

Lingdale Primary School

Year Five & Six Curriculum Overview 2020/2021

Year 5 Year 6	Autumn Term		Spring Term		Summer Term	
	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 6 weeks
Topic	WW1- War Horse	WW2- Hiroshmia Sadoko Sasaki- linkto Kensuke's Kingdom taught remotely during Lockdown	Alma- animation	Extreme Earth	Ancient Civilisations - The Maya https://mayaarchaeologist.co.uk/teachers/teacher-resources/maya-lesson-plans-ks2/	
Enrichment- how to close the knowledge gap of disadvantaged children	How to use government catch up funding?		Year Six SATs booster sessions			
Reading	<p>Children will explore topic specific texts throughout the year and explore a range of genres. They will develop and improve skills across all reading content domains: retrieving information from fiction and non-fiction; making inferences and deductions from the text - supporting their answers with evidence. They will make predictions, explaining the meaning of words in context and the impact upon the reader as well as summarising the key events from more than one paragraph and making comparisons within a text. These skills will also be transferred when considering their own writing.</p> <p>Children will have guided reading sessions four times per week for 25 minutes using the reciprocal reading approach and inference training when working with an adult before answering comprehension questions linked to the reading domains. They will also engage in termly reading weeks where they can apply their reading skills to specific topic related texts. In KS2, the children's comprehension questions will take the forms similar to those they will experience in termly assessments and SATS to ensure they are confident with the structure of the questions.</p> <p>Children will get the opportunity to read with an adult regularly- those needing the most support will be heard read daily.</p>					
Key Texts	War Horse - Michael Morpurgo Black Beauty- Anna Sewell online texts GR http://www.gutenberg.org/files/271/271-h/271-h.htm				Non fiction texts linked to Extreme Earth /Mount Everest	

	http://www.childrensnursery.org.uk/black-beauty/black-beauty.html The Story of Sadako Kensuke's Kingdom- Michael Morpurgo					
Spelling and Phonics	Children will be given a spelling list weekly with the opportunity to practise daily through a range of spelling activities. This will be a mixture of words from a spelling pattern and the statutory spelling list from the curriculum. Those children who need additional support will also, where appropriate, have multi-sensory phonics sessions or Read Write Inc. depending on their needs. Children will have a spelling test every Friday and be given their new spellings the same day. In upper KS2 children will be required to identify the word class the spellings belong to.					
Grammar and Punctuation	Children will begin each English session with a grammar and punctuation focus for 15 minutes of the lesson specifically linked to their writing. They will also have a specific lesson once a week to develop new skills that will be reinforced throughout the year. This will also include a 'Word of the Day' at least 3x p/w to help develop the children's vocabulary further and will be genre specific to support their writing.					
Writing Opportunities	Composition Narrative - rewriting scenes from Warhorse Consider how authors have developed characters and settings in what they have read. Describe settings, characters and atmosphere. Debate- around fox hunting Play scripts- rewrite emotive scenes		Recount /Diary- Edmund Hillary / Tenzing Norgay's summit of Everest Poetry - Mount Everest Persuasive Letter- Protecting the Himalayas/Mount Everest		Newspaper Report - About Hiroshima Letter/Diary from Sadako in hospital Discussion Text - Should Kensuke stay on the island or return to the mainland?	
Maths	Place Value including negative numbers Addition & Subtraction Multiplication & division	Measure - length perimeter and area Conversions/Estimates Place value Geometry-properties of shapes 2D3D Angles Multiplication and division	Fractions including decimals and percentages Practical number problems Addition and subtraction Roman numerals	Multiplication and division 3D shapes 2D shapes Mass and volume Addition and subtraction Place value	Fractions including decimals and percentages Measure, Geometry- Reflection/Translation Addition and subtraction	Place value Addition and subtraction Multiplication and division Fractions Angles Statistics

	<p>Place value including negative numbers Addition & Subtraction Multiplication & Division</p>	<p>Measure – length, perimeter and area Conversions Place value 2D/3D shapes Angles Multiplication and division</p>	<p>Fractions including decimals and percentages Practical number problems Addition and subtraction Statistics- pie charts line graphs Averages</p>	<p>Multiplication and division problems Classify geometric shapes Addition and subtraction Place value</p>	<p>Multiplication and division Place value Fractions and decimals Algebra Interpret and present discrete and continuous data Addition and subtraction Multiplication and division Place value</p>	<p>Place value Addition and subtraction Multiplication and division Co-ordinates Angles Area and Perimeter Ratio and proportion</p>
<p>Science</p>	<p>Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction</p>	<p>Animals, including humans describe the changes as humans develop to old age</p>	<p>Properties and Changes of materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe</p>	<p>Properties and Changes of materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p>

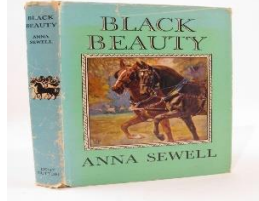
			<p>in some plants and animals</p>		<p>how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic □</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution □ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic □</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and</p>
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Art

Use sketch books to record observations
Water colours
Pastels for planets/solar system art

Improve art & design techniques
Artist Focus - Lucy Kemp-Welch-illustrator of Anna Sewell's Black Beauty



<https://www.youtube.com/watch?v=jA5ekdfzUTc>
sketching a horse

Use sketch books to record observations
Improve art and design techniques

Artist focus - David Hockney - weather art inspired by Hokusai



Use sketch books to record observations
Improve art and design techniques
Architect focus -
Artist - Hokusai- The Great Wave



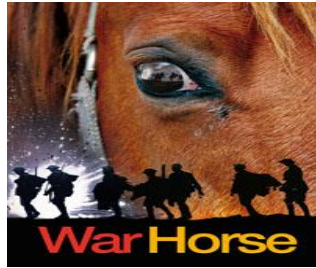
Origami linked to story of Sadako and paper butterflies as a symbol of hope

<p>Computing</p> <p>GOOGLE CLASSROOM - ensure all children are familiar with how to use</p>	<p>Year 5 - Word processing: I can develop consistency across the document</p> <p>Presentations: I can add multimedia elements, e.g. sounds, animation I can trigger animations or link to other slides when objects are pressed</p> <p>Databases: I can interrogate a database using more complex searches I can design and create a database I can use information in a database to create a graph in order to answer questions</p> <p>Spreadsheets: I can use simple functions, e.g. SUM, AVERAGE, to solve problems I can use brackets to organise formulae I can change data in a formula to answer 'What if?' questions I can change the format of cells appropriately I can create a graph using spreadsheet data</p> <p>Year 6 - Word processing: I can discuss and evaluate my documents, and make amendments as needed</p> <p>Presentations: I can create a consistent design for my presentation, and present to others</p> <p>Spreadsheets: I can design and create a spreadsheet for a specific purpose</p>	<p>Year 5 - Creating images: I can add and combine shapes to design a 3D model I can add detail to my 3D model</p> <p>Photography: I can improve a photo with editing tools e.g. blur, filters, add border</p> <p>Programming: I can plan and test my algorithms and programs, detecting and correcting errors as needed I can explore the use of variables I can design and write a program that controls or simulates physical systems and sensors</p> <p>Year 6 - Photography: I can take photos for a given purpose and use them in my work</p> <p>Multimedia overall: I can select and use appropriate multimedia tools, and combine these for a given purpose with confidence</p> <p>Programming: I can test, debug and modify a program to improve it I can design and create a game / app incorporating variables</p>	<p>Year 5 - Video: I can edit the video; trimming and re-ordering clips I can add a voice-over and / or background music to a video I can add titles to my video</p> <p>Audio: I can create an audio recording and add it to other software</p> <p>Online collaboration: I can display myself appropriately online, e.g. avatar, code name I can add comments / posts appropriately to online communication e.g. a blog I understand that information I put online leaves a trail, or digital footprint</p> <p>Year 6 - Animation: I can plan an animation using a storyboard I can shoot frames to combine into an animation I can edit an animation to improve it / make it more realistic I can put sounds over an animation I can add titles and photos into an animation I can plan and create an animation for a given purpose I can combine an animation with other software</p> <p>Online collaboration: I know that some websites have age restrictions, and why these might be in place</p>
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			<p>I can describe the opportunities computer networks and the internet offer for communication and collaboration</p> <p>I know different ways to report concerns about content and contact</p>
<p>D.T. Design</p> <p>Make</p> <p>Evaluate</p> <p>Focus:</p>	<p>Food technology Cooking and nutrition- recipes based around rationing</p> <p>Design and make their own Anderson shelters</p>		<p>Design- A boat/yacht that can float</p>
<p>Geography</p>	<p>Location knowledge Name and locate countries and cities of UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns; and understand how some of these aspects have changed over time</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK Visit to Danby Moors Centre?</p>	<p>Location knowledge Locate key mountain ranges/rivers of the world</p>	<p>Location knowledge Locate the world's countries using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities- Rio de Janeiro Use field work to observe, measure, record and present the human and physical features of the local area</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied-</p>

History

WW1- how it began and the role of animals during the war



Autumn 2
Children in WW1



<p>French</p>	<p>listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Refer to Catherine Cheater scheme</p>	<p>listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Refer to Catherine Cheater scheme</p>
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			describe people, places, things and actions orally* and in writing Refer to Catherine Cheater scheme			
Music	Children will be learning how to play the guitar for 30 weeks throughout the year and will learn how to perform using the instrument with increasing accuracy, fluency and control. In addition, they will understand musical notation through this work. They will also learn how to play the steel pans for 10 weeks in the Spring term. Children will also listen to a range of live and recorded music at the start of the day as they enter the classroom from different traditions and from great composers and musicians.					
SMSC	New beginnings Target setting Sanctions and rewards 'Going Yellow' - children's mental health	Christmas performance Good to be me Say no to bullying	E safety Review of targets Going for goals	Accepting other cultures Getting on and falling out	Relationships British Values 1. Democracy - voting	Changes- Transition
RE	<ul style="list-style-type: none"> • Beliefs and questions • The journey of life and death • Teachings and authority • Inspirational people • Worship, pilgrimage and sacred places 		<p>Why do people travel to sacred places?</p> <p>What happened at the Last Supper?</p> <p>What do the gospels tell us about the birth of Jesus?</p> <p>What do religions believe about life after death?</p> <p>Why are Good Friday</p>		<p>What do Christians believe about God?</p> <p>How do Christian groups differ in their expression of faith?</p> <p>How do religions respond to prejudice and discrimination?</p> <p>How and why do some religious people inspire others?</p>	

<p>P.E All children will receive P.E lessons from Mrs Bell every Monday.</p>	<ul style="list-style-type: none"> • Symbols and religious expression • The journey of life and death • Religion and the individual • Religion, family and community • Beliefs in action in the world <p>Why is Muhammad (PBUH) important to Muslims? Why is the birth of Jesus important to Christians? Why is the Buddha important for Buddhists? How do Buddhist beliefs affect the way Buddhists live their lives?</p>	<p>Gymnastics</p>	<p>and Easter Day the most important days for Christians?</p> <p>Net games</p>	<p>Ball skills</p>	<p>Athletics Sports Day</p>	<p>Ball skills</p>
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<p>A new Trim Trail has been installed on the field. All year groups to access it during break and lunch times.</p> <p>Football Club run by Simon Carson to commence wk beginning 14th September.</p>	<p><i>Invasion Games</i></p> <p>Covid 19 friendly rugby</p>					
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