Curriculum Framework Overview Year 5&6 2021-2022

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|  | AUTUMN TERM 1 | | | AUTUMN TERM 2 | | | SPRING TERM 1 | | | SPRING TERM 2 | | | SUMMER TERM 1 | | | | SUMMER TERM 2 | |
|  | 8 weeks | | | 7 weeks | | | 5 weeks | | | 5 weeks | | | 6 weeks | | | | 7 weeks | |
| RE  Come and See | OURSELVES  Who am I? | LIFE CHOICES  Is commitments important? | | | Judaism | HOPE  What does it mean to live in hope? | MISSION  Do we all have a mission in life? | MEMORIAL SACRIFICE  Why do we need memories? | | | | SACRIFICE  Why do we need to make sacrifices? | TRANSFORMATION  How can energy transform? | Other  Faiths  Sikhism | FREEDOM AND RESPONSIBILITY  How do rules bring freedom? | | | STEWARDSHIP  Can I be a steward of creation? |
| Class Theme | **Climate change**  What impact is climate change having on our world? | | **What can I find?**  Space - Exploration from Aristotle to Elon Musk | | | | **How do we use water?**  Extreme waters around the world | | | **People of our time**  How has society changed because of these people?  (inventions, people) | | | **This land is our land - animal focus**  Rainforests and jungles | | | | **Local geography/history study**  Recent developments and European migration | |
| English | Poetry  Balanced arguments | | Biography  Non-fiction  Myths and legends | | | | Poetry (descriptive figurative)  Information text  Recounts | | | Drama  Debate and arguments  Stories from other cultures | | | Classic fiction  Instructions  Sonnets | | | | Explanation writing  Narrative  Fairy tales | |
| Quality Texts | **Poems to save the world with** | | **Endurance** | | | | **Journey to river sea** | | | **Journey to J’Burg**  **Migrants**  **The undefeated** | | | **The Jungle Book** | | | | **The Bread Winner**  **Welcome to nowhere** | |
| Maths | Number to 1,000,000  Whole numbers addition and subtraction | | Multiplication and division  Fractions  Roman numerals | | | | Word problems  Graphs | | | Adding and subtracting decimals  percentages | | | Geometry  Position and movement | | | | Measurement, area and perimeter  Volume | |
| Science | Evolution and inheritance | | Earth and space | | | | Forces | | | Animals including humans | | | Animals, including humans | | | | Light | |
| Computing | Selection in quizzes (Yr6) | | Vector drawings | | | | Web page creations (Yr6) | | | Video editing | | | Flat file databases | | | | Programming 2 | |
| Geography | Give geographical characteristics of a location  Analyse aerial maps and topological maps | | Identify features of countries around the world including physical - hills, mountains, rivers and land use patterns | | | | Describe physical geography including climate zones, biomes, river, mountains and water cycle | | | Collect and analyse statistics and other information in order to draw conclusions about a location | | | Name and locate countries, identify main physical and human characteristics | | | | Fieldwork to observe, measure and record  Compass points and grid references | |
| History | Seek out and analyse evidence in order to justify claims about the past. | | Identify periods of rapid change in history and contract with times of little change | | | | Use sources of information to form testable hypothesis about the past | | | Describe characteristics of the past including beliefs, attitudes and experiences of men, women and children | | | Social, ethnic and cultural diversity of the past  Understanding of a social context of the past | | | | Identify change in the locality of the school | |
| Art | Depict movement, perspective, shadows and reflection using different materials to enhance ideas | | Use the qualities of acrylic and watercolour paints building up layers of colour | | | | Mix textures (rough and smooth, plain and patterned) Use brush techniques and qualities of paint to create texture based on observations of the natural world. | | Show like qualities and real life proportions. (Portrait) | | | | Use ceramic mosaic materials and techniques, combing colours and tones to enhance the mood of a piece. | | | | Use frameworks such as wire and moulds to provide stability and form, showing precision in techniques. | |
| Design & Technology | Research existing materials to inform the design of their own product  Create prototypes to show their ideas | | | | | | Make careful and precise measurements so that joins, holes and openings are in the exact place. | | | | | | Understand how to use more complex mechanical and electrical systems  Apply understanding of computing to program, monitor and control | | | | | |
| Music | Samba | | | Samba Access | | | Ostinato and Rounds  Viennese Musical Clock - Kodaly | | | | Ukulele – Melody | | Minimalism – ICT  Creating loops, sequencing | | | Film Music  John Williams and Hans Zimmer | | |
| Physical Education | Games  Swimming Yr5 | | | Gymnastics | | | Dance | | | |  | | Athletics | | | | Games | |
| PSHE |  | | | | | |  | | | | | |  | | | | | |
| SMSC Links | British values | | | Democracy | | | Rule of Law | | | Individual Liberty | | | Tolerance of beliefs and faiths | | | | Recap | |
| MFL | Welcome to our school | | | My local area, your local area | | | Family tree and faces | | | Body parts/carnival celebration | | | Feeling unwell/jungle animals | | | | Summer time | |
| Extra-Curricular | PGL (Yr6) | | | Space Centre Leicester | | | Anglian Water visit | | | Houses of Parliament | | | Rainforest visit | | | | Deene Park House | |