




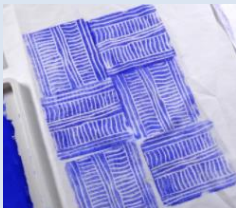
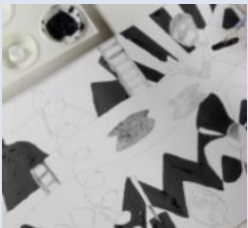

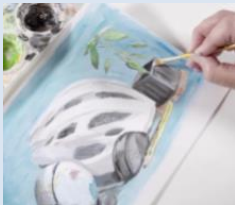
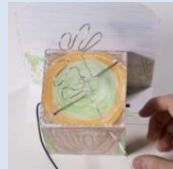















Etwall Primary School- Curriculum Overview- CYCLE B						
Year 5/6						
	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
English	Persuasion Science Fiction	Poems with Free Verse/Classic Narrative poetry. Detective/crime Older literature e.g. Shakespeare	Flashbacks/time shifts.	Information Texts hybrid. Magazine articles	Instructions	Discussion
Year 5	<ul style="list-style-type: none">Decimal FractionsMoney	<ul style="list-style-type: none">Negative Numbers.Short multiplication and short division.	<ul style="list-style-type: none">Area and Scaling.Calculating with decimal fractions.	<ul style="list-style-type: none">Calculating with decimal fractions.Factors, multiples and primes.	<ul style="list-style-type: none">Fractions.	<ul style="list-style-type: none">Converting Units.Angles and transformations.
Year 6	<ul style="list-style-type: none">Calculating using knowledge of structures.Multiples of 1000.	<ul style="list-style-type: none">Multiples of 1000.Numbers up to 10 000 000 Draw, compose and decompose shapes.	<ul style="list-style-type: none">Multiplication and division.Area, perimeter, position and direction.	<ul style="list-style-type: none">Fractions and percentages.	<ul style="list-style-type: none">Statistics. SATS	<ul style="list-style-type: none">Ratio and proportionCalculating using knowledge of structures.Solving problems with two unknowns.Order of operationsMean Average
Humanities	Gods and Mortals <i>(Ancient Greeks)</i> Children learn about the Greek Era, what the Ancient Greeks believed, the Olympic games, Alexander the Great and the myth of the Trojan War. We will investigate the impact the Ancient Greeks had on the modern world and how this can still be seen today. 	Chocolate! <i>(Mayan civilisation)</i> While discovering the importance of chocolate to the Mayan Society, children will also learn about the Mayan civilisation, the Mayan counting system and hieroglyphics. 	Raid, Invade and Stayed <i>(Vikings and Anglo-Saxons)</i> Children will learn about where the Vikings came from and how they got to Britain. They will investigate King Alfred and King Guthram and what they did. They will find out what Danelaw and Danegeld is. They will find out what life was like for the Anglo-Saxons and the Vikings. 	Local History and Local Geography – Peak District Children will be using maps to learn where the Peak District is and what it is. They will be able to explain how and why the landscape has changed over millions of years. They will also discover the importance of the River Dove and where this is located. 	Extreme Earth <i>(Natural Disasters)</i> Children will be finding out about different layers of the Earth are called, along with the different layers of the soil. They will also be investigating what volcanoes are and how they are formed. They will finding out about tornadoes, tsunamis and earthquakes and the impact of these natural disasters on humans. 	
Art	Art and Design Developing design, drawing, craft, painting and art appreciation skills; designing a hat, creating zentangle patterns and prints, painting in an impressionist style and exploring the work of Edward Hopper 	Make my Voice Heard Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message 	Photography Developing photography skills – composition, colour, light, abstract image, underlying messages and capturing and presenting images in different ways. 		Still Life Creating a variety of still life pieces influenced by different artists, using a range of mediums and showcasing work in the form of a memory box. 	
Science	Earth and Space	Properties and changes of	Light		Animals, including humans	Evolution and Inheritance

	<p>Children can describe the movements of the Sun, earth and moon and the effect these have on day and night, seasons and phases of the moon. They learn to investigate the planets in the solar system and discover how these theories have changed.</p> 	<p>materials (Chemistry)</p> <p>Children further develop their knowledge of solids, liquids and gases and look at how mixtures can be separated. They study reversible and irreversible changes. They compare and group together everyday materials.</p> 	<p>(Physics)</p> <p>Children recall facts about how shadows are formed and how we can change shadows. They learn how to understand how our eyes see. Children investigate reflection, refraction and the colours in white light.</p> 		<p>(Biology)</p> <p>Children recap the main body parts and internal organs. They investigate different food groups and find out why a variety of foods is good for our health. Children will find out how the heart pumps blood around the body and how nutrients and water are transported in the human body. Children will find out what happens to the heart during exercise and why. Finally, children will investigate the effects of tobacco, alcohol and other drugs.</p> 	<p>(Biology)</p> <p>Children recognise that living things have hanged over time and how we know this. They recognise that living things produce offspring of the same kind, although they are not normally identical. Children identify hoe animals and plants are adapted to suit their environment in different ways.</p> 
DT	<p>Structures: Playgrounds</p> <p>Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.</p> 		<p>Mechanical Systems: Automata toys</p> <p>Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements</p> 	<p>Electrical Systems: Steady Hand Game</p> <p>Understand what is meant by fit for purpose design and form follows function. Design and develop a steady hand game using a series circuit, including housing and backboard.</p> 	<p>Food: Come Dine With Me</p> <p>Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient’s farm to fork process.</p> 	
RE	<p>Why do some people think God exists?</p> <p>Children give examples of ways in which believing in god is valuable to the life of Christians and ways in which this is challenging. They learn to thoughtfully express ideas about the impact of believing or not believing in God on someone’s life. They present different views on why people believe in god, or not, including their own views.</p> 	<p>What difference does it make Ahimsa, Grace, and/or Ummah?</p> <p>Children will make connections between beliefs and behaviour in different religions. They will discuss the challenges of being a Hindu, Christian or Muslim in Britain today. They will make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. They will consider similarities and differences between beliefs and behaviour in different faiths.</p> 	<p>Is it better to express your beliefs in art and architecture or in charity and generosity?</p> <p>Children will learn to make connections between examples of religious creativity. (buildings and art) They will suggest reasons why some believers see generosity and charity as more important than buildings or art.</p> 		<p>What do religions say to us when life gets hard?</p> <p>Children learn to express their ideas about how and why religion can help believers when times are hard. They can give some examples of Christian, Hindu and non-religious beliefs about life after death. They can explain some of the differences and similarities between these beliefs.</p> 	
PE	<p>Health and Fitness: Agility – Ball Chasing and Static Balance – Stance</p> <p>Children can describe the basic fitness components and explain how</p>	<p>Personal: Co-ordination – Footwork and Static Balance – One Leg</p> <p>Children cope well and react positively when things become difficult. They can</p>	<p>Creative: Co-ordination – Sending & Receiving and Counter Balance – With a Partner</p> <p>Children can link actions and develop</p>	<p>Cognitive: Dynamic Balance – On a Line and Co-ordination – Ball Skills</p> <p>Children can understand ways</p>	<p>Applying Physical: Agility – Reaction/Response and Static Balance – Floor Work</p> <p>Children can perform a variety of</p>	<p>Social: Dynamic Balance to Agility – Jumping & Landing and Static Balance – Seated</p> <p>Children learn to cooperate well</p>

of completing the Real PE units.	<p>often and how long they should exercise to be healthy. They can record and monitor how hard they are working.</p> <div></div> <p>Striking and Fielding (Rounders)</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <div></div>	<p>persevere with a task and can improve their performance through regular practice.</p> <div></div> <p>Dance</p> <p>Perform dances using a range of movement patterns</p> <div></div>	<p>sequences of movements that express their own ideas. They can change tactics, rules or tasks to make activities more fun or challenging.</p> <div></div> <p>Outdoor and Adventurous activities</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <div></div>	<p>(criteria) to judge performance and can identify specific parts to continue to work upon. They can use their awareness of space and others to make good decisions.</p> <div></div> <p>Gymnastics (floor)</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <div></div>	<p>movements and skills with good body tension. They can link actions together so that they flow in running, jumping and throwing activities.</p> <div></div> <p>Athletics</p> <p>Use running, jumping, throwing and catching in isolation and in combination; Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <div></div>	<p>with others and give helpful feedback. They help organise roles and responsibilities and can guide a small group through a task.</p> <div></div> <p>Gymnastics (Apparatus)</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <div></div>
Music	<p>Film music</p> <p>Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p> <div></div>	<p>Looping and remixing</p> <p>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops, and learn how to play a well known song before putting a dance music spin on it to create their own versions</p> <div></div>	<p>Composition to represent the festival of colour</p> <p>Children explore the associations between music, sounds and colour, building up to composing and, as a class, performing their own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil. Holi celebrations include people throwing and smearing each other with vibrant, multi-coloured paints and powders.</p> <div></div>	<p>Advanced rhythms</p> <p>Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.</p> <div></div>	<p>Musical theatre</p> <p>In this topic, children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, as well as exploring how music can be used to tell a story, learning about performance aspects as they use songs to convey emotions</p> <div></div>	
PSHE	<p>Being Healthy</p> <p>Children learn about balanced and healthy lifestyles and what influences our choices have on these. They discuss how to ask for help if they are worried about their physical or mental health.</p> <div></div>	<p>Relationships</p> <p>Children recognise that there are different types of relationships and the difference between healthy and unhealthy relationships. They can discuss and show healthy friendships and recognise that these can change over time.</p> <div></div>	<p>Exploring Emotions</p> <p>Children identify the everyday things that affect their feelings and can talk about this with varied vocabulary. They recognise strategies that they could use to respond to feelings and how to seek support for themselves and for others.</p> <div></div>	<p>Difference and Diversity</p> <p>Children identify strategies to respond to hurtful behaviours and how their own behaviour can affect other people. They discuss diversity and the benefits of living in a diverse community. They understand and can challenge prejudices.</p> <div></div>	<p>Being Responsible</p> <p>Children recognise reasons for laws and rules; and the consequences of not adhering to these. They understand what human rights are. They understand the importance of compassion and ways of protecting the environment.</p> <div></div>	<p>Bullying Matters</p> <p>Children recognise the importance of seeking support if they feel lonely or excluded. They can identify positive strategies to help solve disputes. They recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable. They identify strategies to respond to unwanted touch.</p> <div></div>

Computing	<div>Basic Skills</div> <div>Join us as we develop our computing skills. Explore how amazing computers are and discover some of the fantastic things that they can be used for.</div> <div></div>	<div>Web Design</div> <div>Join us as we become web designers. Researching what a website, webpage and browser are. Children will plan and create a web page using Google sites.</div> <div></div>	<div>Online Safety</div> <div>Children take part in a themed national online safety week.</div> <div></div>	<div>Data and Spreadsheets</div> <div>Children use google software to design a party. They investigate what a spreadsheet is and the different types of data.</div> <div></div>	<div>Network and Data Representation</div>	<div>Programming</div> <div>Join us as we develop our programming skills. Explore how to design an interactive quiz in response to a given task and implement it as a program.</div> <div></div>
French	<div>Les Jeux Olympiques (The Olympics)</div> <div>We cover Olympic history (looking at the ancient Olympics and the beginnings of what we now refer to as the modern Olympic games), a selection of Olympic sports, how to say 'I play' and 'I do not play' a sport using the verb 'faire' and we also introduce the children to a selection of famous Olympians</div> <div></div>	<div>En Famille (The Family)</div> <div>By the end of the unit, the children will be expected to introduce their family members (factual or fictitious) by saying what their names are and how old they are. They will continue to work with numbers (with the opportunity of reaching 100) to enable them to say the age of various family members. They will also understand the concept of possessive adjectives (mon, ma and mes) in relation to family members</div> <div></div>	<div>Au Café (At the Café)</div> <div>A very typical French subject - food & drink at the cafe! This unit teaches nouns and article for a variety of foods and drinks. It will teach the children how to order a selection of foods and drinks from a French menu. Children will learn how to order breakfast items, order typical French snacks, and ask for the bill in French.</div> <div></div>	<div>Chez Moi (My Home)</div> <div>In this unit pupils will learn how to: Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have or do not have in their home.</div> <div></div>	<div>Quel Temps Fait-Il? (The weather)</div> <div>Children will learn how to describe the weather in French with an emphasis on map work and oral presentation skills. There is also ample opportunity for integrating ICT.</div> <div></div>	<div>Bpucle d’Or Et Les Trois Ours (Goldilocks and the Three Bears)</div> <div>This is a fun, story telling unit based around the familiar story of Goldilocks & The Three Bears. Using this well known story we will teach the children how to develop their listening skills in French as well as using cognates to develop their understanding of the vocabulary presented in the story. They will also be encouraged to write their own versions of the story following a structured storyboard approach.</div> <div></div>
Green Project	Bat House – research, build, evaluate.					