

Lingdale Primary School

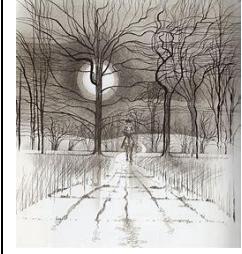
Year Five & Six Curriculum Overview 2019 - 2020

| Year 5 Year 6 | Autumn Term | | Spring Term | | Summer Term | |
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| | 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? | | Are villains always bad? Are dogs a man's best friend? Local History - to extend pupils' chronological knowledge - changes in crime and punishment from the Anglo-Saxons to present day | | 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 Poetry Morning- Families invited in to support children's writing- understand topic Visit to Middlesbrough Little Theatre- A Christmas Carol performance | | Visit from Maxi's Mates- or similar provider to learn about 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.</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 | Evie's War- Holly Webb -class novel The story of WW1 for children- John Malam GR A Christmas Carol- Charles Dickens-class novel | | The Highwayman-Alfred Noyes A Dog's Purpose-W.Bruce Cameron | | Kensuke's Kingdom- Michael Morpurgo <i>The Story of Sadako</i> | |

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| 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 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 Autumn 1- reading based | Composition Narrative - Consider how authors have developed characters and settings in what they have read. Describe character of Mr Maitland and atmosphere he creates in the household. War poetry - to recite in class assembly Recount- of trip to Whitby- cold task Recount of trip to Sunderland - green piece Reviews- after reading Evie's War and visiting the theatre Instructions -based around Victorian cooking - Afternoon tea. Play scripts- conventions of | 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 Roman Numerals | 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 3D shapes 2D shapes Mass and volume Addition and subtraction Roman numerals | Multiplication and division 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 |

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| | <p>Place value including negative numbers</p> <p>Addition & Subtraction</p> <p>Multiplication & Division</p> <p>Roman Numeral revision</p> | <p>Measure - length, perimeter and area</p> <p>Conversions</p> <p>Place value</p> <p>2D3D shapes</p> <p>Angles</p> <p>Multiplication and division</p> | <p>Fractions including decimals and percentages</p> <p>Practical number problems</p> <p>Addition and subtraction</p> <p>Statistics- pie charts line graphs</p> <p>Averages</p> | <p>Multiplication and division problems</p> <p>Classify geometric shapes</p> <p>Addition and subtraction</p> <p>Place value</p> | <p>Multiplication and division</p> <p>Place value</p> <p>Fractions and decimals</p> <p>Algebra</p> <p>Interpret and present discrete and continuous data</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Place value</p> | <p>Place value</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Co-ordinates</p> <p>Angles</p> <p>Area and Perimeter</p> <p>Ratio and proportion</p> |
| Science After school club to create "grabber" for STEM day at Sunderland. | <p>Year 5 - Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>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>Year 5/6 - Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> | <p>Year 5/ 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.</p> | <p>Year 5/ 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</p> <p>Identify how animals and plants are</p> | <p>Year 5/6 – Evolution and Inheritance</p> <p>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> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> | <p>Year 6 – Evolution and Inheritance</p> <p>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> <p>Recognise that living things produce</p> |

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| | <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>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 Earth millions of years ago</p> | <p>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 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>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> | <p>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> |
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| Art | <p>Use sketch books to record observations</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>Gustav Klimt 1862-1918 The Kiss</p>  | <p>Use sketch books to record observations</p> <p>Improve art and design techniques</p>  <p>Artist focus - Charles Keeping The Highwayman</p> | <p>Use sketch books to record observations Improve art and design techniques</p> <ul style="list-style-type: none"> - Sculpting Art Deco <p>Architect focus - Paul Landowski Biography of his achievements</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</p> <p>Presentations: I can add multimedia elements, e.g. sounds, animation</p> | <p>Year 5 - Creating images: I can add and combine shapes to design a 3D model</p> <p>I can add detail to my 3D model</p> <p>Photography:</p> | <p>Year 5 - Video: I can edit the video; trimming and re-ordering clips</p> <p>I can add a voice-over and / or background music to a video</p> |

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| | <p>I can trigger animations or link to other slides when objects are pressed</p> <p>Databases:</p> <p>I can interrogate a database using more complex searches</p> <p>I can design and create a database</p> <p>I can use information in a database to create a graph in order to answer questions</p> <p>Spreadsheets:</p> <p>I can use simple functions, e.g. SUM, AVERAGE, to solve problems</p> <p>I can use brackets to organise formulae</p> <p>I can change data in a formula to answer 'What if?' questions</p> <p>I can change the format of cells appropriately</p> <p>I can create a graph using spreadsheet data</p> <p>Year 6 - Word processing:</p> <p>I can discuss and evaluate my documents, and make amendments as needed</p> <p>Presentations:</p> <p>I can create a consistent design for my presentation, and present to others</p> <p>Spreadsheets:</p> <p>I can design and create a spreadsheet for a specific purpose</p> | <p>I can improve a photo with editing tools e.g. blur, filters, add border</p> <p>Programming:</p> <p>I can plan and test my algorithms and programs, detecting and correcting errors as needed</p> <p>I can explore the use of variables</p> <p>I can design and write a program that controls or simulates physical systems and sensors</p> <p>Year 6 - Photography:</p> <p>I can take photos for a given purpose and use them in my work</p> <p>Multimedia overall:</p> <p>I can select and use appropriate multimedia tools, and combine these for a given purpose with confidence</p> <p>Programming:</p> <p>I can test, debug and modify a program to improve it</p> <p>I can design and create a game / app incorporating variables</p> | <p>I can add titles to my video</p> <p>Audio:</p> <p>I can create an audio recording and add it to other software</p> <p>Online collaboration:</p> <p>I can display myself appropriately online, e.g. avatar, code name</p> <p>I can add comments / posts appropriately to online communication e.g. a blog</p> <p>I understand that information I put online leaves a trail, or digital footprint</p> <p>Year 6 - Animation:</p> <p>I can plan an animation using a storyboard</p> <p>I can shoot frames to combine into an animation</p> <p>I can edit an animation to improve it / make it more realistic</p> <p>I can put sounds over an animation</p> <p>I can add titles and photos into an animation</p> <p>I can plan and create an animation for a given purpose</p> <p>I can combine an animation with other software</p> <p>Online collaboration:</p> <p>I know that some websites have age restrictions, and why these might be in place</p> <p>I can describe the opportunities computer networks and the internet offer for communication and collaboration</p> |
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| | | | I know different ways to report concerns about content and contact |
| D.T. Design Make Evaluate Focus: | <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- children to create their own menu for afternoon tea. Invite parents?</p> | | <p>Design- A boat/yacht that can float</p> |
| Geography | <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</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> |

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| | Visit to Whitby | | Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied- |
| History | <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>WW1- Origins of. How the local area was affected. Victorian childhoods and significant people such as Dr Barnardo.</p> <p>Autumn 2 http://primaryhomeworkhelp.co.uk/victorians/timeline.htm The changing power of the Monarchs- Victoria</p> | <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</p> <p>Local History - to extend pupils' chronological knowledge - changes in crime and punishment from the Anglo-Saxons to present day Are all Villains bad?</p> <p>Devise historically valid questions about change. Understand how our past is constructed from a range of sources and that different versions of past events may exist.</p> | Hiroshima Timeline of the key technological advances that Kensuke has missed |
| French | listen attentively to spoken language and show understanding by joining in and responding | | |

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| | <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p> <p>Refer to Catherine Cheater scheme</p> | <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>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</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>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 | <p>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.</p> <p>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</p> | | | | | |
| 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 Michael wanting to leave | Changes- Transition |
| | <p>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 in November.</p> | | | | | |
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| | <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 • Beliefs in action in the world | <p>*To explore Christian, Hindu and Humanist beliefs.</p> <p>*Understand different ways people deal with the grieving process.</p> <p>*Recognise similarities and differences between religions.</p> <p>*Understand vocabulary such as afterlife, Karma, honour and spirit.</p> <p>-</p> <p>-</p> | <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> | |
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| 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. | 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? | Invasion Games Tag Rugby Cross Country | Gymnastics | Net games | Ball skills | Athletics Sports Day | Ball skills |
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