

Lingdale Primary School

Year Five & Six Curriculum Overview 2021-2022

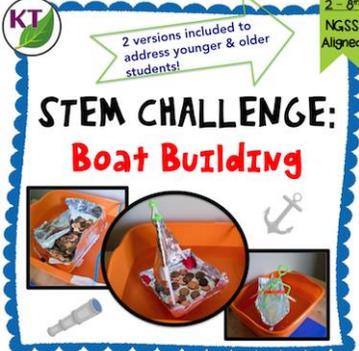
Year 5 Year 6	Autumn Term		Spring Term		Summer Term	
	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Topic	WW1- The bombing of Whitby Sinking of the Rohilla Who were the real heroes? Victorian Childhood		Are villains always bad? Are dogs a man's best friend? Local History - 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.	
Enrichment- how to close the knowledge gap of disadvantaged children	Visit to Whitby -locate key areas -locate on map. Lifeboat station-if Covid restrictions are lifted Year 5/6 3 day residential to Carlton - teambuilding experience Visit to Middlesbrough Little Theatre- A Christmas Carol performance Nov 25th		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 at least 3 times a week.</p>					
Key Texts	Evie's War- Holly Webb -class novel The story of WW1 for children- John Malam GR		The Highwayman-Alfred Noyes A Dog's Purpose-W.Bruce Cameron		Kensuke's Kingdom- Michael Morpurgo The Story of Sadako	

	A Christmas Carol- Charles Dickens-class novel-playscript for majority- original classic for GT reading sessions run by SN					
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 Week' to help develop the children's vocabulary further and will be genre specific to support their writing.					
Writing Opportunities Autumn 1- reading based	<p>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 lessons</p> <p>Recount- of trip to Carlton/ Whitby-</p> <p>Reviews- after reading Evie's War and visiting the theatre</p> <p>Instructions -based around Victorian cooking - Afternoon tea. Play scripts- conventions of</p>	<p>Recount -after visiting the dog centre</p> <p>Poetry - Narrative</p> <p>Diary Writing - from Ned/Bess' perspective</p> <p>Persuasive Letter - Letter to persuade dog to be adopted</p>			<p>Newspaper Report - About Hiroshima</p> <p>Letter from Sadako in hospital</p> <p>Discussion Text - Should Kensuke stay on the island or return to the mainland?</p>	
Maths	<p>Place Value</p> <p>Properties of shape (angles)</p> <p>Addition and Subtraction</p> <p>Multiplication and Division</p>	<p>Fractions and decimals</p> <p>Measure - length and perimeter</p> <p>Statistics - bar charts</p> <p>Place value</p> <p>Multiplication and division</p> <p>Time</p>	<p>Addition and subtraction</p> <p>Measure - length</p> <p>Properties of shape (3D and 2D)</p> <p>Multiplication and division</p>	<p>Fractions, decimals and percentages</p> <p>Place Value</p> <p>Statistics - line graphs</p>	<p>Addition and subtraction</p> <p>Fractions and decimals</p> <p>Time</p> <p>Multiplication and division</p>	<p>Statistics - timetables</p> <p>Properties of shape</p> <p>Percentages</p> <p>Multiplication and division</p>

	<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>Position and direction</p> <p>Measure - capacity and mass</p> <p>Angles</p> <p>Multiplication and division</p>	<p>Angles</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>Measure</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>
<p>Science</p> <p>As our classes are split into two year groups per class, we use a two year rolling programme so children experience all of the curriculum objectives across a two year period.</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain how objects are seen. Explain we see things because light travels from light sources to our eyes or via an object into our eyes. Explain why shadows have the same shape as the object that cast them.</p>	<p>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>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>Animals including humans</p> <p>Identify and name the main parts of the human circulatory system, describe the function of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p>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</p>	<p>Evolution and Inheritance</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>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>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>and are not identical to their parents</p>	
<p>Art</p>	<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>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</p> <p>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</p>			

	<p>Gustav Klimt 1862-1918 The Kiss</p> 		<p>Look at scale/ratio between the two different sculptures. Angel of the North Origami linked to story of Sadako</p>
<p>Computing JF to run a coding club after school on Thursday p.m.</p>	<p>Computer Science Understand computer networks How information is shared and the opportunities for communication Decompose programs into smaller parts Use selection in programs Use search technologies Use logical reasoning to explain how simple algorithms work</p> <p>Information Technology Select use and combine a variety of software to create content Collecting and presenting information (Word and Powerpoint)</p>	<p>Computer Science Use search technologies effectively, appreciate how results are ranked and be discerning about evaluating digital content Design, write and debug programs Use</p> <p>Information Technology Select use and combine a variety of software to create systems Evaluating data (databases)</p> <p>Digital Literacy Use technology safely, respectfully and responsibly Recognise acceptable/unacceptable behaviour, identify ways to report concerns</p>	<p>Computer Science Use search technologies effectively Use sequence, selection and repetition in programs Work with variables and various forms of input and output Design, write and debug programs that accomplish specific goals</p> <p>Information Technology Select use and combine a variety of software to create programs Collecting and analysing data (spreadsheets)</p>
<p>D.T. Design Make</p>	<p>Food technology Cooking and nutrition Understand and apply the principles of a healthy diet</p>		<p>Design- A boat/yacht that can float</p>

<p>Evaluate</p> <p>Focus:</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.</p> <p>Invite parents if Covid restrictions ease</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, it says '2-6th NGSS Aligned'. The main title is 'STEM CHALLENGE: Boat Building' in bold black and red text. Below the title are three images: a boat made of a plastic bottle, a boat made of a cardboard box, and a boat made of a plastic container. An anchor icon is also present.</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>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>	<p>Hiroshima Timeline of the key technological advances that Kensuke has missed</p>
<p>French</p>	<p>Revision of phonics Understand and respond to a range of classroom instructions Ask and respond to questions about likes/dislikes, time, feelings Read and show understanding of words and phrases Appreciate stories, songs poems and rhymes Use a dictionary to find meanings and spellings of French words</p>	<p>Anticipate with some accuracy the spelling of new words using their knowledge of phonics Ask and respond to questions Express opinions and respond to others Ask for help in French Describe people places and things</p>	<p>Recognise place and agreement of adjectives Conjugation of key verbs Prepositions, connectives and qualifiers Adapt phrases to create new sentences Write sentences about a range of everyday activities</p>

	Positioning of adjectives in sentences	Appreciate stories, songs poems and rhymes Read with some level of accuracy in pronunciation Understand the codes in dictionaries and how to use this knowledge in writing Describe actions in writing	Read aloud with accurate pronunciation Read short texts and answer questions			
Music	Children will be learning for?? 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?? for ?? 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-					
SMSC Using SCARF website- led by L.S	New beginnings- School Council/new Head boy/Girl Loss and Bereavement 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 -	Changes- Transition

					Kensuke feelings towards Michael wanting to leave	
<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 Carlton in September. Children will be offered a variety of afterschool clubs as well as booster sessions to close the Covid Gap.</p>						
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>*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>Why do people travel to sacred places? What happened at the Last Supper? What do the gospels tell us about the birth of Jesus? What do religions believe about life after death? Why are Good Friday and Easter Day the most important days for Christians?</p>		<p>What do Christians believe about God? How do Christian groups differ in their expression of faith? How do religions respond to prejudice and discrimination? How and why do some religious people inspire others?</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>P.E All children will receive P.E lessons from Mr F/Mrs N every Monday. They will also attend swimming lessons They will participate in various tournaments and competitions based on Covid restrictions</p>	<p>Invasion games: Tag Rugby</p> <p>Health and fitness</p>	<p>Invasion Games: Hockey</p> <p>Health and fitness</p>	<p>Gymnastics</p> <p>Cross Country</p>	<p>Net Games: Basketball</p> <p>Dance</p>	<p>Athletics</p> <p>Striking and fielding</p>	<p>Athletics</p> <p>Outdoor Activities</p>