

Curriculum Overview for Years 5 & 6 – Cycle Year B: 2017-18



English		Mathematics	Science
<ul style="list-style-type: none"> Develop spoken language including: <ul style="list-style-type: none"> asking and answering relevant questions, articulating and justifying their answers build on the contributions of others role-play, performance, debate and discussion Develop reading through: <ul style="list-style-type: none"> applying knowledge of root words, prefixes and suffixes enjoying a broad range of texts, including learning poems by heart and performing them drawing inference, such as characters' feelings, thoughts and motives, and finding evidence discuss and evaluate figurative language Develop writing through: <ul style="list-style-type: none"> planning, drafting, evaluating and editing longer texts for real and imagined purposes precising longer passages building cohesion within and across paragraphs incorporating dialogue to convey character developing knowledge of grammar and punctuation including the use of formal language increasing the legibility, speed and fluency of a joined script spelling a wide range of words including those which are commonly confused, other homophones and words with silent letters 		<ul style="list-style-type: none"> Develop understanding of numbers and the number system by reading, writing and understanding the place value of numbers up to 10,000,000 Solve problems involving addition, subtraction, multiplication and division with numbers up to 4-digits Use formal methods of calculation for all four operations Recall and use multiplication and division facts for multiplication tables up to 12 x 12 Solve problems involving increasingly challenging fraction and decimals Add and subtract fractions Multiply pairs of proper fractions Solve problems involving ratio, proportion and percentages Use simple formulae and solve simple equations Calculate the area of triangles and parallelograms and the volume of cubes and cuboids Solve problems involving measures, time and money, converting between different units Illustrate and name the parts of a circle and recognise angles where they meet at a point Describe and plot position on a co-ordinate grid in all four quadrants; make simple translations Interpret and construct pie charts and line graphs Find the mean of a set of data 	<p>Throughout the year, children will be taught to develop their scientific enquiry skills through the contexts below.</p> <p>Contexts for Learning</p> <ul style="list-style-type: none"> Properties and changes of materials (Autumn 1) <ul style="list-style-type: none"> know about states of matter and how mixtures can be separated say how to recover a substance from a solution Changing sounds (Autumn 2) <ul style="list-style-type: none"> describe how the pitch and volume of a sound can be changed Living things and their habitats (Spring 1) <ul style="list-style-type: none"> describe how living things are classified into group and give reasons for classifying plants and animals based on specific characteristics Animals including humans (Spring 2) <ul style="list-style-type: none"> identify and name parts of the human circulatory system and describe their function recognise the impact of diet, exercise, drugs Earth and space (Summer 1) <ul style="list-style-type: none"> describe the movement of the Earth and planets relative to the Sun Forces (Summer 2) <ul style="list-style-type: none"> explain the effect of gravity, air resistance, water resistance and friction recognise that some mechanisms allow a small force to have a greater effect
PE	RE	PSHCE	French
<ul style="list-style-type: none"> Gymnastics: Pair & Group Work Dance: "Football" & "Why bully me?" Invasion Games: Football & Hockey Striking & fielding: Rounders & Cricket Outdoor and Adventurous Activities Athletics Swimming and Water Safety 	<ul style="list-style-type: none"> Buddhism: Stories and Symbols What does it mean to be Buddhist? Christians across the world: Vellore Is the Bible like a handbook? What do stories tell us about Hindu belief? What can we learn from shared stories? 	<ul style="list-style-type: none"> Rights, Rules and Responsibilities Anti-Bullying Sex & Relationships / Managing Change Healthy Lifestyles Financial Capability Managing Risk / Safety Contexts 	<ul style="list-style-type: none"> Songs and rhymes in French Families Food and cafés Clothing and fashion Time and weather Around the world

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Cornerstones Cross-Curricular Projects						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	<u>Gallery Rebels</u>	<u>Peasants, Princes and Pestilence</u>	<u>Alchemy Island</u>	<u>Darwin's Delights</u>	<u>Stargazers</u>	<u>Scream Machine</u>
Subject focus	Art & Design	History	Music	Geography	Science	Design & Technology
Memorable experience	Visit a gallery	Meet 'Pestilence'	Chief Alchemist's riddle	Animal specimen observation	Visit an observatory or planetarium	Visit a fairground, theme or adventure park
Innovate challenge	Create gallery exhibits	Prevent a plague outbreak	Game soundtrack	Morphing animation	Rocket launch	Design a drop ride
Art & Design	Great artists of the 19th and 20th centuries			Creating sketchbooks; Observational drawing	Printing; Design	Photography and image editing
Computing	Collecting, evaluating and presenting information	Collecting, evaluating and presenting data and information	Digital photography; Debugging programs; Gaming	Online research; Morphing animations; Understanding computer networks	Programming; Stop-frame animation	Logical reasoning and algorithms; Safe and respectful use of technology;
D&T	Selecting and using tools and materials	Sketch books; Printmaking; historical recipes	Electrical circuits; Designing a board game		Selecting materials; Design research; Structures; Evaluation	Ride design; Programming models; Mechanical systems; Working models; Evaluation; Food
Geography	Locational knowledge	Using maps	Map reading; Using co-ordinates; Human and physical features	Using maps; geographical similarities and differences; Islands of the world	Locating physical features	Theme parks in the UK and overseas
History		14th century England		Significant individuals - Charles Darwin, Mary Anning	Significant individuals - Galileo Galilei, Isaac Newton; 1960's Space Race	
Music	Listening, improvising and composing	Composing and singing	Composing; Recording and editing software; Atmospheric music; Graphic scores		Space-inspired music and lyrics	

This is a summary of the work completed in Years 5 & 6; further detail can be found in the relevant sections of the [National Curriculum in England](#).