

Year Five and Six Curriculum Guide

Cycle B		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths (White Rose Hub)		Place Value Addition, subtraction, multiplication and division	Fractions Converting units of measure.	Ratio, Algebra and decimals	Fractions, decimals and percentages. Area, perimeter and volume Statistics	Shape Position and direction	Consolidation of knowledge. Gap Analysis based work
English Focus	Poetry	Performance Poetry	Figurative Language Poetry	War Poetry	Spine Poetry	Verb/speech poetry	Figurative Language
	Fiction	Character Description	Setting Description	Letters Home, Diary Entry	Setting	Dialogue to move the action	Character description
	Non-fiction	Non-Chronological Report	Explanation	How to survive an air raid	Non-chronological report	Science Experiment Write- up	Discussion-online safety
Science		Living things and their habitats <i>Children will compare the life cycles of different animals (mammals, amphibians, insects, and birds) and explore how plants and animals reproduce, including both sexual and asexual reproduction.</i>	Animals including humans <i>Children will learn how to classify living things into groups based on their characteristics, including animals, plants, and microorganisms, using classification keys to identify and organise different species.</i>	Electricity <i>Children will investigate how electrical circuits work by exploring how the number and voltage of batteries affect the brightness of bulbs and volume of buzzers, learning to represent circuits using scientific symbols and diagrams.</i>	Evolution and inheritance <i>Children will learn how living things have changed over time by studying fossils, exploring variation and inheritance, understanding natural selection, and investigating how animals and plants adapt to suit their environments.</i>	Light <i>Children will explore how light travels in straight lines and reflects off objects into our eyes, investigate shadows and mirrors, and discover how light can bend (refract) and separate into different colours.</i>	Experiments

History	Were the Vikings raiders, traders or something else? <i>Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'</i>	.	What was the impact of World War 2 on the people of Britain? <i>Investigating the causes and causes of the events leading to World War 2; learning from oral histories about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the usefulness of different sources to answer an enquiry question.</i>			What can the census tell us about local areas? <i>Investigating local histories from the Victorian to the inter-war period, children explore census records. They learn about the census, its purpose and its changes over time. Children suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.</i>
Geography		Why Do Oceans Matter? <i>Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.</i>		Would you like to live in the Desert? <i>Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</i>	Fieldwork <i>Observing, measuring, recording and presenting their own fieldwork study of the local area.</i>	
Computing	Computing systems and	Data handling: Mars Rover 1	Stop-motion animation	Programming music		Online Safety <i>Applying programming skills</i>

	networks: Search engines <i>Understanding how search engines work and developing searching skills to find relevant and accurate information online.</i>	<i>Identifying how the Mars Rover collects different types of data and transmits this back to Earth using binary code.</i>	<i>Pupils learn how to create animations using Stop Motion Studio.</i>	<i>Applying programming skills to create sounds and melodies leading to a battle of the bands performance.</i>		<i>to create sounds and melodies leading to a battle of the bands performance.</i>
Music	South and West Africa <i>Children learn 'Shosholozza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.</i>	Dynamics, pitch and texture <i>Exploring 'Fingal's Cave' by Felix Mendelssohn and further developing improvisation and composition skills.</i>	Songs of World War Two <i>Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</i>	Composition to represent the festival of colour <i>Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.</i>	Looping and Remixing <i>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.</i>	Composing a Leavers' Song <i>Children spend the topic creating their very own leavers' song personal to their experiences as a class.</i>
Art	2D Drawing to 3D Making <i>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</i>		Exploring Identity <i>Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</i>		Brave Colour <i>Exploring how artists use light, form and colour to create immersive environments.</i>	

Design and Technology		Structures: Playground Pioneers <i>Designing and building a strong and stable prototype of an innovative playground structure within constraints.</i>	.	Electrical Systems: Steady Hand Game <i>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</i>		Mechanical Systems: Automata toys <i>Developing a functional automata window display, this unit offers clearer video instruction, opportunities to interpret exploded diagrams and additional time to explore different cam shapes and make design choices that impact the final product.</i>
P.E. Indoor	Health Related Fitness <i>Children will learn why flexibility, core strength, stamina, and proper warm-up routines are essential for athletic performance and overall fitness, as well as how to measure and improve different elements of their fitness. They will also develop the ability to perform a variety of exercises with good technique, set up fitness circuits,</i>	Dance	Teambuilding and Problem Solving <i>Children will learn the importance of verbal and non-verbal communication, teamwork, and planning when working together to overcome challenges. They will develop skills in listening to others' ideas, making plans, giving clear instructions, and performing calmly under pressure whilst building trust with their teammates.</i>	Gymnastics <i>Children will learn how to perform a range of balances, transitions, and jumps safely, both individually and working with partners or small groups to create sequences. They will develop strong and expressive movements on the floor and apparatus whilst exploring concepts of perseverance, feedback, and positivity.</i>	Dodgeball <i>Children will learn dodgeball tactics including aiming low, moving to avoid being hit, when to catch or dodge, and how to work as a team with specific strategies. They will develop their throwing power and accuracy, dodging skills, catching ability, and decision-making about when to attack and defend whilst demonstrating respect, fair play and equality.</i>	Danish Longball <i>Children will learn the rules and tactics of Danish Longball including throwing techniques, fielding skills, tracking opponents, and the importance of teamwork and communication. They will develop their ability to throw accurately under pressure, make good decisions in the heat of a game, intercept the ball, and work effectively as part of a team whilst exploring honesty in leadership</i>

						<i>and effective communication.</i>
P.E. Outdoor	Hockey <i>Children will learn the fundamental rules and techniques of hockey, including how to hold the stick correctly, dribble with their head up, push pass accurately, and execute jab tackles, whilst understanding when to pass versus dribble and how to play effectively in different formations.</i>	OAA <i>Children will learn how to use maps and ordnance survey symbols to navigate, work with blindfolded partners using clear instructions, and solve problems as part of a team. They will develop skills in non-verbal communication, creative thinking, staying focused under pressure, and working quickly and effectively against the clock.</i>	Netball <i>Children will learn netball-specific skills including passing techniques, pivoting, shooting, and the rules around different court positions and infringements. They will develop their ability to move into space, anticipate play, create attacking opportunities, and apply tactics whilst demonstrating the School Games values.</i>	Tennis <i>Children will learn tennis techniques including forehand and backhand shots, volleys, serves, smashes and lobs, as well as the rules and scoring system. They will develop their ability to control where they hit the ball, play deft shots near the net, link shots together, and use tactics against opponents whilst understanding resilience and embracing failure as part of learning.</i>	Athletics <i>Children will learn a range of athletic techniques including middle-distance running, throwing with power and accuracy, shot put, triple jump, high jump, hurdling, and relay baton transfer. They will develop their ability to sustain pace over longer distances, throw after a run-up, hurdle efficiently, and work as part of a relay team whilst understanding intrinsic and extrinsic motivation and the benefits of setting small targets.</i>	Rounders <i>Children will learn rounders-specific skills including catching, bowling, batting, ground fielding techniques, and the rules for batting and running between bases. They will develop their ability to throw accurately into space, strike with accuracy, communicate with fellow batters and fielders</i>
R.E.	Creation <i>Children will learn about the Genesis 1 creation narrative, exploring different Christian interpretations of this text, and considering whether the biblical account of creation conflicts with or complements scientific explanations, understanding that many Christians see</i>	Gospel <i>Children will learn about Jesus' teachings in the Gospels, particularly the Sermon on the Mount, exploring how Christians interpret Jesus' 'good news' and put his teachings about peace, forgiveness and healing into practice in their communities and personal lives today.</i>	Islam Part 1 <i>Children will learn about the five pillars of Islam and how Muslim people build their lives around these practices, including beliefs about Allah, the Prophet Muhammad (PBUH), daily prayer (Salah), charitable giving (Zakah), and the importance of the mosque as a place of worship and community.</i>	Humanism <i>Children will learn what humanism is as a non-religious worldview, understanding that humanists don't believe in God or gods, rely on science to understand the universe, and believe people can live good and happy lives based on reason, compassion and making the most of this one life.</i>	Islam Part 2 <i>Children will learn about the practices of Sawm (fasting during Ramadan) and Hajj (pilgrimage to Mecca), understanding their importance within Islam, and they will explore the significance of the Holy Qur'an as a source of guidance for Muslim people.</i>	Kingdom of God <i>Children will learn about Jesus' parables of the Kingdom of God, exploring how Christians believe God's rule began through Jesus and continues through Christian lives today, and they will consider how Christian teachings about God's Kingdom relate to issues in their own lives and communities.</i>

	<i>science and faith as compatible.</i>					
PSHE	My healthy self: How can I support my mind and body as I grow? <i>Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.</i>	Citizenship: How can we make a difference in our communities and beyond? <i>Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.</i>	Growing up: How can I manage the changes to my body and emotions as I grow up? <i>Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.</i>	My healthy self: How do my choices today shape my future health? <i>Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.</i>	Citizenship: How can we protect everyone's rights? <i>Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.</i>	Sex education: How do people become parents and carers? <i>Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.</i>
French	Les habitats <i>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats in French. This is one of the first units to</i>	Weather <i>By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points</i>	WW2 <i>Through the medium of this familiar period of history, pupils will be taught the skills to understand longer and more complicated text in the foreign language. Pupils will learn to 'gist' read, listen and understand</i>	Chez moi – my home <i>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms there are and aren't in their homes in French. This is</i>	Ma famille <i>By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt</i>	La date <i>Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when</i>

	<i>encourage slightly more complex and sophisticated writing using a wider range of vocabulary.</i>	<i>and general geography. This unit improves both language and cultural knowledge.</i>	<i>more of the foreign language by using cognates and language they are familiar with so as to decode unknown language. This unit ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, articles/determiners and adjectives in sentences. This unit links strongly to transferable literacy skills.</i>	<i>a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.</i>	<i>language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.</i>	<i>their birthday is in French.</i>
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