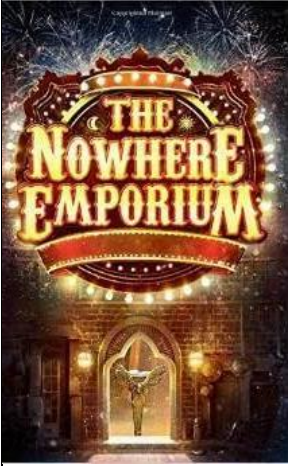
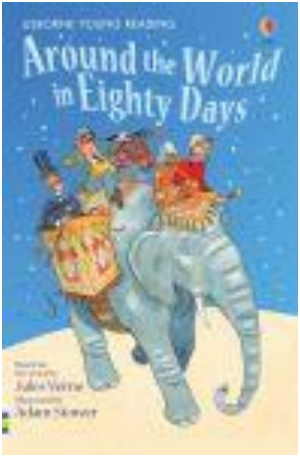


Oldfield Primary School Curriculum Map Owls **Year 5/6** 2024-2025 (Cycle B)

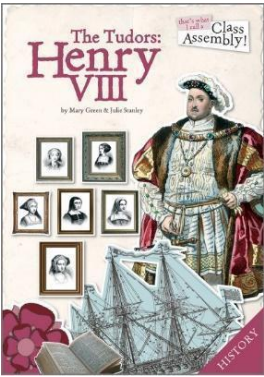
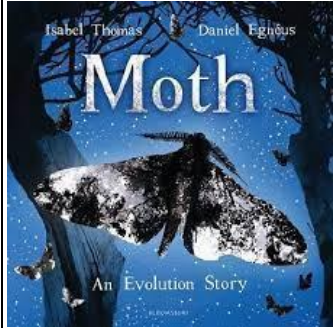
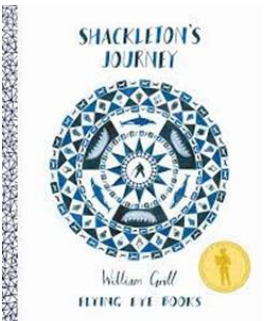
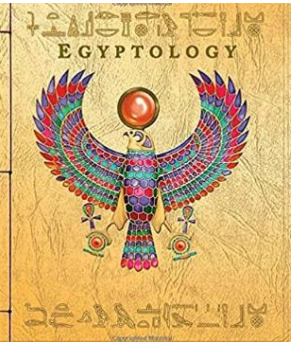
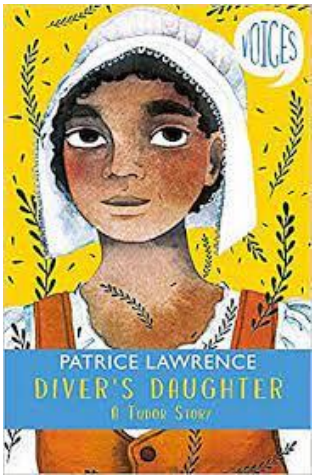
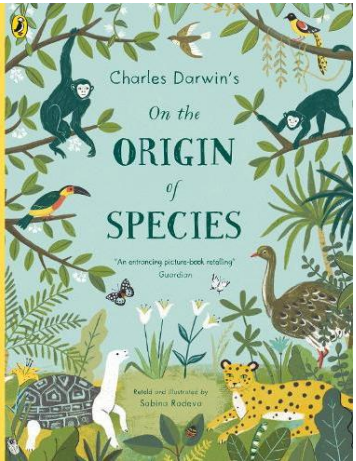
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Theme &amp; Enquiry Questions</b>	<b>Ancient Egyptians - Tomb Raiders</b>  <ul style="list-style-type: none"><li>➤ Where and when did the earliest civilisations begin</li><li>➤ Why was the River Nile so important in helping the Ancient Egypt civilization to grow and succeed?</li><li>➤ What role did religion play in the lives of the Ancient Egyptians??</li><li>➤ What remains of Ancient Egypt today and how can we use these to learn about Ancient Egypt?</li><li>➤ Why are the pyramids important to the Ancient Egyptians?</li><li>➤ What were some of the significant achievements of the Ancient Egyptians?</li></ul>	<b>Biomes</b>  <ul style="list-style-type: none"><li>➤ What is a biome and how do they differ around the world?</li><li>➤ What is the difference between a biome and climate?</li><li>➤ How do the biomes in America compare to the biomes in the UK?</li><li>➤ How do plants and animals adapt to their biomes?</li><li>➤ How have humans adapted to the biome they live in?</li></ul>	<b>Victorious Vikings</b>  <ul style="list-style-type: none"><li>➤ What clues tell us where and why they invaded Britain?</li><li>➤ What can we learn about the raids from primary and secondary sources?</li><li>➤ How did the Vikings live?</li><li>➤ What can we learn from Viking beliefs, traditions, laws and practices?</li><li>➤ Who was Edward the Confessor and why is 1066 a significant date in history?</li></ul>	<b>Evolution, Inheritance and Extinction</b>  <ul style="list-style-type: none"><li>➤ What do offspring inherit and why do features vary between parents?</li><li>➤ How have living things evolved and adapted over time?</li><li>➤ How does adaptation lead to evolution?</li><li>➤ Who was Charles Darwin and what was his theory?</li></ul>	<b>Tudors - off with his head!</b>  How did the Tudors come into power?  Why was Henry VIII feared?  How did crime and punishment differ to the modern day?  Why was the 15 <sup>th</sup> century known as the 'Golden Age of Exploration?'  What is the legacy and impact of Tudor Britain today?	

Oldfield Primary School Curriculum Map Owls **Year 5/6** 2024-2025 (Cycle B)

English Key Texts  
(see LTP)



On the Origin of Species by  
Sabina Radeva.



Maths

WRM Single Age Planning  
Version 3 SOL

WRM Single Age Planning  
Version 3 SOL

WRM Single Age Planning  
Version 3 SOL

WRM Single Age Planning  
Version 3 SOL

WRM Single Age Planning  
Version 3 SOL

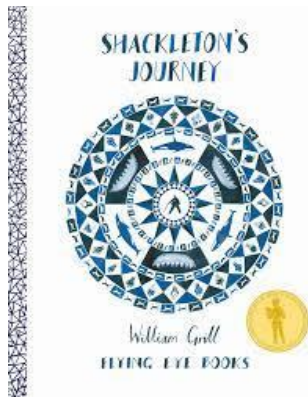
WRM Single Age Planning  
Version 3 SOL



# Oldfield Primary School Curriculum Map Owls Year 5/6 2024-2025 (Cycle B)

Science	<p><b>Sc5/3.1 Properties and Changes of Material</b></p> <p>Sc/3.1a compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Sc5/3.1f explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p><b>Sc6/2.1 Living Things and their habitats</b></p> <p>Sc6/2.1a describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Sc5/4.2 Forces</b> (linked to Viking ships )</p> <p>Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p><b>Sc6/2.3 Evolution</b></p> <p>Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>		<p><b>Sc5/2.2 Animals including humans</b></p> <p>puberty)</p> <p>Sc5/2.2a describe the changes as humans develop to old age.</p> <p>Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.</p>
	<p><b>History &amp; Geography</b></p>	<p><b>Hi2/2.3 Ancient Egyptians</b></p> <p><b>Hi2/2.3 Ancient Civilizations</b></p> <p>Pupils should be taught about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of: the ancient Egypt</p> <p>Examine sequence of events using appropriate terminology,</p>	<p><b>Ge2/1.1 Locational Knowledge</b></p>	<p><b>Hi2/1.4 Vikings</b></p> <p><b>Hi2/1.4 Anglo-Saxons &amp; Vikings</b></p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Pupils will be taught about the Viking struggle for the</p>	<p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area - <i>links</i></p>	<p><b>Locational Knowledge</b></p> <p><b>Link to Evolution and Charles Darwin's study of adaptations</b></p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts and rivers), and land-use patterns; and understand how</p>

# Oldfield Primary School Curriculum Map Owls Year 5/6 2024-2025 (Cycle B)

	<p>making references to previous learning and a timeline of events in history</p> <p>Use a range of sources to discover what is fact and what is opinion.</p> <p>Consider the religious aspects of the Egyptian period. Use historical terminology to present our information in a variety of ways, showing connections when they exist and sharing our sources of information</p> <p>Understand why some events are considered as significant and learn when they were and why they are considered to be significant</p> <p><b>Ge2/1.3b River Nile</b> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	 <p><b>Ge2/1.1a</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>Ge2/1.1b</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Ge2/1.1c</b> 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>Ge2/1.2 Place Knowledge</b></p> <p><b>Ge2/1.2a</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a</p>	<p>Kingdom of England to the time of Edward the Confessor</p> <p><i>Viking raids and invasions, including Lindisfarne</i></p> <p><i>resistance by Alfred the Great and Athelstan, first king of England</i></p> <p><i>further Viking invasions and Danegeld</i></p> <p><i>Viking laws and justice</i></p> <p><i>Edward the Confessor and his death in 1066</i></p> <p><b>Ge2/1.2 Place Knowledge</b></p> <p>Links to Yorkshire Viking towns (e/g/ York/Whitby) and what legacy the Vikings have left behind that we know of today.</p>	<p><i>with Science how plants have adapted to live in different ways.</i></p>	<p>some of these aspects have changed over time</p> <p><b>Ge2/1.3 Human and Physical Geography</b></p> <p>Link to how animals have adapted and evolved in their biome</p> <p><i>Ge2/1.3a</i> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</p> <p><i>Ge2/1.3b</i> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity</p>	<p>character of Henry VIII learn about the power and importance of a Tudor king</p> <ul style="list-style-type: none"> <li>• Understand why Henry VIII married 6 times</li> <li>• To use the internet safely in order to gather relevant information.</li> <li>• Research and make brief notes in order collect information</li> </ul>
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## Oldfield Primary School Curriculum Map Owls Year 5/6 2024-2025 (Cycle B)

		<p>European country, and a region in North or South America</p> <p><b>Ge2/1.3 Human and Physical Geography</b></p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity</p> <p><b>Ge2/1.4 Geographical Skills</b></p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>				
<b>Art and D&amp;T</b>	<p>Egyptian art - Sculpture through mummification process</p> <p><b>Create a canopic jar</b> Ar2/1.2 to improve their mastery of art and design techniques, including drawing &amp; painting</p> <p>Design and create ancient Egyptian pottery, Design and create a canopic jar for a pharaoh and investigate hieroglyphics</p>	<p><b>Work of Other Artists, Drawing &amp; Painting</b></p> <p><b>Vincent Van-Gogh - Impressionism</b> Ar2/1.3 about great artists, architects and designers in history. Ar2/1.2 to improve their mastery of art and design techniques, including drawing &amp; painting</p> <p>Re-create Van-Gogh paintings and use as inspiration for own landscape painting (e.g. Starry night)</p>	<p><b>Textiles</b></p> <p><b>Stitch a Viking Purse</b></p> <p><b>DT2/1.1 Design</b></p> <p><b>DT2/1.2 Make</b></p> <p><b>DT2/1.3 Evaluate</b></p> <p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decorations) Decorate textiles appropriately often before joining components Pin and tack fabric pieces together Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles</p>	<p><b>Work of Other artists</b> Andy Goldsworthy - land and environmental art</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p> <p><b>Drawing</b></p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing.</p> <p>Children will develop and refine sketching skills, using natural resources as a stimulus.</p> <p>Children will then choose and create own land/environmental art in the style of Andy Goldsworthy</p>	<p><b>Collage and Painting</b> design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns;</p> <p>Charles Darwin - observational sketching - how does this compare to the works of Henry Matisse?</p>	<p><b>Painting: Historical Tudor Portraits</b></p> <p>Ar2/1.3 about great artists, architects and designers in history. Ar2/1.2 to improve their mastery of art and design techniques, including drawing &amp; painting</p> <p><b>Production Playscripts for Performance</b></p>
<b>Music</b>	<p>Mu2/1.2 improvise and compose music for an Egyptian Dance.</p>	<p>Music from around the world. Children will listen and identify musical compositions from</p>	<p>Mu2/1.6 develop an understanding of the history of music, focusing on how</p>	<p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different</p>	<p><b>Production Music planning</b> Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p><b>Y6 Production Music planning</b> Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and</p>



## Oldfield Primary School Curriculum Map Owls Year 5/6 2024-2025 (Cycle B)

	<p>Explore ancient Egyptian music through investigating percussion instruments used And create an ensemble for an ancient Egyptian dance.</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p>	<p>different countries in the world.</p> <p><b>Xmas Concert Practice.</b> Mu2/1.4 use and understand staff and other musical notations 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>Learn Xmas carols in a different language to perform in church.</p>	<p>music changed throughout the 20<sup>th</sup> century.</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p>	<p>traditions and from great composers and musicians over the last 300 years.</p>	<p>instruments with increasing accuracy, fluency, control and expression</p> <p>Explore Tudor renaissance pieces using the recorders</p>	<p>playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Y5 - Charanga - Summer 2 Reflect, Rewind and Replay</p>
<b>P.E</b>	<p><b>Hockey</b> PE2/1.1b play <span style="color: blue;">competitive games</span>, and apply basic principles suitable for attacking and defending</p> <p><b>Y5 Swimming</b> PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p><b>Dance</b> PE2/1.1d perform dances using a range of movement patterns</p> <p><b>Y5 Swimming</b> PE2/1.2b use <span style="color: blue;">a range of strokes</span> effectively</p>	<p><b>Gymnastics</b> PE2/1.1c <span style="color: blue;">develop flexibility, strength, technique, control and balance</span> PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best. <b>Y5 Swimming</b> PE2/1.2c perform safe self-rescue in different water-based situations.</p>	<p><b>Netball</b> PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1b play <span style="color: blue;">competitive games</span>, and apply basic principles suitable for attacking and defending</p>	<p><b>Tennis</b> PE2/1.1a use running, throwing and catching in isolation and in combination  PE2/1.1c develop flexibility, strength, technique, control and balance</p>	<p><b>Athletics/Games</b> PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<b>Computing</b>	<p><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</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><b>Know your Network</b>  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</p>	<p><b>Coding with Scratch - animated stories</b>  Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Spreadsheets - Data handling</b> Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.6 select, use and combine 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</p>	<p><b>Kodu Programming</b>  Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Film making</b>  Co2/1.4 understand computer networks including the internet</p> <p>Co2/1.6 select, use and combine 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</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p>

Oldfield Primary School Curriculum Map Owls **Year 5/6** 2024-2025 (Cycle B)

<b>R.E</b> <b>See Agreed Syllabus</b> <b>Kirklees curriculum</b>	Judaism Unit CU2.5 How and why are Jewish Festivals celebrated today?					
<b>PSHE</b> <b>- See PSHE/RSE</b> <b>Trust curriculum</b>	<b>Relationships</b>  <b>British Values Link:</b> Mutual Respect and Tolerance  What are the different relationships in a family? E-Safety	<b>Citizenship</b>  <b>British Values Link:</b> Democracy  How can we improve and support respectful relationships?  E-Safety	<b>Risk</b>  <b>British Values Link:</b> Rule of Law  Online Safety	<b>Economics</b>  <b>British Values Link:</b> Virtues  What are the pros and cons to having an enterprise?  E-Safety	<b>Health</b>  <b>British Values Link:</b> Resilience  How can I make my lifestyle healthy? Should everybody eat the same thing?	<b>Identity</b>  <b>British Values Link:</b> Individual Liberty  RSE (Puberty) What changes happen during puberty?
<b>French</b>	<b>Let's Visit a French Town</b>	<b>Let's Go Shopping</b>	<b>This is France</b>	<b>All in a Day /</b> <b>Our Precious Planet</b>		<b>More to Explore</b>