

Sheering School Curriculum Map Cycle B

Class: Quickbury Year Group 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
English	Street Child – Berlie Doherty Descriptive Writing – Dialogue Focus Diary Entry Character Description Non-Chronology Reports	Street Child – Berlie Doherty Biography Comparing Characters Balanced Arguments Jabberwocky – Lewis Carroll Poetry	Shackleton’s Journey Setting Description Non-Chronological Report Diary Writing	Shackleton’s Journey Newspaper Article Writing an Advert The Ridge Setting Description Narrative	The Chocolate Tree Traditional Tale The Rain Player Setting Description Diary Entry Instructions Character Descriptions Poetry	The Curse of the Maya Flash Fiction Setting Description Adventure Narrative Non Chronological Reports	
Spoken Language (Skills ongoing throughout the year) Conscious Alley Hot Seating Performing Poetry	Listening Skills	Following Instructions	Asking & Answering Questions	Drama, Performance & Confidence	Vocabulary Building & Standard English	Speaking for a Range of Purposes	Participating in Discussion
	Year 5 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.	Year 5 To follow complex directions/multi-step instructions without the need for repetition.	Year 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.	Year 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	Year 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.	Year 5 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.	Year 5 To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole class 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
	Year 6 To make improvements based on constructive feedback on their listening skills.	Year 6 To follow complex directions/multi-step instructions without the need for repetition.	Year 6 To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations	Year 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.	Year 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.	Year 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.	Year 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.
Maths	Place Value Addition and Subtraction Multiplication and Division A	Fractions A Multiplication and Division B	Multiplication and Division B continued Fractions B Decimals A	Area, Perimeter and Volume Decimals B Fractions, Decimals and Percentages	Ratio Algebra Shape	Position and Direction Statistics Converting Units	
Science	Animals including humans (The Circulatory System)	Electricity	Living things and their habitats – Classifying Animals	Evolution and inheritance	Earth and space		
History	Victorians				Mayans		

Geography			North America (Mountains and coasts)			Journeys and trade			
Design & Technology			Cooking and nutrition • plan and cook a healthy meal on a budget for guests		Civil engineering - collaborative project • A bridge (made from limited materials)				
Art	Victorians • Drawing (<i>landscapes LS Lowry</i>). • Painting (<i>William Morris painting on fabrics</i>).		Eco-Warriors • Printing (<i>carbon printing, mono-printing, trace-printing</i>) • Collage (<i>World</i>)		Mayans • 3D Modelling (<i>totem pole</i>) • Textiles (<i>Clothing – stitching buttons. Weaving wool</i>).				
Computing (Teach Computing)	Strand: Computing systems and networks Unit: Communication and collaboration (Cross-curricular opportunity – RSHE)	Strand: Creating media Unit: Video production	Strand: Programming Unit: Selection in physical computing (Cross-curricular opportunity – Science, Electricity)	Strand: Data and information Unit: Introduction to spreadsheets	Strand: Creating media Unit: Webpage creation (Cross-curricular opportunity – English Composition)	Strand: Programming Unit: Variables in games			
RE Essex locally agreed syllabus	How and why does religion bring peace and conflict? (H&S) - Multi	How do Buddhists explain the suffering in the world? (Th) - Buddhist	What does it mean to be human? Is being happy the greatest purpose in life? (Ph) - Christian, Humanist	Creation or science: conflicting or complementary? (Th) - Christian, Humanist	How do beliefs shape identity for Muslims? (H&S) Muslim				
Music Charanga	Music and Technology	Sing and Play in Different Styles	Creative Composition	Enjoying Musical Styles	Improvising with Confidence	Battle of the Bands!			
PE	OAA Gymnastics	Dance Invasion Games	Circuit Training Invasion Games: Basketball	Gymnastics Net Wall Games: Volleyball	Dance Striking and Fielding Games	Athletics Leadership in PE			
MFL- Spanish (Rachel Hawkes)	Unit 1 – Describing me and others	Unit 2 – Saying what I and other have	Unit 3 - Revision/ Assessment	Unit 4 – Saying what I and others do	Unit 5 – Saying where you're going and what there is there	Unit 6 – Revision and assessment	Unit 7 – Saying what I and others do – cities and festivals	Unit 8 – Expressing likes and actions	Unit 9 – Revision/Assessment
RSHE	Friendship 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.	Sleep, rest and hygiene 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. Healthy Eating Pupils can plan a healthy diet and describe the dangers of an unhealthy one. Relationships and marriage 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)	Spiritual practises Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health. Screen time and screen safety Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm. Anti-bullying Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.	Alcohol, smoking and drugs 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.	Families 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. Anti-bullying Pupils can explain what stereotyping is and how bullying can be damaging for someone.	Mental health, wellbeing and emotional literacy 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. Puberty 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) Making good boundaries 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. Sexual intercourse Sex and the law			

						Gestation, pregnancy, birth and parenthood (all progressions statements)
	RSHE ongoing statements			Key Theology		
	<p>Exercise Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health.</p> <p>Mental health, wellbeing and emotional literacy 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>Anti-bullying 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly.</p> <p>Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness reconciliation and peace.</p> <p>Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community.</p> <p>They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.</p>		
Suggested Visits				Recycling Centre	British Museum	Natural History Museum