

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	<b>Street Child – Berlie Doherty</b> Descriptive Writing – Dialogue Focus Diary Entry Character Description Non-Chronology Reports	<b>Street Child – Berlie Doherty</b> Biography Persuasive Letter Balanced Arguments <b>Jabberwocky – Lewis Carroll</b> Poetry	<b>Shackleton’s Journey</b> Setting Description Non-Chronological Report Diary Writing	<b>Shackleton’s Journey</b> Newspaper Article Writing a survival guide <b>Wing</b> Dialogue Focus	<b>The Chocolate Tree</b> Traditional Tale <b>The Rain Player</b> Setting Description Diary Entry Instructions Character Descriptions Poetry	<b>The Curse of the Maya</b> Flash Fiction Setting Description Adventure Narrative Non Chronological Reports	
Spoken Language (Skills ongoing throughout the year)  Conscious Alley Hot Seating Performing Poetry	<b>Listening Skills</b>	<b>Following Instructions</b>	<b>Asking &amp; Answering Questions</b>	<b>Drama, Performance &amp; Confidence</b>	<b>Vocabulary Building &amp; Standard English</b>	<b>Speaking for a Range of Purposes</b>	<b>Participating in Discussion</b>
	<b>Year 5</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.	<b>Year 5</b> To follow complex directions/multi-step instructions without the need for repetition.	<b>Year 5</b> To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.	<b>Year 5</b> 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	<b>Year 5</b> 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.	<b>Year 5</b> 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.	<b>Year 5</b> 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
	<b>Year 6</b> To make improvements based on constructive feedback on their listening skills.	<b>Year 6</b> To follow complex directions/multi-step instructions without the need for repetition.	<b>Year 6</b> To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations	<b>Year 6</b> 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>Year 6</b> 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>Year 6</b> 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>Year 6</b> 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		

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Geography			North America (Mountains and coasts)			Journeys and trade			
Design & Technology			<b>Cooking and nutrition</b> • Plan and cook a healthy meal on a budget for guests		<b>Civil engineering - collaborative project</b> • A bridge (made from limited materials)				
Art	<b>Victorians</b> • Drawing ( <i>landscapes LS Lowry</i> ). • Painting ( <i>William Morris painting on fabrics</i> ).		<b>Eco-Warriors</b> • Printing ( <i>carbon printing, mono-printing, trace-printing</i> ) • Collage ( <i>World</i> )		<b>Mayans</b> • 3D Modelling ( <i>totem pole</i> ) • Textiles ( <i>Clothing – stitching buttons. Weaving wool</i> ).				
Computing (Teach Computing)	<b>Strand:</b> Computing systems and networks <b>Unit:</b> Communication and collaboration  (Cross-curricular opportunity – RSHE)	<b>Strand:</b> Creating media <b>Unit:</b> Video production	<b>Strand:</b> Programming <b>Unit:</b> Selection in physical computing  (Cross-curricular opportunity – Science, Electricity)	<b>Strand:</b> Data and information <b>Unit:</b> Introduction to spreadsheets	<b>Strand:</b> Creating media <b>Unit:</b> Webpage creation  (Cross-curricular opportunity – English Composition)	<b>Strand:</b> Programming <b>Unit:</b> Variables in games			
RE Essex locally agreed syllabus	How and why does religion bring peace and conflict?	How do Buddhists explain the suffering in the world?	What does it mean to be human? Is being happy the greatest purpose in life?	Creation or science: conflicting or complementary?	How do beliefs shape identity for Muslims?				
	(H&S) - Multi	(Th) - Buddhist	(Ph) - Christian, Humanist	(Th) - Christian, Humanist	(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	Dance	Circuit Training	Gymnastics	Dance	Athletics			
	Gymnastics	Invasion Games	Invasion Games: Basketball	Net Wall Games: Volleyball	Striking and Fielding Games	Leadership in PE			
MFL- Spanish (Rachel Hawkes)	<b>Unit 1</b> – Describing me and others	<b>Unit 2</b> – Saying what I and other have	<b>Unit 3</b> - Revision/ Assessment	<b>Unit 4</b> – Saying what I and others do	<b>Unit 5</b> – Saying where you're going and what there is there	<b>Unit 6</b> – Revision and assessment	<b>Unit 7</b> – Saying what I and others do – cities and festivals	<b>Unit 8</b> – Expressing likes and actions	<b>Unit 9</b> – Revision/Assessment
PSHE & RSE	<b>VIPS. Relationships</b>	<b>Safety First Health and Wellbeing</b>	<b>One World Living in the wider world</b>	<b>Digital Wellbeing Relationships</b>	<b>Money Matters Living in the Wider World</b>	<b>Growing up Relationships Year 6 only: Sexual intercourse Sex and the law Gestation, pregnancy, birth and parenthood</b>			
Suggested Visits				Recycling Centre	British Museum	Natural History Museum			