

Whole School Curriculum Map KS2 YEAR FIVE & SIX Cycle B

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	Out of This World	Ancient Greece	Beowulf Vikings and Anglo Saxons	Super Stanground!	Mysterious Materials Harry Potter	Raging Rivers
Subject Focus	Science The War of The Worlds - Science fiction story writing Planet report	History Greek Myths Olympian Biography Respect and Care – school values	History/ Art Beowulf – Historical story Non-chronological report	Geography Epic (film) - Adventure Story writing Balanced argument writing (Eco) Respect and Care – school values	Science Harry Potter – Fantasy Story Letter writing	Geography River Poetry Day in the life of ...
Enrichment	The Space Centre (Leicester)	The Fitzwilliam Museum – Ancient Greece	Viking visitor – Viking Day Residential RE (Buddhism/Hinduism) visitors	Recycling plant visit – Waterbeach Waste Management Park - visit/visitor	Harry Potter Studios	Stibbington – Investigating Rivers Cathedral Visit

<p>Science</p>	<p>Describe the movement of 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>Explain how day and night occurs.</p> <p>Explain that objects fall to Earth because of the force of gravity.</p> <p>Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces,</p> <p>Investigation: Air resistance</p>	<p>Light and seeing</p> <ul style="list-style-type: none"> • Understand 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 eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light 	<p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Relate knowledge of plants to studies of all living things</p>	<p>To investigate materials</p> <p>Compare and group together everyday materials based on evidence from comparative and fair tests.</p> <p>Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible</p>	<p>Describe the changes as humans develop to old age. (Sex Ed.)</p>
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		sources to objects and then to our eyes. Investigation: What makes a shadow get bigger?			changes. Explain that some changes result in the formation of new materials. Investigation: dissolving	
History	Use appropriate historical vocabulary to communicate historically. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children (scientists and their views of the Earth and solar system) Understand the concepts of continuity and change over time, representing them, along with evidence, on a	Use appropriate historical vocabulary to communicate historically. Understand the concepts of continuity and change over time representing them along with evidence along a time line. Use dates and terms accurately in describing events. Describe the main changes in a period of history(using terms such as:	Use appropriate historical vocabulary to communicate historically. Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval times until the Tudor and Stuart times. Describe the social, ethnic, cultural or religious diversity of past society. Use sources of information to form testable hypotheses about the past.			

	<p>timeline Use literacy, numeracy and computing skills to communicate info about the past. Use original ways to present information and ideas.</p>	<p>social, religious, political, technological and cultural) Describe the social, ethnic, cultural or religious diversity of past society. Select suitable sources of evidence to deduce information about the past. Use sources of evidence to deduce information about the past. Understand that no single source of evidence gives the full answer to questions about the past. Use literacy, numeracy and computing skills to communicate</p>	<p>Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Use literacy, numeracy and computing skills to communicate info about the past. Use original ways to present information and ideas.</p>			
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		<p>info about the past. Use original ways to present information and ideas.</p>				
Geog				<p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and</p>		<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns.</p>

				<p>record the human and physical features in the local area.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (aerial images and topographical maps)</p> <p>Create maps of locations identifying patterns.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>		
Art	<p>To take inspiration from the greats.</p> <p>Create original</p>	n/a	<p>Sculpture</p> <p>Show life-like qualities and real-life</p>	<p>Drawing</p> <p>Use a variety of techniques to</p>	<p>Collage</p> <p>Mix textures (rough and</p>	<p>Painting</p> <p>Sketch (lightly) before painting to combine line and colour.</p>

	pieces that show a range of influences and styles (Peter Thorpe – Rocket Art)		<p>proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p>	<p>add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Use lines to represent movement.</p>	<p>smooth, plain and patterned).</p> <p>Combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques.</p>	<p>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.</p> <p>Combine colours tones and tints to enhance the mood of a piece</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>
Design Technology		<p>Thrones for a Greek God or Goddess</p> <p>Cut materials with precision and refine the finish with appropriate tools(wood, sawing and sanding)</p>			<p>Demonstrate a range of baking and cooking techniques.</p> <p>Create and refine recipes, including ingredients, methods, cooking times and temperatures</p>	

		<p>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape(wood, sawing and sanding)</p> <p>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (cushion)</p> <p>Combine elements of design from a range of inspirational designers throughout history, giving reasons for your choices</p>			<p>Measure accurately and calculate ratios or ingredients to scale up or down from a recipe.</p>	
Religious Education	Yr 5 Christian Places Yr 6	Yr 5 Christian People Yr 6	Yr 5 Hindus in Britain Yr 6	Yr 5 Hindu Places Yr 6	Yr 5 Religions in our community	Yr 5 Christian Worship Yr 6

	Jesus – as an inspirational leader	Humanism	Buddhism Beliefs	Buddhism – Natural World	Yr 6 Buddhist Writings	Stories of Faith
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 16 MMR16 FF56	Myself & My Relationships 18 MMR18 MC56	Citizenship 11 CIT 11 RR 56	Citizenship 10 CIT 10 DC56	Healthy & Safer Lifestyles 18 HSL 18 MR 56 Healthy & Safer Lifestyles 23 HSL 23 PS56	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/Starters: Lessons 1-2)	CODE Espresso Coding (Block Coding/Unit 5/Starters: Lessons 3-8) CONNECT Gooseberry Street t (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

	CONNECT Gooseberry Street (Lesson 6 & Gooseberry app game)	game)				
Music	The Planet Suite Gustav Holst Music Express Year 5 The Solar System	BBC Music - Ancient Greece	Music Express Year 6 Our world unite	Music Express Year 5 Our community	Creating own songs linked to the stories	Percussion River music –creating own music to symbolise the river’s journey