

## Oldfield Primary School Curriculum Map Owls Year 5/6 Cycle A

	<u>Autumn 1</u> <u>7 Weeks</u>	<u>Autumn 2</u> <u>7 Weeks</u>	<u>Spring 1</u> <u>6 Weeks &amp; 2 days</u>	<u>Spring 2</u> <u>5 Weeks</u>	<u>Summer 1</u> <u>6 weeks 3 days</u>	<u>Summer 2</u> <u>7 Weeks</u>
<b>Theme</b>	<b>Sandbags and Sirens</b> <ul style="list-style-type: none"> <li>➤ Why did WWII begin and what countries were involved?</li> <li>➤ What was life like for an evacuee during invasion and how does this differ to modern day?</li> <li>➤ How did WWII shape Europe?</li> <li>➤ What impact did WWII have on our local community?</li> <li>➤ What is the legacy of WWII?</li> </ul>	<b>Amazon Adventure</b> <ul style="list-style-type: none"> <li>➤ Where are rainforests found in the world?</li> <li>➤ What creatures are at the top and bottom of the food chains in the rainforest?</li> <li>➤ How have plants and animals adapted to live in the rainforest layers?</li> <li>➤ What foods could you eat for survival in the rainforest?</li> <li>➤ How has deforestation contributed to climate change?</li> </ul>	<b>Ancient Greece</b> <ul style="list-style-type: none"> <li>➤ Who were the Ancient Greeks?</li> <li>➤ What legacy have the Greeks left behind and what would we see today?</li> <li>➤ Would you rather be a Spartan or Athenian?</li> <li>➤ What values from Ancient Greek society do we still have today?</li> <li>➤ What part did religion play in ancient Greece?</li> </ul>	<b>Seaside- Contrasting Coastlines: UK &amp; the Med</b> <ul style="list-style-type: none"> <li>➤ What are the physical features of a coastline?</li> <li>➤ What variations are there in land use between the UK and the Mediterranean?</li> <li>➤ What is coastal erosion and why does Britain need defences?</li> <li>➤ Which famous artists have painted beach landscapes in history?</li> <li>➤</li> </ul>	<b>Victorian Changes: Up the chimneys, down the mines</b> <ul style="list-style-type: none"> <li>➤ What was the difference between the rich and poor?</li> <li>➤ Why were children forced to work? How did the industrial revolution shape our community?</li> <li>➤ How did the Victorians fight disease? How did Queen Victoria influence our country?</li> </ul>	
<b>English Texts (see LTP)</b>	Letters from the Lighthouse By Emma Carroll  Rose Blanche - Ian McEwen	The Explorer - Katherine Rundell  Non-fiction texts to support curricular learning - persuasion and discussion	Greek Myths  Percy Jackson & the Sea of Monsters - Rick Riordan	Flotsam - David Wiesner  Classic Poetry - various poets	Oliver Twist - Pauline Francis	Gaslight - Eloise Williams  Highwayman Classic Narrative Poetry (Linked with a twist on traditional tales) Playscripts - (Victorians/Leavers
<b>Maths</b>	WRM Year 5/6 SOL	WRM Year5/6 SOL	WRM Year5/6 SOL	WRM Year5/6 SOL	WRM Year5/6 SOL	WRM Year5/6 SOL
<b>Science</b>	<b>Sc6/4.1 Light &amp; Shadow</b> Make a lighthouse Sc6/4.1a recognise that light appears to travel in straight lines Sc6/4.1b use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Sc6/4.1c explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Sc6/4.1d use the idea that light travels in straight lines to	<b>Sc5/2.1 Living Things and their Habitats</b> Describe the differences in life cycles between insects and amphibians.  Describe the life processes of reproduction of plants and animals. <b>Sc6/2.1 Living things and their habitats.</b>  <b>Classification</b> <ul style="list-style-type: none"> <li>• Group plants and animals according to their characteristics</li> </ul>	<b>Sc5/4.1 Earth and Space</b>  Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system  Sc5/4.1b describe the movement of the Moon relative to the Earth  Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies  Sc5/4.1d use the idea of the Earth's rotation to explain day	<b>Sc5/4.2 Forces</b>  Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces.  Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect  Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting	<b>Sc6/4.2 Electricity</b>  Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  Sc6/4.2b 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	<b>Sc5/2.2 Animals including humans (puberty RSHE links)</b>  Sc5/2.2a describe the changes as humans develop to old age.

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	explain why shadows have the same shape as the objects that cast them	<ul style="list-style-type: none"> <li>Research an organism to present to the class</li> </ul>	and night, and the apparent movement of the sun across the sky.	between the Earth and the falling object.	Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram.	
<b>History &amp; Geography</b>	<p><i>Ge2/1.1</i> Locational Knowledge</p> <p><b>Hi2/2.1 Local History in WWII</b></p> <p><i>To understand when WW11 took place in British and World history</i></p> <p><i>To name and locate countries involved in WW11</i></p> <p><i>To compare and contrast refugees from WW11 with modern day refugees</i></p> <p><i>To use relevant sources of evidence to identify characteristics of WW11 invasions</i></p> <p><i>To understand the legacy of WW11 on Britain and the wider world</i></p>	<p><b>Ge2/1.2a Human/ Physical Geography</b> understand geographical similarities and differences through the study of human and physical geography in South America</p> <ul style="list-style-type: none"> <li>Locational knowledge - Make connections between the equator and the tropics.</li> </ul> <p><i>Ge2/1.3a</i> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</p> <ul style="list-style-type: none"> <li>Explore the tropical biomes of the rainforest</li> </ul> <p>(Vegetation, biomes and land belts).</p> <p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></p> <p><i>Ge2/1.4a</i> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Hi2/2.4 Ancient Greece</b> Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p><b>Ge2/1.2 Place Knowledge</b></p> <p><i>Ge2/1.2a</i> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country - Greece.</p> <p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></p> <p><i>Ge2/1.4a</i> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></p> <p>using atlases and digital mapping</p> <ul style="list-style-type: none"> <li>Place knowledge to locate country time zones.</li> </ul> <p><b>Locational knowledge</b> <i>Ge2/1.1c</i> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p><b>Hi2/2.2 Extended chronological study</b></p> <p>The impact of Queen Victoria's reign</p> <p>Industrial revolution and the impact on children.</p> <p>Explore differences in lives between rich and poor and explore divide in society.</p> <p>Fieldwork study using local Victorian maps - compare and contrast with maps from today- what can be found in our locality? -</p>	

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<b>Art / D&amp;T</b>	<p><b>Drawing &amp; Painting</b></p> <p><b>Abstract Expressionism &amp; Pop Art</b> Ar2/1.3 about great artists, architects and designers in history.</p> <p><b>Study Work of other artists</b> Andy Warhol- pop art.</p> <p><b>Exploring &amp; developing Ideas</b></p> <p>a use digital technology as sources for developing ideas;</p>	<p><b>D&amp;T- Design and make a tribal mask ready to withstand a ritual.</b></p> <p>DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.2b select from and use a wider range of materials and components</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>DT2/1.4 Technological Knowledge</b></p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p><b>DT Sculpture -</b> Plan, design and make a Greek Vase</p> <p>independently take exact measurements and mark out, to within 1 millimetre;</p> <p>a cut a range of materials with precision and accuracy;</p> <p>b shape and score materials with precision and accuracy;</p> <p>c assemble, join and combine materials and components with accuracy;</p>	<p><b>Art - Drawing and Painting</b> <b>Study Work of other artists</b> E.g. Alfred Wallis / Helen Frankenthaler</p> <p>Create own seaside painting</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas;</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <p>a create a colour palette, demonstrating mixing techniques;</p> <p>b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb.</p>	<p><b>Collage &amp; Surrealism</b> Exploring steampunk art</p> <p>Victorian Decoupage and photo collage - exploring playing with pictures. Children can:</p> <p>a experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</p> <p>b add decoration to create effect;</p> <p>Children can:</p> <p>a add collage to a painted or printed background;</p> <p>b create and arrange accurate patterns;</p> <p>c use a range of mixed media;</p> <p>d plan and design a collage;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p> <p>a</p>	<p><b>D&amp;T Kinetic Toys</b></p> <p>c explain how mechanical systems, such as cams, create movement and use mechanical systems in their products;</p> <p>d design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user;</p> <p>e explain how particular parts of their products work;</p> <p>f use annotated sketches, cross-sectional drawings to develop and communicate their ideas;</p> <p>g create a working cam mechanism to create a moving toy</p> <p>h evaluate product.</p> <p>i</p>
<b>Music</b>	<p>Mu2/1.6 develop an understanding of the history of music, focusing on how music changed throughout the 20<sup>th</sup> century.</p> <p><b>Charanga</b></p> <p><b>Happy</b> Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>rainforest music using our bodies and instruments</p> <p>Mu2/1.5 understand music from different traditions</p> <p><b>Xmas Concert</b> Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>Charanga -</b></p> <p><b>A New Year Carol</b> Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1,2 Improvise and Compose</p>	<p><b>Charanga</b></p> <p><b>You've got a friend</b></p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p><b>Charanga</b></p> <p><b>Music &amp; Me</b></p> <p>Mu2/1.6 develop an understanding of the history of music, focusing on how music changed throughout the 20<sup>th</sup> century.</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>Charanga</b></p> <p><b>Reflect, Rewind and Replay</b></p> <p>Production Music planning</p>
<b>P.E</b>	<p>Football</p> <p>PE2/1.1b play <span style="color: blue;">competitive games</span>, and apply basic principles suitable for attacking and defending</p>	<p>Dance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p>	<p>Gymnastics</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p>	<p>Basketball PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p>	<p><b>Cricket/Games</b></p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Games</b></p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p>



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	<b>Y5 Swimming</b> PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres	<b>Y5 Swimming</b> PE2/1.2b use <b>a range of strokes</b> effectively	<b>Y5 Swimming</b> PE2/1.2c perform safe self-rescue in different water-based situations.	PE2/1.1b play <b>competitive games</b> , and apply basic principles suitable for attacking and defending	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<b>Computing</b>  <b>Twinkl Year 5 SOL</b>	<b>Online Safety</b>  Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	<b>Strategic Searching Online</b>  Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content .	<b>Scratch - Developing Games</b>  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output	<b>Microbit</b>  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output  use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<b>Radio Station - Audacity</b>  Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<b>3D Modelling Sketch Up</b>  Selecting, using and combining a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
<b>French</b> <b>Twinkl Year 5 SOL</b>	Pleased To Meet You	All About Ourselves	That's Tasty	Family and Friends	School Life	Time Travelling
<b>R.E</b> <b>Believing and Belonging</b> <b>Agreed Local Syllabus</b> <b>Kirklees 2024</b>	CU2.5 Jewish Festivals - how and why are they celebrated today?	Unit Cu2.2 How do Sikhs symbolise their commitment?	Unit CU2.3 What values do people live by?	Unit CU2.4 Why do some people go on pilgrimages?	Unit Cu2.6 What do Christians believe?	
<b>PSHE</b>  <b>Coram SCARF Spiral Curriculum</b> <b>Cycle A</b>	Me and My Relationships (SCARF)  Online-Safety	Valuing Difference (SCARF)  Online-Safety	Keeping Safe (SCARF)  Online-Safety	Rights and Respect (SCARF)  Online-Safety	Being My Best (SCARF)  Online-Safety	Growing and Changing Online-Safety
<b>Visits, Trips and Experiences</b>	- local walk and artefact workshop with local historian (Andy Wade) on 23 rd September -Discovery box for first 2 weeks of term (Skipton Town Hall provision)	Hall Green Baptist Church - a focus on the story of Jesus.  Forest School	Historical Workshop: The Greeks	Coastal Residential visit to Whitby	Discovery boxes (Skipton Town Hall)	<a href="https://bradfordmuseums.org/workshop/a-local-history-experience-a-victorian-classroom/">https://bradfordmuseums.org/workshop/a-local-history-experience-a-victorian-classroom/</a> -