# LINGDALE PRIMARY SCHOOL

## YEAR FIVE & SIX CURRICULUM OVERVIEW 2018 – 2019

**AUTUMN TERM –WWI-WAR HORSE TEXT AS STIMULUS. 100TH CENTENARY OF GREAT WAR       VISIT TO EDEN CAMP**
**CHILDREN IN WW2   MUSIC FROM WW2 IN CLASS ASSEMBLY**

| Science | Year 5 – Living things and their habitats-<br><br>Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird.<br><br>Describe the life process of reproduction in some plants and animals.<br><br><br>**Year 5 – Animals including humans**<br><br>Describe the changes as humans develop to old age. | Year 6 – Living things and their habitats-<br><br>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.<br>Give reasons for classifying plants and animals based on specific characteristics.<br>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago<br><br>**Year 6– Animals including humans**<br><br>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.<br>Identify and name the main parts of the human circulatory system, describe the function of the heart, blood vessels and blood.<br>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.<br>Describe the ways in which nutrients and water are transported within animals, including humans |
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| Computing | Year 5 - Word processing: | Year 6 - Word processing: |
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| | I can develop consistency across the document | I can discuss and evaluate my documents, and make amendments as needed |
| | **Presentations:** | **Presentations:** |
| | I can add multimedia elements, e.g. sounds, animation | I can create a consistent design for my presentation, and present to others |
| | I can trigger animations or link to other slides when objects are pressed | **Spreadsheets:** |
| | **Databases:** | I can design and create a spreadsheet for a specific purpose |
| | 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 | |
| | **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 | |
| **Art and Design** | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.<br><br>• to create sketch books to record their observations and use them to review and revisit ideas<br>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]<br>• about great artists, architects and designers in history<br><br>*(Sketches of images from the trenches)* | |
| **Design and Technology** | **Design**<br>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups | |

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|  | - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br><br>**Make**<br><br>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br><br>**Evaluate**<br><br>- investigate and analyse a range of existing products<br>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>- understand how key events and individuals in design and technology have helped shape the world<br><br>**Technical knowledge**<br><br>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures<br><br>*(poppies  Anderson Shelters)* |  |  |  |
| **Geography** | Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes<br><br>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic<br><br>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |  |  |  |
| **History** | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.<br>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.<br>A significant turning point in British history. |  |  |  |
| **Physical Education** | Swimming | Ball Skills – Invasion Games | Health and Fitness | Gymnastics |

| French | **Year 5 and 6 (Catherine Cheater Scheme 4/5)** |
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| | **Questions, answers and sentence building e.g.** |
| | Qui est-ce? |
| | C'est + name |
| | Ce n'est pas + name |
| | Dans le sac, il y a… et… |
| | **Further adjectives e.g.** |
| | blanc, brun, noir, orange, rose |
| | **Vocabulary for a game** |
| | Coin! Coin! |
| | Encore! |
| | **Masculine nouns e.g.** |
| | un âne, un avion, un caméléon, un cochon, un éléphant, un furet, un lion, un mouton, un ours, un papillon, un perroquet |
| | **Feminine nouns e.g.** |
| | une abeille, une araignée, une baleine, une chenille, une grenouille,une libellule, une panthère, une perruche, une poule, une souris |
| **PSHCE** | <ul><li>**Health**</li></ul> Personal Safety (including road, stranger danger, internet, fire safety, safety in the home and internet safety) <br><br> Mental Health (emotional literacy, recognising signs of different **feelings** and strategies to deal with the emotion). <br><br> <ul><li>**Positive Relationships**</li></ul> Physical Bullying <br><br> Verbal/Mental Bullying <br><br> Bullying within the home <br><br> Cyber bullying <br><br> Weekly discussions- daily Newsround dedicated sessions – what are the current trends? CEOPS |

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| **Religious Education** | Social networking (including computer games).<br><br>Peer on peer pressure<br><br><br>- Beliefs and questions<br><br>- The journey of life and death<br><br>- Teachings and authority<br><br><br>- Inspirational people<br><br>- Worship, pilgrimage and sacred places<br><br>- Symbols and religious expression<br><br>- The journey of life and death<br><br>- Religion and the individual<br><br>- Religion, family and community<br><br>- Beliefs in action in the world<br><br><br>Why is Muhammad (PBUH) important to Muslims?<br>Why is the birth of Jesus important to Christians?<br>Why is the Buddha important for Buddhists?<br>How do Buddhist beliefs affect the way Buddhists live their lives? |

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| Science | Year 5 – Earth and Space | Year 6 – Evolution and Inheritance |
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| | Describe the movement of the Earth, and other planets, relative to the Sun in the solar system<br>Describe the movement of the Moon relative to the Earth<br>Describe the Sun, Earth and Moon as approximately spherical bodies<br>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. | Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago<br>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution |
| | **Properties and Changes of materials**<br>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<br>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<br>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ⎕ demonstrate that dissolving, mixing and changes of state are reversible changes<br>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 | **Light**<br>Recognise that light appears to travel in straight lines<br>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye<br>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes<br>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |
| **Computing** | Year 5 - Creating images: | Year 6 - Photography: |

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| | I can add and combine shapes to design a 3D model<br>I can add detail to my 3D model<br>**Photography:**<br>I can improve a photo with editing tools e.g. blur, filters, add border<br>**Programming:**<br>I can plan and test my algorithms and programs, detecting and correcting errors as needed<br>I can explore the use of variables<br>I can design and write a program that controls or simulates physical systems and sensors | I can take photos for a given purpose and use them in my work<br>**Multimedia overall:**<br>I can select and use appropriate multimedia tools, and combine these for a given purpose with confidence<br>**Programming:**<br>I can test, debug and modify a program to improve it<br>I can design and create a game / app incorporating variables |
| **Art and Design** | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.<br><br>Pupils should be taught:<br><br>• to create sketch books to record their observations and use them to review and revisit ideas<br>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]<br>• about great artists, architects and designers in history.<br><br>*(Andy Goldsworthy -use of everyday materials such as grass, leaves, pebbles))* | |
| **Design and Technology**<br>*(Link to Earth and Space, Light and Electricity work in Science)* | **Design**<br><br>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups<br>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br><br>**Make**<br><br>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | |

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| | **Evaluate**<br><br>• investigate and analyse a range of existing products<br>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>• understand how key events and individuals in design and technology have helped shape the world<br><br>**Technical knowledge**<br><br>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]<br><br><br>Design, make and test their own volcanoes |

| Geography | Describe and understand key aspects of: |  |  |  |
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| | <ul><li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li></ul> *( Asia/Himalyas)* |  |  |  |
| **History** |  |  |  |  |
| **Physical Education** | Swimming | Ball Skills – Net Games | Ball Skills – Fielding and Striking | Dance |
| **French** | **Year 5 and 6 (Catherine Cheater Scheme 4/5)** <br> **Adjectives that precede the noun e.g.** <br> Petit, grand <br> **Sentence starters e.g.** <br> Chez moi <br> Dans ma chambre <br> Dans mon placard <br> **Verbs e.g.** <br> danser, sauter, voler, nager <br> **Punctuation e.g.** <br> Point d'exclamation <br> Point d'interrogation <br> **Months** <br> janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre <br> ce mois-ci, c'est… <br> le mois dernier, c'était… <br> le mois prochain, ce sera… |  |  |  |

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| | **Definite article**<br>le, la l', les | |
| **PSHCE**<br><br><br><br><br><br><br><br><br><br><br>**Religious Education** | • **Health**<br>  Ourselves (including respect for other/own bodies, hygiene, awareness and respect of disabilities and illnesses, e.g. wheelchairs).<br><br>  Diet and Exercise- Healthy Eating including allergies and eating disorders<br><br>  Self-worth/esteem<br><br>  Body Images- role models<br><br>• **Positive Relationships**<br><br>  RE-Pilgrimages/Christianity/Muslims-Quran,Mohammed/Easter- an understanding of different faiths/races<br><br><br>  Why do people travel to sacred places?<br>  What happened at the Last Supper?<br>  What do the gospels tell us about the birth of Jesus?<br>  What do religions believe about life after death?<br>  Why are Good Friday and Easter Day the most important days for Christians? | |

| Science | Year 5 -Forces<br>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object<br>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces<br>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | Year 6 – Electricity<br>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches<br>Use recognised symbols when representing a simple circuit in a diagram |
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| Computing | Year 5 - Video:<br>I can edit the video; trimming and re-ordering clips<br>I can add a voice-over and / or background music to a video<br>I can add titles to my video<br>**Audio:**<br>I can create an audio recording and add it to other software<br>**Online collaboration:**<br>I can display myself appropriately online, e.g. avatar, code name<br>I can add comments / posts appropriately to online communication e.g. a blog<br>I understand that information I put online leaves a trail, or digital footprint | Year 6 - Animation:<br>I can plan an animation using a storyboard<br>I can shoot frames to combine into an animation<br>I can edit an animation to improve it / make it more realistic<br>I can put sounds over an animation<br>I can add titles and photos into an animation<br>I can plan and create an animation for a given purpose<br>I can combine an animation with other software<br>**Online collaboration:**<br>I know that some websites have age restrictions, and why these might be in place<br>I can describe the opportunities computer networks and the internet offer for communication and collaboration<br>I know different ways to report concerns about content and contact |
| Art and Design | Mayan death masks | |
| Design and Technology | Covered in what children design for their Enterprise projects. | |

| Geography | Name and locate counties and cities of the United Kingdom, 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 |
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| | Human Geography - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |
| | Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |
| | Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |

| History | The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China |
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| Physical Education | Swimming | Athletics | Outdoor Adventurous Activities | Play Leader Training |
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| French | **Year 5 and 6 (Catherine Cheater Scheme 4/5)** |
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| | **Vocabulary from a song** |
| | une culotte, une chemise, une veste, des lunettes |
| | Que fais-tu? |
| | **Questions and answers e.g.** |
| | Combien de cochons y a-t-il ? |
| | Il y a cinq cochons |
| | Quelle est la date aujourd'hui? |
| | C'est le + date. |
| | Qui + verb |
| | **Phrases of celebration / greeting e.g.** |
| | Bonnes vacances ! |
| | Joyeux anniversaire ! |
| | Bon anniversaire ! |
| | **Towns in France e.g.** |
| | Amiens, Angers, Avignon, Bordeaux, Calais, Cherbourg, Dieppe, Dijon, Lyon, Marseille, Nantes, Nice, Paris, Reims, Tours. |

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| **PSHCE** | • **Family Issues**<br>   E safety at home<br><br>   Alcohol awareness<br><br>   Drug awareness- including medicines<br><br>   Bereavement (including serious illness)<br><br>   Divorce and Separation<br><br>   Different types of families (single parents, step parents, same sex parents etc)<br><br>   Food Poverty/Food banks<br><br>   Violence -criminal behaviour,<br><br>   Domestic violence |
| **Religious Education** | What do Christians believe about God?<br>How do Christian groups differ in their expression of faith?<br>How do religions respond to prejudice and discrimination?<br>How and why do some religious people inspire others? |

| Music | <ul><li>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas with within musical structures and reproducing sounds from aural memory.</li><li>Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.</li></ul>(How the Maya played instruments such as trumpets, flutes, whistles, and drums, and used music to accompany funerals, celebrations, and other rituals.) |
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