

Whole School Curriculum Map KS2 YEAR FIVE & SIX Cycle A

All topics based on Edison or Chris Quigley units which are supplemented by: Rigby Star Science units, PSHE scheme of work, PE, Cambridgeshire Agreed syllabus for RE. Music Express. Chris Quigley curriculum objectives are followed and covered over each 2 year Phase for every subject. Computing scheme?

Assessment

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year Five and Six						
Theme	Evolution and Inheritance Science	Conflict WW1 and WW2	The Lost Thing	Staying Alive	Amazing Americas	Showtime
Subject Focus (Literacy)	Science Charles Darwin/Mary Anning biographies Suspense writing	History Letters from the lighthouse Private Peaceful Newspaper report Respect and Care – school values	DT and Science The Lost Thing - Story Writing Explanation Text	Science Pig heart boy – story writing Non-chronological report Respect and Care – school values	Geography The Literacy Shed- Ride of Passage – adventure story The Great Kapok Tree – Balanced argument writing (Eco) Respect and Care – school values	History The Wizard of Oz – Fantasy Writing Holiday Brochure - persuasive writing (advert)
Enrichment	Peterborough Museum	Stibbington	Airbus, Science museum	Y5&6 Residential Trip to A&E First Aid	Eco Fineshade (after SATs)	Trip to Cinema/Show Cathedral Visit

			RE (Buddhism/Hinduism) visitors			
Science	<p>We're Evolving</p> <p>Yr6</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited 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>Identify how animals and plants are adapted to suit their environments in different ways and</p>	<p>Let's Get Moving</p> <p>Yr5</p> <p>Forces</p> <p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, leavers and springs.</p> <p>Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Electrifying</p> <p>Electricity and Circuits</p> <p>Yr 6</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>Staying Alive</p> <p>Yr6</p> <p>Circulatory system</p> <p>Describe the changes as humans develop to old age</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions 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>Describe the ways in which nutrients and water are transported</p>	<p>Classifying critters</p> <p>Yr6</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life processes of reproduction in some plants and animals</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and</p>	<p>Sound and hearing</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p> <p>Investigation: Muffling sound</p>

	<p>that adaptation may lead to evolution.</p> <p>Investigation:</p> <p>Beaks and seeds experiment</p>			<p>within animals, including humans</p> <p>Investigation:</p> <p>Lung capacity, heart beat and pulse</p>	<p>differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	
History	<p>Darwin and Victorian England</p> <p>Social, ethnic, cultural, religious diversity (world history)</p>	<p>Conflict WW1/WW2</p> <p>Sources of evidence, propaganda, overview of world history, main changes over time, dates and terms, historical vocab, characteristic features (investigate and interpret)</p> <p>Seek out and analyse a wide range of evidence in order to justify</p>		<p>Medicine through the ages- Horrible history</p> <p>Describe the social and cultural diversity of past society (world history)</p> <p>Describe the ideas, beliefs and attitudes and experiences of men, women and children (world history)</p>		<p>History of entertainment and leisure</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change. (chronology)</p> <p>Compare some of the times studied with those of other areas of interest. (world history)</p> <p>Use literacy, numeracy and computing skills to communicate info about the past. (communicate)</p> <p>Use original ways to present information and</p>

		<p>claims about the past (investigate and interpret) Use literacy, numeracy and computing skills to communicate info about the past. (communicate)</p> <p>Use original ways to present information and ideas. (communicate)</p>				ideas. (communicate)
Geography	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	Locations of where the Blitz affected Britain. Features of these locations. Local area and affects of WW1 and 2. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with			Name and locate the countries of North and South America and identify their main physical and human characteristics Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are	

		maps and topological maps - as in London's Tube map).			changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Physical geography, including climate zones and biomes	
Art	<p>Sculpture</p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</p> <p>Use tools to carve and</p>	<p>Painting</p> <p>Inspiration from the Greats- Picasso Weeping Woman</p> <p>Sketch (lightly) before painting to combine line</p>	<p>Painting</p> <p>Salvador Dali</p> <p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based</p>	<p>Drawing unit</p> <p>Use a variety of techniques to add interesting effect (eg. Reflections, shadows and direction of sunlight)</p> <p>Use a choice of</p>	<p>Digital media</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). 	<p>Textiles</p> <p>Show precision in techniques</p> <p>Choose from a range of stitching techniques</p> <p>Combine previously learned techniques to create pieces</p>

	<p>add shapes, texture and pattern. Combine visual and tactile qualities Use frameworks (such as wire or moulds) to provide stability and form.</p>	<p>and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.</p>	<p>upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.</p>	<p>techniques to depict movement, perspective, shadows and reflection Choose a style of drawing suitable for the work, (e.g realistic or impressionistic) Use lines to represent movement</p>	<p>Henry Rousseau - art work</p>	<p>Make a costume piece for the end of term play</p>
<p>Design Technology</p>		<p>Practical skills – all textiles (visual and tactile effects) Food – WW2 rationing</p>	<p>Cam Mechanisms Converting rotary motion into linear movement (CQ)</p>		<p>Create an Eco friendly recipe from sustainable ingredients</p>	

Religious Education Year	Yr 5 Christian Places Yr 6 Jesus – as an inspirational leader	Yr 5 Christian People Yr 6 Stories of Faith	Yr 5 Hindus in Britain Yr 6 Buddhism Beliefs	Yr 5 Hindu Places Yr 6 Buddhism – Natural World	Yr 5 Religions in our community Yr 6 Buddhist Writings	Yr 5 Christian Worship Yr 6 Humanism
Physical Education	Y5- Dance Y6- Invasion Games- Basketball Y6- Swimming	Y5- Invasion Games- TAG Rugby Y6- Invasion Games- Football.	Y5- Multi-skills Y5 – Swimming Y6- Dance	Y5- Gymnastics Y5 - OAA Y6- Invasion Games	Y5- Striking and Fielding Games- Rounder's Y6- Gymnastics Y6- Additional Coaching- OAA	Y5 and 6- Athletics Y5- Additional Coaching- OAA
PSHE	Myself & My Relationships 14 MMR 14 BB56	Myself & My Relationships 15 MMR15ME56	Healthy & Safer Lifestyles 21 HSL 21 HL56	Healthy & Safer Lifestyles 22 HSL22 DE56	Economic Wellbeing 3 EW 3 FC56 Citizenship 9 Working Together CIT 9 WT56	Year 5 only - Healthy & Safer Lifestyles 20 HSL20 SR5 Year 6 only - Healthy & Safer Lifestyles 24 HSL24 SR6
Computing	Understanding Technology (Lesson – computer networks & Internet/World Wide Web) CODE Espresso Coding (Block Coding/Unit 5/Starter : Lessons 1-2 CONNECT	CODE Espresso Coding (Block Coding/Unit 5/Starter : Lessons 3-8) CONNECT Gooseberry Street (Lesson 7 & Gooseberry app	COMMUNICATE Use slides app to create a page of research as per sketchbook. CONNECT Gooseberry Street (Lesson 8 & Gooseberry app game)	CODE Espresso Coding (Block Coding/Unit 5a: Lessons 5-7) CONNECT Gooseberry Street (Lesson 9 & Gooseberry app game)	COLLECT Set up a database of animals based on classification in science CONNECT Gooseberry Street (Lesson 10 & Gooseberry app game)	COMMUNICATE Children to produce their own presentations- topic of their choice CONNECT E-safety lesson & Gooseberry app game

	Gooseberry Street (Lesson 6 & Gooseberry app game)	game)				
Music	Music Express Year 5 Life Cycles.	Songs from the War	Year 6 Music Express - Journeys	Year 5 Music Express - Keeping Healthy	Year 6 Music Express -World Unite	Year 5 Music Express - At the movies