

**Sheering School Curriculum Map Cycle A**

**Class: Quickbury Year Group 5/6**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Main Theme	Why should the rainforests matter to all of us?		Who were the Anglo-Saxons?	Were the Vikings always victorious and vicious?	How could Hitler have convinced a nation like Germany to follow him to war?	
English Hamilton Trust	<b>Fiction</b> Stories on a Theme: Difference  <b>Poetry</b> Poems on a Theme: Hope	<b>Fiction</b> Adventure Stories: The Girl Who Stole an Elephant  <b>Non-Fiction</b> Biographies: The Undeclared	<b>Non-Fiction</b> Persuasive Writing: Advertising and Influencing  <b>Fiction</b> Short Stories: African Stories	<b>Non-Fiction</b> Reports: Re-wilding  <b>Poetry</b> Poems on a Theme: Science	<b>Fiction</b> Graphic Novels: When Stars Are Scattered  <b>Non-Fiction</b> Information Texts: Kings and Queens	<b>Fiction</b> Adventure Stories: The Explorer  <b>Poetry</b> Classic Poems: Selected by Michael Rosen
Spoken Language	<b>Following Instructions</b> Yr 5 & 6- To follow complex directions/multi-step instructions without the need for repetition.	<b>Asking &amp; Answering Questions</b> Yr 5- To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.  Yr 6- To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations	<b>Drama, Performance &amp; Confidence</b> Yr 5- To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character  Yr 6-To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication.	<b>Vocabulary Building &amp; Standard English</b>  Yr 5- To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.  Yr 6- To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose. To speak audibly, fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To confidently explain the meaning of words and offer alternative synonyms.	<b>Speaking for a Range of Purposes</b> Yr5- To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.  Yr 6- To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus	<b>Participating in Discussion</b> Yr 5- To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and wholeclass conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions  Yr 6-To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.
	<b>Listening Skills- ongoing</b> To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group (Yr 5) To make improvements based on constructive feedback on their listening skills (Yr 6)					
Maths WhiteRose	<b>Number</b> Yr5&6- Place Value  <b>Number</b> Yr6- Four Operations Yr5- Addition and subtraction	<b>Number</b> Yr5- Multiplication and division Yr5&6- Fractions A Yr6- Fractions B  <b>Measurement</b> Yr6- Converting units	<b>Number</b> Yr5- Multiplication and division Yr6- Ratio Yr5- Fractions B Yr6- Algebra Yr6- Decimals	<b>Number</b> Yr5- Decimals and percentages Yr6- Fractions, decimals and percentages  <b>Measurement</b> Yr5- Perimeter and area Yr6- Area, perimeter and volume  <b>Statistics</b> Yr5&6	<b>Geometry</b> Yr5&6- Shape  <b>Geometry</b> Yr5&6- Position and Direction  Yr6- <b>SATS</b>	<b>Themed projects, consolidation and problem solving</b> Yr6  <b>Number</b> Yr5- Decimals Yr5- Negative numbers  <b>Measurement</b> Yr5- Converting units Yr5- Volume
Science	<b>Do all animals start life as an egg and how different will you be when you are as old as your grandparents?</b>		<b>Could you be the next CSI investigator?</b>		<b>Does everything that goes up always come down?</b>	
	<ul style="list-style-type: none"> <li>Know the life cycle of different living things- mammal, amphibian, insect and bird</li> <li>Know the differences between different life cycles</li> <li>Know the process of reproduction in plants</li> <li>Know the process of reproduction in animals</li> </ul>	<ul style="list-style-type: none"> <li>Know the life cycle of different living things- mammal, amphibian, insect and bird</li> <li>Know the differences between different life cycles</li> <li>Know the process of reproduction in plants</li> <li>Know the process of reproduction in animals</li> </ul>	<ul style="list-style-type: none"> <li>Compare and group materials based on their properties (harness, solubility, transparency, conductivity- electrical and thermal) and response to magnets</li> <li>Know and explain how a material dissolves to form a solution</li> <li>Know and show how to recover a substance from a solution</li> <li>Know and demonstrate how some materials can be separated (through filtering, sieving and evaporating)</li> <li>Know and demonstrate that some changes are reversible and some are not</li> <li>Know how some changes result in the formation of a new material and that this is usually irreversible</li> </ul>		<ul style="list-style-type: none"> <li>Know what gravity is and its impact on our lives</li> <li>Identify and know the effect of air resistance</li> <li>Identify and know the effect of water resistance</li> <li>Identify and know the effect of friction</li> </ul>	
					<b>How can you light up your life?</b> <ul style="list-style-type: none"> <li>Know how light travels</li> <li>Know and demonstrate how we see objects</li> <li>Know why shadows have the same shape as the object that casts them</li> <li>Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</li> </ul>	

		<ul style="list-style-type: none"> <li>Create a timeline to indicate stages of growth in humans</li> </ul>			<ul style="list-style-type: none"> <li>Explain how levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>	
History			<b>Who were the Anglo-Saxons?</b> <ul style="list-style-type: none"> <li>Know how Britain changed between the end of the Roman occupation and 1066</li> <li>Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>Use a timeline to show when the Anglo-Saxons were in England</li> </ul>	<b>Were the Vikings always victorious and vicious?</b> <ul style="list-style-type: none"> <li>Know where the Vikings originated from and show this on a map</li> <li>Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>Know why the Vikings frequently won battles with the Anglo-Saxons</li> </ul>	<b>How could Hitler have convinced a nation like Germany to follow him to war?</b> <ul style="list-style-type: none"> <li>Hitler's invasion of Europe and its impact on Britain</li> </ul>	
Geography	<b>Why should the rainforests matter to all of us?</b> <ul style="list-style-type: none"> <li>know what is meant by biomes and what are the features of a specific biome</li> <li>know the terms: emergent layer, canopy, understory and forest floor and be able to label them on a diagram</li> </ul>					
Design & Technology			History link- Can you work as a group to create a model Anglo-Saxon settlement?	History link- How can you create a Viking long ship from a range of materials?  History link- What did the Vikings eat and can you recreate a Viking meal?		
Art	Science link- How can you create art from the environment? (Andy Goldsworthy or Simon Watts- 3D piece of art)  Geography link- Can you create a print using the large leaves of rainforest plants as your inspiration? (repeating prints)	Science link- Through drawing and painting, can you accurately sketch yourself and your grandparent? (self-portraits focusing on proportion-maths links)	Science link- Using finger paints as well as hand and footprints, can you create an interesting piece of art work that has interesting design features? (consider the work of Salvador Dali)  History link- What was Anglo-Saxon art and culture like? (Use clay to recreate some of the well-known Anglo-Saxon jewellery)		History link- How have different European artists captured the horror of the war? (create own piece of art based on the artists techniques)	Science link- How do your eyes work? (close observational sketches of the eyes- focus on proportion)  Science link- Can you use water colour painting to create a landscape or still life painting which shows light and shadow? (Constable and Cezanne- focus on light, tone and shadow)
Computing (Purple Mash)	Coding (6 lessons)  Coding Efficiently Unit 5.1 Lesson 1 Simulating a physical system Unit 5.1 Lesson 2 Friction and Functions UNIT 5.1 Lesson 4 Introducing Strings Unit 5.1 Lesson 5 Text variable and Concatenation Unit 5.1 Lesson 6 Use Input Unit 6.1 Lesson 5  Unit 5.3 Spreadsheets (6 lessons)		Unit 5.2 Online Safety (3 lessons) Unit 5.4 Databases (4 lessons) Unit 5.5 Game creator (5 lessons)		Unit 5.6 3D modelling (4 lessons) Unit 5.7 Concept Maps (4 lessons)	
RE Essex locally agreed syllabus	<b>Creation and science: conflicting or complementary?</b>  Christian, Humanist	<b>Is being happy the greatest purpose in life?</b>  Humanist, Christian	<b>How do beliefs shape identity for Muslims?</b>  Muslim	<b>How do Muslims make sense of the world?</b>  Muslim	<b>What can we learn from the great philosophers?</b>  Multi	Enquiry question exploring the overall concept of religion/worldviews using an experiential approach.  <b>WHOLE SCHOOL ENQUIRY</b>
Music Charanga	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay

PE	Gym Hockey	Dance Basketball	Gym Dodgeball	Dance Rugby	Gym Cricket	Orienteering SAQ
RSHE	<p><b>Friendship</b> Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence. Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices. Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable.</p>	<p><b>Sleep, rest and hygiene</b> Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so. Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be.</p> <p><b>Healthy Eating</b> Pupils can plan a healthy diet and describe the dangers of an unhealthy one.</p> <p><b>Relationships and marriage</b> Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness. Pupils can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview). (RE)</p>	<p><b>Spiritual practises</b> Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health.</p> <p><b>Screen time and screen safety</b> Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm.</p> <p><b>Antibullying</b> Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.</p>	<p><b>Alcohol, smoking and drugs</b> Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs. (Citizenship) Pupils show understanding of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break. Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines). Pupils can talk about the organisations that can support people around alcohol, tobacco or other drug use; know people they can talk to if they have concerns.</p>	<p><b>Families</b> Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice.</p> <p><b>Anti-bullying</b> Pupils can explain what stereotyping is and how bullying can be damaging for someone.</p>	<p><b>Mental health, wellbeing and emotional literacy</b> Pupils can understand that keeping healthy physically and spiritually will help their mental health. Pupils can identify some of the worries and concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move.</p> <p><b>Puberty</b> Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts about the menstrual cycle, menstrual wellbeing and wet dreams. (Science) Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction. (Science)</p> <p><b>Making good boundaries</b> Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public. Pupils can explain what a bad secret is like and how to get help.</p> <p><b>Sexual intercourse Sex and the law Gestation, pregnancy, birth and parenthood</b> (all progressions statements)</p>
	<b>RSHE ongoing statements</b>			<b>Key Theology</b>		
	<p><b>Exercise</b> Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health.</p> <p><b>Mental health, wellbeing and emotional literacy</b> Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others</p> <p><b>Anti-bullying</b> Pupils can show understanding about the different types of bullying that people can encounter.</p>			<p>Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people's regard for themselves and enjoyment of living in their bodies. Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds. Pupils can explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death. Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love. Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others. Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly. Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness reconciliation and peace. Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.</p>		
MFL- Spanish (Lightbulb languages)	<b>Unit 7 - En el parque de animals</b> Animals; numbers to 39		<b>Unit 8 - ¿A qué fecha estamos?</b> Days, months and dates.	<b>Unit 9 - ¿Tienes hambre?</b> <b>Food, likes and dislikes</b>		<b>Unit 10 - ¿Qué tiempo hace?</b> Weather
Suggested Visits	Zoo					