Ordnance Survey map.
I can use the eight compass points to describe routes on a map.
I can use four or six-figure grid references to locate places on a map. I can plan a journey using the eight compass points and four or six-figure grid references. I can use simple sketch maps that show how land is used.

RE

Key Questions: U2.1 What does it mean if Christians believe God is holy and loving?
U2.3 Why do Christians believe Jesus was the Messiah?

English

Purpose for writing:

To **discuss** a character within a text.
To **entertain** through an extended narrative.
To **inform** about a hero.
To **discuss** similarities between texts.
To **persuade** in answering a question.

Texts:

Robin of Sherwood by Michael Morpurgo

Non-Fiction Heroes

Macbeth by Shakespeare

The Many Worlds of Albie Bright by Christopher Edge

The Tale of the Three Brothers

Autumn

Topic:
HEROES

History

Crime and punishment in the UK
I can find out about what the Romans believed about crime and punishment
I can find out how the legal system worked in Anglo-Saxon Britain.
I can compare both the modern British and Roman justice system with that of the Anglo-Saxons.
I can find out about different punishment methods that were popular during the Tudor period.
I can understand the experiences of Victorian prisoners.
I can reflect on what I have learnt about the history of crime and punishment in Britain.
I can compare modern methods of crime prevention and detection with what existed in the past.

PE

Create Unit 1: Net and Wall
Create Unit 2: Invasion Games

Music

I can sing and use instruments expressively
I can confidently sing part songs and canons with control, expression, phrasing and dynamics
I can play percussion instruments with an understanding of pitch 2,3 and 4 metre and syncopated rhythms
I can accurately maintain an independent part within a group both instrumental and vocal performance
I can read and play at least 5 notes on an instrument with greater accuracy and independence
I can perform with control, dynamics and awareness of others
I can listen to and appraise music
I can identify different ensemble combinations and instruments heard within the ensemble (ostinato, melody)
I can describe and give opinions of the music heard with confident use of extended range of musical terminology
I can listen to music of differing genres e.g. jazz, classical, blues and compare and contrast the different styles
I can discuss ways to improve the composition of others using musical dimensions as a guide.

Art

Focus Outcome: Own landscape piece
Artist: Matisse and van Gogh

I can use a variety of dry media to make different lines, patterns and shapes within a drawing
I can experiment with wet media to make different lines, patterns, textures and shapes
I can use different techniques such as shading and hatching
I can start to develop my own style
I can begin to use simple perspective in work using a single focal point and horizon
I can begin to develop an awareness of composition, scale and proportion. Eg. Foreground, middle ground and back ground