

Lingdale Primary School

Year Five & Six Curriculum Overview 2019 - 2020

Year 5 Year 6	Autumn Term		Spring Term		Summer Term	
	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Topic	WW1- The bombing of Whitby Sinking of the Rohilla Who were the real heroes? Victorian Childhood		Are villains always bad? Are dogs a man's best friend? Local History - entertainment and leisure in 20 th century Lingdale through the ages		A Study of aspects of Brazil and Japan- driven by the novel Kensuke's Kingdom. Link to upcoming summer Olympics in Tokyo	
Enrichment- how to close the knowledge gap of disadvantaged children	Visit to Whitby -locate key areas -locate on map. Lifeboat station Visit to Middlesbrough Little Theatre- A Christmas Carol performance Poetry Morning		Visit to Maxi's Mates to help walk the strays		Use of ordnance survey maps to explore local area Danby Moors Centre	
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. Children will get the opportunity to read with an adult regularly- those needing the most support will be heard read daily.</p>					
Key Texts	Evie's War- Holly Webb -class novel The story of WW1 for children- John Malam GR Carrie's War- Nina Bawden GR Private Peaceful- Michael Morpurgo GR I am David-Anne Holm GR A Christmas Carol- Charles Dickens		The Highwayman-Alfred Noyes A Dog's Purpose-W.Bruce Cameron		Kensuke's Kingdom- Michael Morpurgo The Story of Sadako	

	Street Child- Berlie Doherty					
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 - Consider how authors have developed characters and settings in what they have read. Describe settings, characters and atmosphere. Reviews- after reading Evie's War and visiting the theatre Instructions -based around Victorian cooking		Recount -after visiting the dog centre Poetry - Narrative Diary Writing - from Ned/Bess' perspective Persuasive Letter - Letter to persuade dog to be adopted	Newspaper Report - About Hiroshima Letter 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 Multiplication and division	Place value Addition and subtraction Multiplication and division Fractions Angles Statistics

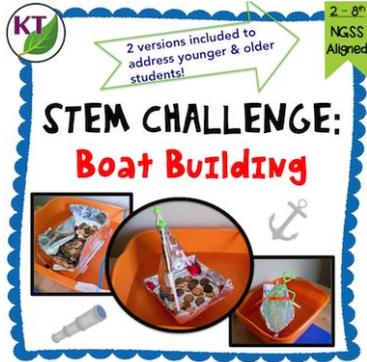
	Place value including negative numbers Addition & Subtraction Multiplication & Division	Measure – length, perimeter and area Conversions Place value 2D3D shapes Angles Multiplication and division	Fractions including decimals and percentages Practical number problems Addition and subtraction Statistics- pie charts line graphs Averages	Multiplication and division problems Classify geometric shapes Addition and subtraction Place value	Place value Fractions and decimals Algebra Interpret and present discrete and continuous data Addition and subtraction Multiplication and division Place value	Place value Addition and subtraction Multiplication and division Co-ordinates Angles Area and Perimeter Ratio and proportion
Science	Year 5 – 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.	Year 5 – 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.	Year 5 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	Year 5 Animals, including humans describe the changes as humans develop to old age	Year 5 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 how to recover a substance from a	Year 5 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>Year 6 Light</p> <p>Recognise that light appears to travel in straight lines 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 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 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Year 6 - Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 Use recognised symbols when representing a simple circuit in a diagram</p>	<p>in some plants and animals</p> <p>Year 6 - Living things and their habitats-</p> <p>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. Give reasons for classifying plants and animals based on specific characteristics. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the</p>	<p>Year 6- Animals including humans</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Identify and name the main parts of the human circulatory system, describe the function of the heart, blood</p>	<p>solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 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 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>Year 6 - Evolution and Inheritance Recognise that living things have changed</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 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</p>
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			<p>Earth millions of years ago</p>	<p>vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>state are reversible changes 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 Year 6 - Evolution and Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>
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Art	<p>Use sketch books to record observations</p> 	<p>Use sketch books to record observations</p> <p>Improve art and design techniques</p> 	<p>Use sketch books to record observations</p> <p>Improve art and design techniques</p> <ul style="list-style-type: none"> - Sculpting Art Deco <p>Architect focus - Paul Landowski</p> <p>Biography of his achievements</p> 			

	<p>Improve art & design techniques Artist Focus - Joseph Turner https://www.tate.org.uk/kids/explore/who-is/who-jmw-turner</p> <p>Take sketch books to Whitby</p>	<p>Artist focus - Charles Keeping The Highwayman</p>	<p>Make their own sculpture- relate to the Knife Angel- Alfie Bradley Look at scale/ratio between the two different sculptures. Angel of the North Origami linked to story of Sadako</p>
Computing	<p>Year 5 - Word processing: I can develop consistency across the document Presentations: I can add multimedia elements, e.g. sounds, animation I can trigger animations or link to other slides when objects are pressed 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 Year 6 - Word processing: I can discuss and evaluate my documents, and make amendments as needed Presentations: I can create a consistent design for my presentation, and present to others 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 Photography: I can improve a photo with editing tools e.g. blur, filters, add border 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 Multimedia overall: I can select and use appropriate multimedia tools, and combine these for a given purpose with confidence Programming:</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 Audio: I can create an audio recording and add it to other software 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</p>

		<p>I can test, debug and modify a program to improve it I can design and create a game / app incorporating variables</p>	<p>I can plan and create an animation for a given purpose I can combine an animation with other software Online collaboration: I know that some websites have age restrictions, and why these might be in place I can describe the opportunities computer networks and the internet offer for communication and collaboration 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 Understand and apply the principles of a healthy diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Compare the difference in diets between the wealthy and poor Victorians. Victorians were the first to invent afternoon tea- chn to create their own menu for afternoon tea. Invite parents?</p>		<p>Design- A boat/yacht that can float</p>  <p>The poster features a blue scalloped border. At the top left is a 'KT' logo. A green arrow points to the text '2 versions included to address younger & older students!'. At the top right, a green box says '2-8th NGSS Aligned'. The main title is 'STEM CHALLENGE: Boat Building' in bold black and red text. Below the title are three images: a boat model, a boat model with a propeller, and a boat model with a propeller and a small figure.</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 Whitby</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>
<p>History</p>	<p>Autumn 1 Local history study A study of a site dating from a period beyond 1066 that is significant in the locality- Whitby</p>  <p>Autumn 2</p>	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</p> <p>Leisure and Entertainment in the 20th Century</p> <p>Based upon leisure/ entertainment activities in Lingdale's past to how children spend their leisure time today.</p> <p>Devise historically valid questions about change.</p> <p>Understand how our past is constructed from a range of sources</p>	<p>Hiroshima Timeline of the key technological advances that Kensuke has missed</p>

	<p>WW1- Origins of. How the local area was affected. Victorian timeline and significant events http://primaryhomeworkhelp.co.uk/victorians/timeline.htm The changing power of the Monarchs- Victoria</p>	<p>and that different versions of past events may exist.</p>	
French	<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</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</p>

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Music	Children will be learning recorder 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 the ukulele 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. Half termly focus in Monday's assemblies starting with classical music- see Mrs Crame for details					
SMSC	New beginnings Target setting Sanctions and rewards 'Going Yellow' - children's mental health	Class assembly 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 - would you stay or leave the island? 1. Conscience corridor 2. The Rule of Law - What happens if someone goes missing at sea? 3. Mutual Respect - looking after one another and the environment 4. Individual Liberty - Kensuke's choice to stay on the island 5. Tolerance - Kensuke feelings towards	Changes- Transition

					Michael wanting to leave	
Children will have a weekly PHSE session with Mrs Stephenson dealing with elements of SMSC and school will have an assembly on a Monday morning and an achievement assembly on a Friday afternoon. Moreover, there will be a hymn practice assembly on a Thursday afternoon. All year 5 /6 pupils will be attending a three day team building residential at RobinWood, Alston, Cumbria.						
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 • Symbols and religious expression • The journey of life and death • Religion and the individual • Religion, family and community 		<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 and Easter Day the most important days for Christians?</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. They will also attend swimming lessons They will participate in various tournaments and competitions.</p>	<ul style="list-style-type: none"> • 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>Invasion Games</p>	<p>Gymnastics</p>	<p>Net games</p>	<p>Ball skills</p>	<p>Athletics Sports Day</p>	<p>Ball skills</p>
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