



Year 5/6 Long Term Curriculum Map, Cycle B

Our Vision

- We want our children to make outstanding progress through a broad, knowledge rich curriculum which is relevant to our community; with child friendly purpose that ignites their curiosity and enthusiasm whilst embedding a love of learning.
- We want our children to have high aspirations and expectations for themselves that are inspired by positive role models.
- In our curriculum, children will have a love of literature, experience a range of relevant cultural experiences and have their heritage, talents and skills celebrated.



Each term we pose our “Curriculum Question.” Here we link our learning of new knowledge and skills from the term of work to see how our children would answer the questions based on the new information they have learned.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------------|--|---|--|--|---|--|
| Curriculum Question Topic | Ancient Greece What have the Greeks done for us? | | Las montañas Could you survive on a mountain? Where would you prefer to live? | | Crime and Punishment Was the death penalty fair? | |
| Values | Love & Resilience | Unity, Thankfulness and Humility | Aspiration, Compassion & Peace | Forgiveness & Excellent | Friendship | Respect, Faith and Courage |
| Values Role Models | Morey Gompertz David Attenborough | Winston Churchill Steve Redgrave | Evelyn Glennie, Cerrie Burnell Martin Luther King | Malala Yousafzai Stephen Hawking | Charles Wicksteed | William Knibb Anne Frank |
| Curriculum role models | Alan Turin | Neil Armstrong Tim Peake | | | | |
| Whole School Cultural Events | Macmillan coffee morning Healthy Eating Week Black History Month Harvest Festival | Growth Mindset Resilience Challenge Remembrance Day Anti-Bullying Week 20th Nov. Universal Children’s Day St Andrew’s Day Advent (Craft Day) | Growth Mindset Aspiration Challenge Martin Luther King Day National handwriting day National Story-Telling Children’s mental Health Week Safer Internet Day | Fairtrade Fortnight Shrove Tuesday, Lent, Ash Wednesday. International Women’s Day World Book Day World Maths Day British Science Week Growth Mindset Excellence Challenge | Pay it forward Week Children’s Book Week Christian Aid Week National Walking Month | Children’s Art Week Global Day of Parents Growth Mindset Courage Challenge |



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| Key Texts | <p>Read Aloud: Percy Jackson And The Lightning Thief by Rick Riordan.</p> <p>Shared Reading Text: The Hobbit by J. R. Tolkien and Monsterology by Dugald Steer.</p> <p>Poetry Focus: Light-Bringer by Joseph Coelho</p> | <p>Read Aloud: Pocketful Of Stars by Aisha Bushby.</p> <p>Shared Reading Text: Wondercurrent by J. R. Parks and Space Encyclopedia by Cristine Pulliam, David A. Aguilar and Patricia Daniels</p> <p>Poetry Focus: Road Not After by Robert Frost</p> | <p>Read Aloud: Boy in the Tower by Polly Ho-Yen</p> <p>Shared Reading Text: The Firework Makers Daughter by Philip Pullman and Instructions by Neil Gaiman.</p> <p>Poetry Focus: The Tyger by William Blake</p> | <p>Read Aloud: The Highrise Mystery by Sharna Jackson.</p> <p>Shared Reading Text: Bluebeard by Metaphrog and The Lost Book Of An Adventurer by an Unknown Adventurer.</p> <p>Poetry Focus: Hawk Roosting by Ted Hughes</p> | <p>Read Aloud: A Kind Of Spark by Elle McNicoll.</p> <p>Shared Reading Text: Hansel And Gretel by Neil Gaiman and The Witches by Roald Dahl.</p> <p>Poetry Focus: The Highwayman by Alfred Noyes</p> | <p>Read Aloud: Wonder RJ Palacio</p> <p>Shared Reading Text: Alex Rider by Anthony Harowitz and 100 Inventions That Made History by Andrea Mills, Clive Gifford and Tracey Turner.</p> <p>Poetry Focus: Still there by Matt Goodfellow</p> |
| Literacy | <p>Fiction: Escape Story Focus: Description Model Text: Cyclops</p> <p>Non-Fiction: Information Text Genre: Information Text Model Text: Cave Elves</p> | <p>Fiction: Defeat the Monster Story Focus: Suspense Model Text: The Ice Forest</p> <p>Non-Fiction: Instructions Genre: Instructions Model Text: How to Survive Wonderland</p> | <p>Fiction: Adventure Story Focus: Dialogue Model Text: Kidnapped</p> <p>Non-Fiction: Journal Genre: Recount Model Text: Alien Journal</p> | <p>Fiction: Wishing Story Focus: Character Model Text: King of Birds/King of Fishes</p> <p>Plus an Invention Unit or whole school writing focus.</p> | <p>Fiction: Defeating the Monster Story Focus: Setting Model Text: Hansel and Gretel</p> <p>Non-Fiction: Explanation Text Genre: Explanation Model Text: How To Spot A Witch/Villains</p> | <p>Fiction: Finding Story Focus: Suspense/Flashback Model Text: Clockwork</p> <p>Non-Fiction: Persuasion Genre: Persuasion Model Text: I Spy</p> |
| Cross Curricular writing | <p>Geography: Information about Ancient Greece</p> | <p>Geography: Greek Myths</p> | <p>Geography: How to Survive Climbing the Alps</p> | <p>Geography: Journaling a School Trip</p> | <p>History: An Explanation of how Punishment has Changed</p> | <p>History: A Criminal Persuading a Judge of their Innocence</p> |



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| Maths | YEAR 5- NUMBER: Place Value NUMBER: Addition and Subtraction. STATISTICS | YEAR 5- NUMBER: Multiplication and Division. MEASUREMENT: Perimeter and Area | YEAR 5- NUMBER: Multiplication and Division. NUMBER: Fractions | YEAR 5- NUMBER: Decimals and Percentages. YEAR 6- MEASUREMENT: Converting Units MEASUREMENT: Perimeter, Area and Volume NUMBER: Ratio | YEAR 5- NUMBER: Decimals GEOMETRY: Properties of shape. GEOMETRY: Position and Direction. YEAR 6- GEOMETRY: Properties of shape. PROBLEM SOLVING | YEAR 5- MEASUREMENT: Converting Units MEASUREMENT: Volume. YEAR 6- STATISTICS INVESTIGATIONS |
| | YEAR 6- NUMBER: Place Value NUMBER: Addition and Subtraction. NUMBER: Multiplication and Division. | YEAR 6- NUMBER: FRACTIONS GEOMETRY: Position and Direction. | YEAR 6- NUMBER: Decimals NUMBER: Percentage. NUMBER: Algebra. | | | |
| Science | Biology: Animals: humans (life cycles and growth & change) | Physics: Earth and space | Physics: Forces | Biology: Animals: humans (life cycles, reproduction) | Chemistry: Properties and changes of materials | Physics: Light |
| | Working Scientifically (Procedural Knowledge) is taught throughout each unit | | | | | |
| History | World history: Ancient Greece | World history: Ancient Greece | | | A study of an aspect in British History that extends chronological knowledge beyond 1066: Advances of Medicine / Crime and Punishment | A study of an aspect in British History that extends chronological knowledge beyond 1066: Advances of Medicine / Crime and Punishment |
| | Working Historically (Procedural Knowledge) is taught throughout | | | | | |
| Geography | | | Mountains | European country study: Spain, Barcelona | | |
| Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units | | | | | | |



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| RE | Unit U2.10 – Judaism What does it mean for a Jewish person to follow God? | Unit U2.4 – Christianity Was Jesus the Messiah? | Unit U2.11 – Secular/Non-Religious Why do some people believe in God and some people not? | Unit U2.6 – Christianity What did Jesus do to save human beings? (Link to Easter) | Unit U2.3 – Christianity How can following God bring freedom and justice? | Unit U2.12 – Thematic What will make our town a more respectful place? |
| Art | 3D Layering designs/ Landscapes Henri Rousseau | | Drawing and Painting Landscape (Post impressionism): Van Gogh (Starry Night) | | Drawing and Printing (Polyboard): Banksy inspired. | |
| DT | | Cams: Creating toys/items with cam and follower movement (utilised by Ancient Greeks) | | Frame Structures: making shelters/bird hides. | | Pulleys or Gears: controllable toy vehicle Archimedes screw and Archimedes claw – link to |
| Music | Make You Feel My Love Pop Ballads | Dancing in the Street Motown | Benjamin Britten – A New year Carol Benjamin Britten (Western, Classical Music) Gospel, Bhangra | Classroom Jazz 2 Jazz, Latin, Blues | Reflect, Rewind and Replay Western, Classical Music and your choice from Year 6 | Performance |
| PE | INVASION GAMES “Football” Control ball/pass/shoot/attack/defend | INVASION GAMES “Hockey” Dribble/control/pass/rules/shoot/accuracy/attack/defend | DANCE *N.B Year 5 swimming “Why Bully Me?” Link movements/phrases/canon/unison/speed/direction/motifs | GYM *N.B Year 5 swimming “Group Work” Link actions/sequence/improve/evaluate/points of stillness/negotiate ideas | GYM “Pair Composition” Link actions/improve/evaluate/develop flexibility/strength/control/balance | ATHLETICS “Heptathlon” Copy/repeat/evaluate/run/throw/jump |
| Computing | Kapow Computing ‘Bletchley Park 1’ | Kapow Computing ‘Bletchley park 2’ | Kapow Computing ‘Intro to Python’ | Kapow Computing ‘Big data 1’ | Kapow Computing ‘Big data 2’ | Kapow Computing ‘Skills showcase’ |
| MfL | Phonics lesson 3 & 4 The Date (I) | My Home (I) | Planets (P) | At the Weekend (P) | Me In The World (P) | Regular Verbs (P) |
| PSHE - 6 | Me and My Relationships | Valuing Difference Recognise and reflect on prejudice-based | Keeping Myself Safe Develop an understanding of | Rights and Responsibilities | Being My Best Children understand the importance of | Growing and Changing Build on skills on how to keep safe, including |



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| | <p>Build on relationship and friendship skills; knowing how to work with others and use co-operation skills. Recognise safe and unsafe touches and know when and how or be assertive.</p> <p><i>Y5 Girls to learn about menstruation learn how access to products in school.</i></p> | <p>bullying behaviours and develop an understanding of bystander behaviours.</p> | <p>emotional needs including staying safe online. Children build on their understanding of drugs and alcohol: norms and risks (including the law).</p> | <p>Children will recognise media bias, including social media and develop skills needed for a caring community and environment. Children develop an understanding of earning and saving money.</p> | <p>having aspirations and goal setting, alongside managing risk.</p> | <p>when it is safe to keep a secret and when you should tell. Identify emotional changes associated with puberty and know how our bodies change and know how to build self esteem and feel good about ourselves. Know how viruses can affect health – including HIV. Y5 – Children will identify body changes (moved from the year 4 unit) and menstruation – all children (moved from y3) and body changes during puberty (from y4) plans can be found in the growing and changing sections of the year groups. Y6 – Children will learn about reproduction, including ways the sperm can fertilise the egg and the legal age of consent.</p> |
| <p>Courageous Advocacy</p> | <p>Make Greek food for food bank charity</p> <p>Macmillan Coffee Morning</p> | <p>Poppy selling</p> <p>Making a Christmas craft to sell at Christmas fair and raise money for school.</p> | <p>Local Litter pick</p> | <p>“Save the turtle sale</p> | <p>Formal letter writing to American Embassy contesting the death penalty.</p> | |



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| | Harvest appeal | | | |
| P4C Suggested Texts | The Boy Who Asked Questions Stories for Thinking p.84 What is a right or wrong answer? | Pandora's Box Stories for Thinking p.62 What does hope mean? | Classroom Punishment The Philosophy Shop p.193 What is the difference between fair and unfair punishment? | |
| Spirituality | REGULAR: <i>Daily prayers, regular weekly reflection time, P4C sessions</i> Should you keep the Gods happy? (History link) | REGULAR: <i>Daily prayers, regular weekly reflection time, P4C sessions</i> Power of creation – how were mountains were made? (Geography link) | REGULAR: <i>Daily prayers, regular weekly reflection time, P4C sessions</i> The wonder and power of light (Science link) Why is crime always described as dark? (History link) | |