

Year 5 and 6 Road Map 2024 to 2026

This gives an outline of the curriculum. It is subject to change based on the emerging needs of the children. (For maths see the separate maths road map)

	Cycle A			Cycle B		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
	How did the Maya civilisation compare to the Anglo Saxons?	What did the Tudors do for us?	What can our locality teach us?	How has history influenced modern Britain?	How is our World varied and diverse?	Is it ever right to fight?
English	<p>Narrative: A scene designed to create mood, atmosphere and tension through setting and character An imagined scene, using a well-loved story as inspiration</p> <p>Non-Fiction: A persuasive speech based on a 'pet peeve' to banish to 'Room 101'</p> <p>Reading: Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p>Spelling and Grammar: curriculum spelling rules and patterns will be taught weekly alongside grammar skills.</p>	<p>Narrative: A narrative based on the themes and structure of a traditional tale A detailed scene incorporating dialogue to convey character</p> <p>Non-Fiction: A formal report detailing information about an invented creature A balanced argument about a chosen, well-understood subject or topic A biography of a well-known person in current culture or history</p> <p>Reading: Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p>Spelling and Grammar: curriculum spelling rules and patterns will be taught weekly alongside grammar skills.</p>	<p>Narrative: A narrative based on Shakespearean themes A narrative focusing on development of character, setting and plot</p> <p>Non-Fiction: An advocacy campaign based in the UN Rights of the Child A blog to discuss the experiences of school life</p> <p>Poetry: A range of poems to entertain and persuade the reader to act on a topic concerning climate change</p> <p>Reading: Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p>Spelling and Grammar: curriculum spelling rules and patterns will be taught weekly alongside grammar skills.</p>	<p>Narrative: A narrative focusing on story beginnings and endings that feel cyclical A setting description, focusing on use of vocabulary to create mood</p> <p>Non-Fiction: Non-Chronological Report: An information report about an imagined mythical or magical creature A biography of a chosen important figure in history and science</p> <p>Poetry: A cinquain focusing on use of meter and precise word choice</p> <p>Reading: Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p>Spelling and Grammar: curriculum spelling rules and patterns will be taught weekly alongside grammar skills.</p>	<p>Narrative: A narrative focused on the use of mystery and suspense</p> <p>Non-Fiction: An information report based on an imagined place A persuasive letter focused on the use of varying formality</p> <p>Poetry: A rap based on experiences of school life and focusing on the use of assonance</p> <p>Reading: Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p>Spelling and Grammar: curriculum spelling rules and patterns will be taught weekly alongside grammar skills.</p>	<p>Narrative: A narrative, focusing on description to build setting, atmosphere and character</p> <p>Non-Fiction: An explanation of a process An advertising campaign, designed to advertise the children's own inventions</p> <p>Poetry: Free verse based on the children's own experiences of life and school</p> <p>Reading: Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p>Spelling and Grammar: curriculum spelling rules and patterns will be taught weekly alongside grammar skills.</p>

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Science	<p>Theme: Earth and Space (Y5) Subject: Physics</p> <p>Animals including humans (Y6) Subject: Biology animals, including humans.</p>	<p>Animals including humans (Y5) Subject: Biology</p> <p>Forces (Y5) Subject: Physics</p>	<p>Electricity (Y6) Subject: Physics</p> <p>State of matter (changes in material) Y5 Subject: Chemistry</p>	<p>Light (Y6) Subject: Physics</p> <p>Recognise that light to appears to</p> <p>Properties of materials Y5 Subject: Chemistry</p>	<p>Evolution and Inheritance (Y6) Subject: Biology</p>	<p>Living things and their habitats (Y5) Subject: Biology</p> <p>Living things and their habitats (Y6) Subject: Biology</p>
History	<p>A non-European society that provides contrasts with British history:</p> <p>Mayan Civilisation AD900</p>	<p>What did the Tudors do for us?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Henry VIII Concept: continuity and change, kingship</p>	<p>Oliver Cromwell. Hero or Villain?</p> <p>A local history study.</p> <p>Oliver Cromwell</p> <p>Concept: perspectives, parliament</p>	<p>How has history influenced the modern world?</p> <p>Concept: Change, cause, significant turning point in British history</p> <p>The Atlantic Slave Trade Harriet Tubman</p>	<p>Why was the Victorian era so important for the modern age?</p> <p>2025: What does the local Census tell us about our area?</p> <p>Concept: continuity and change</p> <p>Queen Victoria</p>	<p>Is it ever right to fight?</p> <p>What was the impact of World War 2 on the people of Britain?</p> <p>Adolf Hitler</p> <p>Concept: cause and effect</p>

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Geography	<p>Why do Oceans Matter? Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this.</p>	<p>Where does our energy come from? Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources.</p>	<p>Can I carry out an independent field study? Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection.</p>	<p>Why does population change? To understand the change and distribution of the global population</p>	<p>Would you like to live in the desert? Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.</p>	<p>What is life like in the Alps? Identifying significant environmental regions on a map. Using maps Explaining why a locality has changed over time, giving examples of both physical and human features. Using longitude and latitude when referencing location in an atlas or on a globe.</p>
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Art	<p>Drawing: Making my voice heard Developing pupils' skills in using different art styles, exploring effects with tools, understanding and applying chiaroscuro, and creating symbolic and expressive drawings.</p>	<p>Painting and mixed media: Artist study Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p>	<p>Sculpture: Interactive installation Learning about installation art, including identifying and comparing art installations, exploring space and scale in 3D art, problem-solving in construction, planning installations to communicate ideas, and applying knowledge to develop and present installation art pieces effectively</p>	<p>Painting and mixed media portraits Opportunities to develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves</p>	<p>Sculpture and 3D art: making memories Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p>	<p>Drawing: I need space Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.</p>
D.T	<p>Mechanical systems: Automata toys Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements.</p>	<p>Cooking and nutrition: Developing a recipe opportunities for children to learn a simple Bolognese recipe and adapt it to improve nutritional content.</p>	<p>Electrical systems: Steady hand game Understand what is meant by fit for purpose design and form follows function. Design and develop a steady hand game using a series circuit, including housing and backboard.</p>	<p>Digital world: Navigating the world Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.</p>	<p>Cooking and nutrition: Come dine with me Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.</p>	<p>Textiles: Stuffed toys Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch.</p>

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Music	Melody and Harmony in Music How Does Music Bring Us Together?	Sing and Play in Different Styles How does Music Connect Us with Our Past?	Composing and Chords How Does Music Improve Our World?	Music and Technology How Does Music Bring Us Together?	Developing Ensemble Skills How Does Music Connect Us with Our Past?	Creative Composition How does Music Improve Our World?
R.E	<p>Theme: Belief into action KQ: How far would a Sikh go for his/her religion? Religion: Sikhism (concept of Sewa)</p> <p>Theme: Christmas KQ: Is the Christmas Story true? Religions: Christianity (concept of incarnation)</p>	<p>Theme: Beliefs and moral values KQ: Are Sikh stories important today? Religion: Sikhism (concept of Sewa)</p> <p>Theme: Easter KQ: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity</p>	<p>Theme: Prayer and Worship KQ: What is the best way for a Sikh to show commitment to God? Religion: Sikhism (concept of Sewa)</p> <p>Theme: Beliefs and Practices KQ: What is the best way for a Christian to show commitment to God? Religion: Christianity (incarnation),</p>	<p>Theme: Beliefs and Practices KQ: What is the best way for a Muslim to show commitment to God? Religion: Islam (concept of tawhid)</p> <p>Theme: Christmas KQ: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity (incarnation)</p>	<p>Theme: Beliefs and Meaning KQ: Is anything ever eternal? Religion: Christianity</p> <p>Theme: Easter KQ: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity (concept of incarnation)</p>	<p>Theme: Beliefs and Moral values KQ: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam</p> <p>KQ: How do inspirational people impact on how Humanists live today? Religion: Humanism</p> <p>Reflect and make connections between different ideas. Consider, compare and contrast. Offer ideas and clear responses.</p>

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PSHE	<p>Myself & My Relationships Beginning and Belonging Body Image Myself & My Relationships Anti-Bullying/Promoting positive relationships No Outsiders: Mixed/The Girl</p>	<p>Citizenship Working Together Economic Wellbeing Financial Capability First Aid – St John’s Bleeding No Outsiders: Kenny lives with Erica and Martina/How to heal a broken wing</p>	<p>Healthy & Safer Lifestyles Healthy Lifestyles Myself & My Relationships Friends and Family Healthy & Safer Lifestyles Drug Education Healthy & Safer Lifestyles Relationships and Sex Education No Outsiders: And Tango Makes 3/ The only way is Badger</p>	<p>Myself & My Relationships My Emotions Healthy & Safer Lifestyles E-Safety No Outsiders: Rose Blanche No Outsiders: Rose Blanche/ King of the sky</p>	<p>Citizenship Diversity and Communities Healthy & Safer Lifestyles Managing Safety & Risk First Aid – St John’s Bleeding No Outsiders: Leaf/The island</p>	<p>Citizenship Rights, Rules and Responsibilities Healthy & Safer Lifestyles Personal Safety Healthy & Safer Lifestyles Relationships and Sex Education Myself & My Relationships Managing Change No Outsiders: Introducing Teddy/ A day in the life of Marlon Bundo</p>
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MFL: French	<p>Talking about Us Recall personal information questions and answers Introduce myself Introduce another person Talk about feelings Opinions and reasons School subjects Likes and dislikes</p> <p>Time in the city Recall familiar places in town/shops nouns Places and nouns for places in a city Simple directions around town/city Buying an entrance ticket Buying an item and asking the price Numbers 0-100 and euros</p>	<p>Healthy eating and going to the market Recall nouns for fruit and vegetables Extend knowledge of fruits and vegetables Culture: explore fruits and vegetables grown in France Likes, dislikes and preferences Recall numbers 0-100 Weights and quantities At the market roleplays Recipe instructions</p> <p>Clothes Clothes nouns Verb; to wear in French. Adjectives of size and colour</p>	<p>Out of this world Personal identity nouns Questions and answers about ID Planets in French Adjectives to describe the planets Recall familiar language from range of topics to create an imaginary planet Links between languages: etymology of planet</p> <p>Going to the seaside</p> <p>Language puzzle Beach bag item nouns Sentence starters: You can + verbs as infinitives about activities at the seaside Conjunctions Opinions and reasons</p>	<p>Everyday Life Recall personal information questions and answers Revisit and extend “talk” about myself and my feelings, emotions and physical descriptions Recall and revisit 0-60 Question to ask the time O’clock times in French Simple daily routine sentences</p> <p>Homes and houses House and home nouns Adjectives to describe the house Prepositions of place Story: A spooky house</p>	<p>Playing and enjoying sport Sports nouns Cognates and semi cognates Likes, dislikes and preferences Opinions about sports Culture: handball in France</p> <p>Funfair and favourites Funfair ride nouns Likes, dislikes, preferences Opinions and adjectives for rides Cognates and semi-cognates Descriptions of a theme park Favourite things (with familiar language from previous topics)</p>	<p>Café culture Snacks and drinks Asking for snacks and drinks Euros and recall of numbers 0-100 Roleplay: at the café/ in the hotel Breakfast foods Asking for and understanding a simple menu an imaginary planet Culture: Café culture in France Traditional French breakfast foods</p>
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Computing	<p>Understanding what it means to 'be safe online'.</p> <p>Understanding the basics of iPad software.</p> <p>The playground app allows children to work through mazes that increase in complexity.</p> <p>Debugging.</p>	<p>Understand the basic workings of computer networks including the internet.</p> <p>Review understanding in difference between WWW and internet.</p>	<p>Using the data collected in science lessons, create Excel or Numbers spreadsheets to collate the data. Explore the use of graphs and which are appropriate to present the collated data. Conclusions to be drawn from data in science.</p>	<p><i>Using the software the iPads have on offer:</i></p> <p><i>PSHE: Creating posters for 'feelings or boredom' – Pages.</i></p> <p><i>Learning how to vary the templates.</i></p>	<p>Design your own app – using Keynote as a platform.</p> <p>Atlas App. Countries, Counties, capital cities and flags.</p>	<p><i>Coding</i></p> <p><i>Learn about drag and drop coding on Code.org.</i></p> <ul style="list-style-type: none"> • <i>Create your own game using (drag and drop programming).</i> • <i>Share the game with friends and complete peer review</i> • <i>Host a Gaming Convention for other classes</i> <p><i>Using Hopscotch to create game.</i></p>
P.E	<p>Boogie Bounce/ Healthy Lifestyles (fitness circuits)</p> <p>Games – Tag Rugby</p>	<p>Dance</p> <p>Gymnastics</p>	<p>Tennis</p> <p>Athletics</p> <p>Swimming</p>	<p>Boogie Bounce/ Healthy Lifestyles (fitness circuits)</p> <p>Handball</p>	<p>Dance – Bhangra & Disco</p> <p>Gymnastics</p>	<p>Cricket</p> <p>Athletics</p> <p>Swimming</p>