



## **Curriculum Map 2025/2027**

**“The seed fell into good ground and grew up increasing and yielding thirty, sixty and a hundred times as much” Mark 4:8 (Parable of the Sower)**

At Chewton Mendip Primary school we have 4 classes. These are mixed age group classes. In order to ensure all children, cover the objectives from the national curriculum we work on a 2-year cycle.

## Curriculum Map Cycle A 2025/2026

### Buzzard Class - Year 5/ Year 6

|                  | Autumn 1                                                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                               | Spring 1                                                                                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Writing</b>   | Holes -Louis Sachar<br><br>Cloud Soup – Kate Wakeling                                                                                                                                                                                                                                                                                            | Clockwork – Philip Pullman<br><br>Everest: The remarkable story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart                                                                                                                                                              | Greek Myths<br><br>Who Let the Gods Out? By Maz Evans<br><br>Lonely Planet Kids: Myths and Legends of the World by Ali Brydon                                                                                                                                                                                                                                      | Traditional Tales                                                                                                                                                                                                                                                                                    | Highway Man – Alfred Noyes<br>Narrative Poem                                                                                                                                                                                                                                                                                               | The Lost Words by Robert MacFarlane<br><br>The Viewer by Gary Crew                                                                                                                                                                                                                                                                                                     |
| Writing outcomes | -Poetry<br>-Character description<br>-Diary writing<br>-Persuasive writing                                                                                                                                                                                                                                                                       | -Suspense narrative<br>-Newspaper report<br>-Biography<br>-Setting description                                                                                                                                                                                                         | -Myths and legends<br>-Non-chronological report<br>-Explanations                                                                                                                                                                                                                                                                                                   | -Consolidation                                                                                                                                                                                                                                                                                       | -Poetry<br>-Formal letters                                                                                                                                                                                                                                                                                                                 | -Narrative<br>-Balanced Argument                                                                                                                                                                                                                                                                                                                                       |
| Year 5 SPAG      | -Proper nouns<br>-Adverbs of possibility<br>-Converting nouns and adjectives into verbs – suffixes, ‘-ate’, ‘-ise’, ‘-ify’.<br>-Tenses: Past and Present Progressive and Present Perfect<br>-Possessive plural apostrophes<br>-Expanded noun phrases                                                                                             | -Adverbs<br>-Degrees of possibility – Modal Verbs<br>-Verb Prefixes ‘dis-’, ‘de-’, ‘mis-’, ‘over-’, ‘re-’<br>-Verb inflections and standard English<br>-Using inverted commas                                                                                                          | -Prepositions<br>-More prefixes<br>-Coordinating conjunctions<br>-Using inverted commas (changing the position of the reporting clause)<br>-Parenthesis – brackets<br>-Commas for meaning and clarity                                                                                                                                                              | -Determiners<br>-More suffixes<br>-Subordinating conjunctions<br>-Linking paragraphs with adverbials<br>-Direct and indirect (reported) speech                                                                                                                                                       | -Pronouns and possessive pronouns<br>-Word families<br>-Subordinate clauses<br>-Writing cohesive paragraphs<br>-Parenthesis – commas<br>-Homophones                                                                                                                                                                                        | -Adverbials / Fronted Adverbials<br>-Dictionary work<br>-Relative clauses<br>-Editing and evaluating<br>-Parenthesis - dashes                                                                                                                                                                                                                                          |
| Year 6 SPAG      | -Noun phrases<br>-Modal verbs and subjunctive mood<br>-Suffixes – Nouns and adjectives to verbs<br>-Relative clauses<br>-Commas                                                                                                                                                                                                                  | -Pronouns and possessive pronouns<br>-Adverbs to show frequency<br>-Prefixes<br>-Colons in lists<br>-Subordinating conjunctions and clauses                                                                                                                                            | -Synonyms and antonyms<br>-Adverbs to show possibility<br>-Root words<br>-Hyphens<br>-Coordinating conjunctions                                                                                                                                                                                                                                                    | -Subject and object of a sentence<br>-Ambiguity<br>-Hyphenated compound words<br>-Bullet points<br>-Perfect form of verbs to mark relationships of time and clause                                                                                                                                   | -Direct and reported speech<br>-Active and passive<br>-Semi-colons, colons and dashes to mark clauses<br>-Formal and informal speech and vocabulary<br>-Layout devices                                                                                                                                                                     | -Verb tenses<br>-Editing and evaluating<br>-Parenthesis – brackets, commas, and dashes<br>-Formal and informal writing<br>-Cohesion across paragraphs                                                                                                                                                                                                                  |
| <b>Maths</b>     | <b>Year 5</b><br>Place Value<br>*Roman numerals to 1000<br>*Numbers to 10,000<br>*Numbers to 100,000<br>*Read and write numbers to 1,000,000<br>*Powers of 10<br>*10/100/1,000/10,000/100,000 more or less<br>*Partition numbers to 1,000,000<br>Addition and Subtraction<br>*Mental strategies<br>*Add whole numbers with more than four digits | Multiplication and Division<br>*Multiply by 10, 100 and 1,000<br>*Divide by 10, 100 and 1,000<br>*Multiples of 10, 100 and 1,000<br>Fractions<br>*Find fractions equivalent to a unit fraction<br>*Find fractions equivalent to a non-unit fraction<br>*Recognise equivalent fractions | Multiplication and Division<br>*Multiply up to a 4-digit number by a 1-digit number<br>*Multiply a 2-digit number by a 2-digit number (area model)<br>*Multiply a 2-digit number by a 2-digit number<br>*Multiply a 3-digit number by a 2-digit number<br>*Multiply a 4-digit number by a 2-digit number<br>*Solve problems with multiplication<br>*Short division | Decimals and Percentages<br>*Decimals up to 2 decimal places<br>*Equivalent fractions and decimals (tenths)<br>*Equivalent fractions and decimals (hundredths)<br>*Equivalent fractions and decimals<br>*Thousandths as fractions<br>*Thousandths as decimals<br>*Thousandths on a place value chart | Shape<br>*Understand and use degrees<br>*Classify angles<br>*Estimate angles<br>*Measure angles up to 180°<br>*Draw lines and angles correctly<br>*Calculate lines and around a point<br>*Calculate angles on a straight line<br>*Lengths and angles in shapes<br>*Regular and irregular polygons<br>*3-D shapes<br>Position and Direction | Decimals<br>*Use known facts to add and subtract decimals within 1<br>*Complements to 1<br>*Add and subtract decimals across 1<br>*Add decimals with the same number of decimals<br>*Add decimals with different numbers of decimal places<br>*Subtract decimals with different numbers of decimal places<br>*Efficient strategies for adding and subtracting decimals |

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|               | <ul style="list-style-type: none"> <li>*Subtract whole numbers with more than four digits</li> <li>*Round to check answers</li> <li>*Inverse operations (Addition and subtraction)</li> <li>*Multi-step addition and subtraction problems</li> <li>*Compare calculations</li> <li>*Find missing numbers</li> </ul> <b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>*Multiples</li> <li>*Common multiples</li> <li>*Factors</li> <li>*Common factors</li> <li>*Prime numbers</li> <li>*Square numbers</li> <li>*Cube numbers</li> </ul>                                                          | <ul style="list-style-type: none"> <li>*Convert improper fractions to mixed numbers</li> <li>*Convert mixed numbers to improper fractions</li> <li>*Compare fractions less than 1</li> <li>*Order fractions less than 1</li> <li>*Compare and order fractions greater than 1</li> <li>*Add and subtract fractions with the same denominator</li> <li>*Add fractions within 1</li> <li>*Add fractions with total greater than 1</li> <li>*Add to mixed numbers</li> <li>*Subtract fractions</li> <li>*Subtract from a mixed number- breaking the whole</li> <li>*Subtract two mixed numbers</li> </ul> | <ul style="list-style-type: none"> <li>*Divide a 4-digit number by a 1-digit number</li> <li>*Divide with remainders</li> <li>*Efficient division</li> <li>*Solve problems with multiplication and division</li> </ul> <b>Fractions</b> <ul style="list-style-type: none"> <li>*Multiply a unit by an integer</li> <li>*Multiply a non-unit fraction by an integer</li> <li>*Multiply a mixed number by an integer</li> <li>*Calculate a fraction of a quantity</li> <li>*Fraction of an amount</li> <li>*Find the whole</li> <li>*Use fractions as operators</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>*Order and compare decimals (same number of decimal places)</li> <li>*Order and compare any decimal with up to 3 decimal places</li> <li>*Round to the nearest whole number</li> <li>*Round to 1 decimal place</li> <li>*Understand percentages</li> <li>*Percentages as fractions</li> <li>*Percentages as decimals</li> <li>*Equivalent fractions, decimals and percentages</li> </ul> <b>Perimeter and Area</b> <ul style="list-style-type: none"> <li>*Perimeter of rectangles</li> <li>*Perimeter of rectilinear shapes</li> <li>*Perimeter of polygons</li> <li>*Area of rectangles</li> <li>*Area of compound shapes</li> <li>*Estimate area</li> </ul> <b>Statistics</b> <ul style="list-style-type: none"> <li>*Draw line graphs</li> <li>*Read and interpret line graphs</li> <li>*Read and interpret tables</li> <li>*Two-way tables</li> <li>*Read and interpret timetables</li> </ul> | <ul style="list-style-type: none"> <li>*Read and plot coordinates</li> <li>*Problem solving with coordinates</li> <li>*Translation</li> <li>*Translation with coordinates</li> <li>*Lines of symmetry</li> <li>*Reflection in horizontal and vertical lines</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>*Decimal sequences</li> <li>*Multiply by 10, 100 and 1,000</li> <li>*Divide by 10, 100 and 1,000</li> <li>*Multiply and divide decimals – missing values</li> </ul> <b>Negative Numbers</b> <ul style="list-style-type: none"> <li>*Understand negative numbers</li> <li>*Count through zero in 1s</li> <li>*Count through zero in multiples</li> <li>*Compare and order negative numbers</li> <li>*Find the difference</li> </ul> <b>Converting Units</b> <ul style="list-style-type: none"> <li>*Kilograms and kilometres</li> <li>*Millimetres and millilitres</li> <li>*Convert units of length</li> <li>*Convert between metric and imperial units</li> <li>*Convert units of time</li> <li>*Calculate with timetables</li> </ul> <b>Volume</b> <ul style="list-style-type: none"> <li>*Cubic centimetres</li> <li>*Compare volume</li> <li>*Estimate volume</li> <li>*Estimate capacity</li> </ul> |
| <b>Year 6</b> | <b>Place Value</b> <ul style="list-style-type: none"> <li>*Numbers to 1,000,000</li> <li>*Numbers to 10,000,000</li> <li>*Read and write numbers to 10,000,000</li> <li>*Powers of 10</li> <li>*Number line to 10,000,000</li> <li>*Compare and order any integers</li> <li>*Round any integer</li> <li>*Negative numbers</li> </ul> <b>Addition, Subtraction, Multiplication and Division</b> <ul style="list-style-type: none"> <li>*Add and subtract integers</li> <li>*Common factors</li> <li>*Common multiples</li> <li>*Rules of divisibility</li> <li>*Primes to 100</li> <li>*Square and cube numbers</li> </ul> | <b>Fractions</b> <ul style="list-style-type: none"> <li>*Equivalent fractions and simplifying</li> <li>*Equivalent fractions on a number line</li> <li>*Compare and order (denominator)</li> <li>*Compare and order (numerator)</li> <li>*Add and subtract simple fractions</li> <li>*Add and subtract any two fractions</li> <li>*Add mixed numbers</li> <li>*Subtract mixed numbers</li> <li>*Multi-step problems</li> <li>*Multiply fractions by integers</li> <li>*Multiply fractions by fractions</li> <li>*Divide a fraction by an integer</li> </ul>                                           | <b>Ratio</b> <ul style="list-style-type: none"> <li>*Add or multiply?</li> <li>*Use ratio language</li> <li>*Introduction to the ratio symbol</li> <li>*Ratio and fractions</li> <li>*Scale drawing</li> <li>*Use scale factors</li> <li>*Similar shapes</li> <li>*Ratio problems</li> <li>*Proportion problems</li> <li>*Recipes</li> </ul> <b>Algebra</b> <ul style="list-style-type: none"> <li>*1-step function machines</li> <li>*2-step function machines</li> <li>*Form expressions</li> <li>*Substitution</li> <li>*Formulae</li> <li>*Form equations</li> <li>*Solve 1-step equations</li> <li>*Solve 2-step equations</li> <li>*Find pairs of values</li> <li>*Solve problems with two unknowns</li> </ul> | <b>Fractions, Decimals and Percentages</b> <ul style="list-style-type: none"> <li>*Decimal and fraction equivalents</li> <li>*Fractions as division</li> <li>*Understand percentages</li> <li>*Fractions to percentages</li> <li>*Equivalent fractions, decimals and percentages</li> <li>*Order fractions, decimals and percentages</li> <li>*Percentage of an amount – one step</li> <li>*Percentage of an amount – multi-step</li> <li>*Percentages – missing values</li> </ul> <b>Area, Perimeter and Volume</b> <ul style="list-style-type: none"> <li>*Shapes – same area</li> <li>*Area and perimeter</li> </ul>                                                                                                                                                                                                                                                                                                                   | <b>Shape</b> <ul style="list-style-type: none"> <li>*Measure and classify angles</li> <li>*Calculate angles</li> <li>*Vertically opposite angles</li> <li>*Angles in a triangle</li> <li>*Angles in a triangle – special cases</li> <li>*Angles in a triangle – missing angles</li> <li>*Angles in a quadrilateral</li> <li>*Angles in Polygons</li> <li>*Circles</li> <li>*Draw shapes accurately</li> <li>*Nets of 3-D shapes</li> </ul> <b>Geometry – Position and Direction</b> <ul style="list-style-type: none"> <li>*The first quadrant</li> <li>*Read and plot points in four quadrants</li> <li>*Solve problems with coordinates</li> <li>*Translations</li> </ul> | <b>Themed Projects, Consolidation and Problem Solving</b> <p>The projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                           | <ul style="list-style-type: none"> <li>*Multiply up to a 4-digit number by a 2-digit number</li> <li>*Solve problems with multiplication</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>*Divide any fraction by an integer</li> <li>*Mixed questions with fractions</li> <li>*Fraction of an amount</li> <li>*Fraction of an amount – find the whole</li> </ul> <p><b>Converting Units</b></p> <ul style="list-style-type: none"> <li>*Metric measures</li> <li>*Convert metric measures</li> <li>*Calculate with metric measures</li> <li>*Miles and kilometres</li> <li>*Imperial measures</li> </ul>                                                                                | Decimals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>*Area of a triangle – counting squares</li> <li>*Area of a right-angled triangle</li> <li>*Area of any triangle</li> <li>*Area of a parallelogram</li> <li>*Volume – counting cubes</li> <li>*Volume of a cuboid</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>*Line graphs</li> <li>*Dual bar charts</li> <li>*Read and interpret pie charts</li> <li>*Pie charts with percentages</li> <li>*Draw pie charts</li> <li>*The mean</li> </ul> | *Reflections                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>History/ Geography</b> | <p><b>History: What was life like in Tudor England?</b></p> <ul style="list-style-type: none"> <li>*Interpret the character of Henry VIII using portraits and written sources.</li> <li>*Explore why Henry VIII had many wives using secondary sources.</li> <li>*Make deductions about power and punishment using a range of sources.</li> <li>*Explore propaganda by a Tudor monarch.</li> <li>*Make deductions about people in Tudor England using inventories.</li> <li>*Create an inventory for a person from the Tudor times.</li> </ul> | <p><b>Geography: What is life like in the Alps?</b></p> <ul style="list-style-type: none"> <li>*Locate the Alps on a map.</li> <li>*Locate the key physical and human characteristics of the Alps.</li> <li>*Describe the physical and human features of an Alpine region.</li> <li>*Investigate what there is to do in the local area using data collection.</li> <li>*Understand similarities and differences between the local area and Alpine area.</li> <li>*Understand the human and physical geography of the Alps.</li> </ul> | <p><b>History: What is the legacy of the ancient Greek civilisation?</b></p> <ul style="list-style-type: none"> <li>*Explain where ancient Greeks lived.</li> <li>*Identify ancient Greek beliefs by exploring their gods and goddesses.</li> <li>*Use a range of secondary sources to identify similarities and differences between Athens and Sparta.</li> <li>*Recognise how Athenian democracy worked by participating in a debate.</li> <li>*Use research to explore the significance of the ancient Greek philosophers.</li> <li>*Evaluate the legacy of the ancient Greek civilisation.</li> </ul> | <p><b>Geography: Would you like to live in a desert?</b></p> <ul style="list-style-type: none"> <li>*Summarise the characteristics of a desert biome.</li> <li>*Locate and explore features of deserts.</li> <li>*Describe the physical features of a desert environment.</li> <li>*Explain the different ways humans can use deserts.</li> <li>Describe some of the threats of desert environments.</li> <li>*Explore the similarities and differences between two physical environments.</li> </ul>           | <p><b>History: Were the Vikings raiders, traders or something else?</b></p> <ul style="list-style-type: none"> <li>*Explain when and why Vikings came to Britain.</li> <li>*Evaluate ideas about the Vikings using sources.</li> <li>*Investigate the importance of Viking trading routes.</li> <li>*Compare different versions of Viking sagas.</li> <li>*Evaluate the impact of the Viking invasions and settlements using primary sources and case studies.</li> <li>*Evaluate achievements of the Vikings.</li> </ul> | <p><b>Geography: Where does our energy come from?</b></p> <ul style="list-style-type: none"> <li>*Know why energy sources are important.</li> <li>*Understand the benefits and drawbacks of different energy sources.</li> <li>*Understand how energy is generated in the United States.</li> <li>*Know how energy sources are distributed in an area.</li> <li>*Explain reasons for choosing an energy source.</li> <li>*Collect and present data on where to position a solar panel on the school grounds.</li> </ul> |
| <b>Science</b>            | <p><b>Energy: Light and reflection</b></p> <ul style="list-style-type: none"> <li>*Describe the pathway of light.</li> <li>*Use evidence to form conclusions.</li> <li>*Describe how we see.</li> <li>*Draw scientific diagrams.</li> <li>*Explain how shadows change.</li> <li>*Pose questions.</li> <li>*Investigate what affects the angle of the reflected ray.</li> <li>*Record results as a line graph.</li> <li>*Explain how a periscope works.</li> </ul>                                                                              | <p><b>Materials: Mixtures and separations</b></p> <ul style="list-style-type: none"> <li>*Describe mixtures.</li> <li>*Research using a range of secondary resources.</li> <li>*Explain the process of sieving.</li> <li>*Draw and annotate a diagram to explain the concept.</li> <li>*Explain the process of filtering.</li> <li>*Identify testable questions and how to answer them.</li> </ul>                                                                                                                                    | <p><b>Forces and Space: Earth and space</b></p> <ul style="list-style-type: none"> <li>*Compare the contributions of Ptolemy, Alhazen and Copernicus to models of the Solar System.</li> <li>*Describe the movement and shapes of the celestial bodies in our Solar System.</li> <li>*Develop a model to represent the Solar System.</li> <li>*Describe the movement of the Moon relative to the Earth.</li> <li>*Design and draw a table.</li> </ul>                                                                                                                                                     | <p><b>Living things: Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>*Explain why there are differences within a species.</li> <li>*Group factors.</li> <li>*Recognise the inheritance of characteristics in plants and animals.</li> <li>*Explain why adaptation is necessary.</li> <li>*Model how natural selection affects population size.</li> <li>*Evaluate the degree of trust and pose new questions for further enquiry.</li> </ul>                                           | <p><b>Forces and Space: Unbalanced forces</b></p> <ul style="list-style-type: none"> <li>*Describe gravity and its effects.</li> <li>*Analyse data to write a conclusion.</li> <li>*Describe air resistance and its effects.</li> <li>*Plan a fair test to investigate air resistance.</li> <li>*Describe water resistance and its effects.</li> <li>*Design a results table.</li> <li>*Describe friction and its effects.</li> </ul>                                                                                     | <p><b>Animals including humans: Circulation and health</b></p> <ul style="list-style-type: none"> <li>*Identify factors that affect our health and how to reduce their negative impact.</li> <li>*Evaluate sources of information.</li> <li>*Summarise the key structures and purpose of the circulatory system.</li> <li>*Identify the key roles of blood.</li> <li>*Evaluate a model.</li> </ul>                                                                                                                      |

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|                                               | <ul style="list-style-type: none"> <li>*Explain how mirrors are helpful.</li> <li>*Explore different jobs or inventions that depend on reflection.</li> </ul>                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>*Describe solutions and how they can be identified.</li> <li>*Make observations about solutions.</li> <li>*Identify which factors affect the time taken to dissolve.</li> <li>*Plan a fair test with consideration of variables and measurements.</li> <li>*Describe the process of evaporation.</li> </ul>                                                                                                                                       | <ul style="list-style-type: none"> <li>*Explain the causes of day and night and the seasons.</li> <li>*Draw a diagram to explain day and night.</li> <li>*Devise a sundial to tell the time.</li> <li>*Calibrate and use a sundial to measure time.</li> <li>*Describe some uses of satellites and the problems posed by space junk.</li> <li>*Use temperature data to make predictions about climate change.</li> </ul>                                           | <ul style="list-style-type: none"> <li>*Describe the theory of evolution.</li> <li>*Consider evidence used to inform theories.</li> <li>*Recognise evidence that can be used for evolution.</li> <li>*Consider the degree of trust in the evidence used.</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>*Evaluate a method.</li> <li>*Describe the effects of levers, pulleys and simple machines on movement.</li> <li>*Draw and label a diagram.</li> <li>*Describe the relationship between lever length and effort.</li> <li>*Draw an accurate line graph.</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>*Explore the relationship between animal size and heart rate.</li> <li>*Interpret patterns in data.</li> <li>*Investigate the relationship between exercise and heart rate.</li> <li>*Write a method.</li> <li>*Describe the relationship between heart rate and fitness.</li> <li>*Draw a line graph.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>PE</b></p> <p><b>Sports coaches</b></p> | <p><b>Football</b></p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Passing</li> <li>*Attacking play</li> <li>*Defending play</li> <li>*Practise</li> </ul> <p>Sports coach: Basketball/netball</p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Ball control – dribbling</li> <li>*Passing</li> <li>*Team play</li> <li>*Tournament</li> <li>*Practise</li> </ul> | <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>*Introducing the dance</li> <li>*Question and answer</li> <li>*Canon and unison</li> <li>*Confidence and timing</li> <li>*Group choreography</li> <li>*Performance</li> </ul> <p>Sports coach: Multi-skills</p> <ul style="list-style-type: none"> <li>*Speed and agility</li> <li>*Jumping</li> <li>*Balance, control and coordination</li> <li>*Turn taking</li> <li>*Speed and stamina</li> <li>*Circuit relays</li> </ul> | <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>*Lower body circuits</li> <li>*Aerobic circuits</li> <li>*Upper body circuits</li> <li>*Boxercise</li> <li>*Full body circuits</li> </ul> <p>Sports coach: Gymnastics</p> <ul style="list-style-type: none"> <li>*Whole class assessment</li> <li>*Travelling</li> <li>*Shapes and balances</li> <li>*Rolls</li> <li>*Jumps</li> <li>*Apparatus and group work</li> <li>*Group performance</li> </ul> | <p><b>Handball</b></p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Passing</li> <li>*Attacking play</li> <li>*Defending play</li> <li>*Tournament</li> <li>*Practise</li> </ul> <p>Sports coach: Tennis</p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Cooperative rallies</li> <li>*Court targets</li> <li>*Single games</li> <li>*Competitive mini games</li> <li>*Practise</li> </ul> | <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Fielding tactics</li> <li>*Bowling</li> <li>*Batting tactics</li> <li>*Tournament</li> <li>*Practise</li> </ul> <p>Sports coach: Striking and fielding</p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Fielding – tactics</li> <li>*Bowling – tactics</li> <li>*Batting – tactics</li> <li>*Tournament</li> </ul> | <p><b>Swimming</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>*Strokes: understand that making my body streamlined helps me to glide through the water.</li> <li>*Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</li> <li>*Water safety: know which survival technique to use for the situation.</li> <li>*Rules: understand that different environments have different rules to keep us safe around water.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>*Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.</li> <li>*Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</li> <li>*Water safety: perform a variety of survival techniques.</li> </ul> <p>Sports coach: Athletics</p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Run for speed</li> </ul> |

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| <b>Art/ DT</b> | <b>Electrical systems:<br/>Doodlers</b><br>*Understand how motors are used in electrical products.<br>*Investigate an existing product to determine the factors that affect the product's form and function.<br>*Apply the findings from research to develop a unique product.<br>*Develop a DIY kit for another individual to assemble their product. | <b>Drawing, Painting &amp; collage: Biome Collage.</b><br>*Mix a wider range of colours using a variety of paints.<br>*Create a variety of effects using a range of mark making techniques.<br>*Use a variety of different media and evaluate the positive and negative for each one.<br>*Layer a variety of different media to create an effective representation of a chosen biome.<br><b>Artistic enquiries: Fred Tomaselli, Kurt Schwitters &amp; Drawing of 3D objects. – Perspective &amp; One-point perspective</b><br>*Draw a cityscape from one point perspective.<br>*Identify and draw a horizon line, a vanishing point and orthogonals.<br>*Draw a range of 3D shapes accurately.<br>*Use a range of shading techniques to add detail to a city.<br>*Use vocabulary: horizon, horizontal line, one point perspective, orthogonal line, parallel line, perspective, vanishing point.<br>*Systematically investigate, research and test ideas and plans using sketchbooks. | <b>Mechanical systems:<br/>Making a pop-up book.</b><br>*Design a pop-up book.<br>*Follow my design brief to make my pop-up book.<br>*Use layers and spacers to cover the working of mechanisms.<br>*Create a high-quality product suitable for a target user. | <b>Drawing &amp; Painting:<br/>Artist study – Aoubia Abdoulaye Diarrassouba</b><br>*Know that art can provoke a range of thoughts and feelings.<br>*Use artistic techniques and colour to produce emotive and thought-provoking pieces of art.<br>*Know that art can be used to tell stories from people's lives.<br>*Use layering of colours to build up an image.<br>*Select different tools to complete different details of an image (e.g. brush sizes, felt tip pens, colouring pencils)<br>*Respond to artwork on a personal level and explain why artworks make you feel / think this.<br>Use vocabulary: blend, complementary colours, gradient, harmonious colours, pressure, primary colours, secondary colours, shading, tonal scale.<br><br><b>&amp; Printing: Multi-technique printing</b><br>*Explore the work of William Morris<br>*Look at printmaking in the environment (e.g. wallpapers, fabrics etc.)<br>*Experiment with ideas and plan in a sketchbook.<br>*Create printing blocks using a relief and intaglio method.<br>*Print with two colour overlays.<br>*Discuss and evaluate own work and work of others. | <b>Cooking and nutrition:<br/>Developing a recipe.</b><br>*Explain the farm to fork process.<br>*Research existing recipes.<br>*Suggest alternative ingredients.<br>*Analyse nutritional content.<br>*Write and alternative recipe.<br>*Understand cross-contamination.<br>*Use preparation skills.<br>*Design a jar label.<br>*Make a developed recipe. | <b>Painting: What is composition?</b><br><b>Artistic enquiries: Paul Cezanne &amp; Drawing: How is detail created in drawings to make them look realistic?</b><br><b>Artistic enquiries: Hector Gonzalez, Leonardo da Vinci</b> |

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| <b>Music</b>     | <b>Hey Mr Miller</b><br>Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1.<br>*Compose a syncopated melody using the notes of the C major scale.<br>•Sing a syncopated melody accurately and in tune.<br>•Sing and play a class arrangement of the song with a good sense of ensemble.<br>•Listen to historical recordings of big band swing and describe features of the music using music vocabulary. | <b>Shadows</b><br>Focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).<br>*Explore the influences on an artist by comparing pieces of music from different genres.<br>•Identify features of timbre, instrumentation, and expression in an extract of recorded music.<br>•Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.<br>•Create a shadow movement piece in response to music.<br><br><b>Twinkle Variations</b><br>Focus: To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.<br>*Create variations using a wide variety of composing techniques.<br>•Improvise on top of a repeating bassline.<br>•Decipher a graphic score.<br>•Play Twinkle, twinkle, little star | <b>Composing for protest You to Me Are Everything</b><br>Focus: 1970s soul music, comparing cover versions.<br>*Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.<br>•Learn some simple choreography to accompany a disco song.<br>•Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. | <b>Dona Nobis Pacem</b><br>Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2.<br>*Compose an 8-bar piece on percussion, in 3-time and using chords F and C major.<br>•Sing a round accurately and in a legato style.<br>•Sing a chorus in two-part harmony with dancing on the beat.<br>•Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). | <b>Race</b><br>Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment.<br>*Create an accompaniment.<br>•Create an extended melody with four distinct phrases.<br>•Experiment with harmony.<br>•Structure ideas into a full soundtrack.<br><br><b>Exploring identity through song</b><br>Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.<br>*Identify ways songwriters convey meaning: through lyrics, the music, and the performance.<br>•Understand different ways that rhymes work in songs.<br>•Identify different elements of a song's structure.<br>•Understand the concept of identity and how you can express that in songs. | <b>Ame Sau Vala Tara Bal</b><br>Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3.<br>*Create a rhythmic piece for drums and percussion instruments.<br>•Sing the chorus of Throw, catch in three-part harmony with dancing.<br>•Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.<br>•Demonstrate coordination and keeping a steady beat by dancing to bhangra music. |
| <b>Computing</b> | <b>Computer Systems and Networks</b><br><b>The Internet</b><br>*Describe how networks physically connect to other networks.<br>*Recognise how networked devices make up the internet.<br>*Outline how websites can be shared via the World Wide Web (WWW)                                                                                                                                                                                                                                                         | <b>Creating Media – Video Production</b><br>*Explain what makes a video effective.<br>*Identify digital devices that can record video.<br>*Capture video using a range of techniques.<br>*Create a storyboard.<br>*Identify that video can be improved through reshooting and editing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Programming A – Selection in Physical computing</b><br>*Control a simple circuit connected to a computer.<br>*Write a program that includes count-controlled loops.<br>*Explain that a loop can stop when a condition is met.<br>*Explain that a loop can be used to repeatedly check                                                                                                                          | <b>Data and Information – Flat File Databases</b><br>*Use a form to record information<br>*Compare paper and computer-based databases<br>*Outline how you can answer questions by grouping and then sorting data.<br>*Explain that tools can be used to select specific data.                                                                                                                                                                                                                                                                                                                            | <b>Creating Media – 3D Modelling</b><br>*Recognise that you can work in three dimensions on a computer.<br>*Identify that digital objects can be modified.<br>*Recognise that objects can be combined in a 3D model.<br>*Create a 3D model for a given purpose.<br>*Plan my own model.                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Programming B – Selection in Quizzes</b><br>*Explain how selection is used in computer programs.<br>*Relate that a conditional statement connects a condition to an outcome.<br>*Explain how selection directs the flow of a program.<br>*Design a program which uses selection.                                                                                                                                                                                                                                                                                        |

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|        | *Describe how content can be added and accessed on the World Wide Web (www)<br>*Recognise how the content of the WWW is created by people.<br>*Evaluate the consequences of unreliable content.<br>Online Safety -ELIM: I am kind and responsible                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | *Consider the impact of the choices made when making and sharing a video.<br>Online Safety -ELIM: I am kind and responsible | whether a condition has been met.<br>*Design a physical project that includes selection.<br>*Create a program that controls a physical computing project.<br>Online Safety – ELIM: I am safe and secure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | *Explain that computer programs can be used to compare data visually.<br>*Use a real-world database to answer questions.<br>Online Safety – ELIM: I am safe and secure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | *Create my own digital 3D model.<br>Online Safety: - ELIM: I am healthy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | *Create a program which uses selection.<br>*Evaluate my program.<br>Online Safety: - ELIM: I am healthy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| French | Year 5- Clothes<br>Year 6- Weather                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 5- Food<br>Year 6- Pencil case items                                                                                   | Year 5- Numbers 31-69<br>Year 6- French play                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 5- Café language<br>Year 6- French play                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 5- Shopping, Euros<br>Year 6- Numbers 69-100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 5-Alphabet<br>Year 6- Telling the time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| RE     | <u>What do Christians believe about incarnation?</u><br><br><b>Religion:</b> Christianity<br><b>Concept:</b> Origins and expression<br><b>Discipline:</b> Theology<br>*I can explain what Christians mean by incarnation.<br>*I can identify biblical texts that Christians use to understand incarnation.<br>*I can describe Christian beliefs about Jesus being fully human and fully divine.<br>*I can explain how incarnation shapes Christian beliefs about God’s nature.<br>*I can describe how Christians express belief in incarnation through worship and symbolism.<br>*I can explain how incarnation fits into the wider Christian story of salvation.<br>*I can describe how belief in incarnation influences Christian behaviour and moral choices.<br>*I can compare how different Christian traditions express belief in incarnation.<br>*I can explain how incarnation shapes Christian beliefs about Jesus’ mission and purpose.<br>*I can describe how incarnation influences Christian ideas about hope, forgiveness, and reconciliation.<br>*I can reflect on why incarnation remains important to Christians today.<br>*I can evaluate how incarnation contributes to Christian understanding of meaning and purpose. |                                                                                                                             | <u>What is the impact of religious festivals on the environment, and which is more important?</u><br><br><b>Religion:</b> Christianity, Islam, Hinduism, Judaism<br><b>Concept:</b> Influence and power, ethics and values<br><b>Discipline:</b> Social sciences, philosophy, theology<br>*I can identify a range of religious festivals and explain why they are important.<br>*I can describe how festivals express belief, identity, and community.<br>*I can explain the environmental impact of selected religious festivals.<br>*I can describe how religious communities are adapting festivals to reduce environmental harm.<br>*I can compare religious meaning with environmental responsibility.<br>*I can evaluate which is more important and | <u>What do Muslims believe about Islam and Iman?</u><br><br><b>Religion:</b> Islam<br><b>Concept:</b> Origins and expression<br><b>Discipline:</b> Theology<br>*I can explain what Muslims mean by Islam and Iman.<br>*I can describe the Five Pillars of Islam and explain how they express faith.<br>*I can identify the Six Articles of Faith and explain what they mean for Muslims.<br>*I can explain how Islam (actions) and Iman (beliefs) work together in Muslim life.*I can describe how Muslims express Islam and Iman through worship, behaviour, and community.<br>*I can reflect on how Islam and Iman guide Muslims in making choices and understanding their purpose. | <u>How and why might prayer strengthen people’s faith?</u><br><br><b>Religion:</b> Christianity, Islam, Hinduism, Judaism<br><b>Concept:</b> origins and expression,<br><b>Discipline:</b> Theology<br>*I can explain what prayer is and why it matters in different religions.<br>*I can describe how Christians use prayer to strengthen their relationship with God.<br>*I can explain how Muslims use Salah and Du’a to strengthen faith.<br>*I can describe how Jewish people use prayer to connect with God and community.*I can explain how Hindus use prayer to express devotion and deepen faith.*I can compare prayer across religions and explain how and why it strengthens people’s faith. | <u>Why are places of worship sacred to some people?</u><br><br><b>Religion:</b> Christianity, Islam, Hinduism, Judaism, Non-religion-humanism, The Somer people (Glastonbury)<br><b>Concept:</b> Personal and collective, place and time<br><b>Discipline:</b> Theology, philosophy and social sciences<br>*I can explain what “sacred” means and identify reasons places become sacred.<br>*I can describe why churches are sacred to Christians and how they are used.<br>*I can explain why mosques are sacred to Muslims and how they support worship.<br>*I can describe why synagogues and Hindu temples are sacred to Jewish and Hindu communities.<br>*I can explain how Humanists find meaning in |

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| <b>PSHE</b>                             | <p><b>Family and Relationships</b><br/>To recap learning in PSHE education from Years 4 and 5 and how we can help everyone to learn effectively in these lessons.<br/>To understand how to form and maintain positive relationships.<br/><u>Year 5:</u> To understand what we mean by respect and why it is important.<br/><u>Year 6:</u> To understand that respect is two-way and how we treat others is how we can expect to be treated.<br/>To begin to understand self-respect.<br/>To understand the concept of marriage.<br/>To understand more about bullying and how to get help.<br/><u>Year 5:</u> To recognise how attitudes to gender have changed over time<br/><u>Year 6:</u> To explore the impact of stereotypes and how they can lead to discrimination.<br/><u>Year 5:</u> To explore other people's attitudes and ideas and to begin to challenge these.<br/><u>Year 6:</u> To understand stereotypes and be able to share information on them.</p> | <p><b>Health and Wellbeing</b><br/>To use yoga poses and breathing to relax.<br/>To understand and communicate the benefits of sleep.<br/>To understand the purpose of failure.<br/>Learn how to set short-term, medium-term and long-term goals.<br/>To take responsibility for their own feelings and actions and to use vocabulary to describe these.<br/>To use our knowledge of food groups to plan healthy meals.<br/>To understand risks associated with the sun and how these can be avoided.</p> | <p><b>Safety and the Changing Body</b><br/>To begin to understand some issues related to online friendships including the impact of their actions.<br/>To learn about staying safe online.<br/>To understand how to help someone who is choking.<br/>To begin to understand the risks of alcohol.<br/>To begin to understand the influence others have on us and how we can make our own decisions.<br/><u>Year 5:</u> To understand physical changes during puberty.<br/><u>Year 6 only:</u> To understand the changes that happen during puberty.<br/><u>Year 5:</u> To understand the menstrual cycle.<br/><u>Year 6 only (PARENTAL RIGHT TO WITHDRAW FROM PART):</u> To understand the biology of conception.<br/><u>Year 5:</u> To understand emotional changes during puberty.<br/><u>Year 6 only (PARENTAL RIGHT TO WITHDRAW FROM WHOLE LESSON):</u> To understand the development of the baby during pregnancy.</p> | <p><b>Citizenship</b><br/>To begin to understand what happens when the law is broken.<br/>To recognise prejudice and discrimination and learn how these can be challenged.<br/>To understand how reducing our use of materials and energy will help the environment.<br/>To understand how we recognise and value the contribution people make to the community.<br/><u>Year 5:</u> To explore the links between rights and responsibilities.<br/><u>Year 6:</u> To understand human rights, including the right to education.<br/>To begin to understand how Parliament works.</p> | <p><b>Economic Wellbeing</b><br/>Understand that borrowing money is a way to pay for something but this has to be repaid.<br/>Understand what income and expenditure are and how these can be recorded.<br/>Understand how to create a weekly budget, including prioritising needs over wants.<br/>Understand that there are risks associated with money and what some of these are.<br/><u>Year 5:</u> Understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs.<br/><u>Year 6:</u> Understand that there are different routes into careers.</p> | <p><b>Transition to Next Year Group</b><br/><u>IDENTITY</u><br/>Understand the factors which make up identity.<br/>Understand that images can be manipulated by the professional media but also by individuals and that they are not realistic.<br/><br/><u>TRANSITION TO NEXT YEAR GROUP/SCHOOL</u><br/>Understand the roles available for them at school and the skills needed for these.<br/>Understand that changes can bring opportunities as well as worries and ways of dealing with change.</p> |
| <b>Enrichment Activities and Events</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>*Pantomime visit at theatre<br/>*Road safety week- 17<sup>th</sup> November</p>                                                                                                                                                                                                                                                                                                                                                                                                                        | *Arts week – visit to a gallery.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Curriculum map- Cycle B 2026-2027

### Buzzard Class

|                         |             | Autumn 1                                                                                                                                                                                                                                                                                     | Autumn 2                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                              | Summer 2                                                                                                                                                                                                                                          |
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| <b>Writing</b>          |             | Alastair Humphreys Great Adventurers: The Incredible Expeditions of 20 explorers. By Alastair Humphreys<br><br>The boy who biked the world- Alastair Humphreys                                                                                                                               | Stig of the Dump<br>- Clive King                                                                                                                                                                                                                                  | The diary of Anne Frank<br><br>Tom's Midnight Garden by Philippa Pearce                                                                                                                                                                                                                                                                                                   | Traditional Tales                                                                                                                                                                                                                                                    | The Wolf Wilder by Katherine Rundell<br><br>Topic linked assessment preparation                                                                                                                                                                                       | The Iron Man - Ted Hughes<br><br>Poetry                                                                                                                                                                                                           |
| <b>Writing outcomes</b> |             | -Narrative<br>-Diary<br>-Explanation texts                                                                                                                                                                                                                                                   | -Newspaper<br>-Narrative story writing                                                                                                                                                                                                                            | -Biographies<br>-Letters<br>-Portal Stories                                                                                                                                                                                                                                                                                                                               | -Narrative<br>-Suspense<br>-Persuasive Advert<br>-Formal letter                                                                                                                                                                                                      | -Reports<br>-Dialogue<br>-Narrative                                                                                                                                                                                                                                   | -Poetry<br>-Real life problem<br>-Diary<br>-Instructions<br>-Narrative<br>-Balanced arguments                                                                                                                                                     |
| <b>Year 5 SPAG</b>      |             | -Proper nouns<br>-Adverbs of possibility<br>-Converting nouns and adjectives into verbs – suffixes, 'ate', 'ise', 'ify'.<br>-Tenses: Past and Present Progressive and Present Perfect<br>-Possessive plural apostrophes<br>-Expanded noun phrases                                            | -Adverbs<br>-Degrees of possibility – Modal Verbs<br>-Verb Prefixes 'dis-', 'de-', 'mis-', 'over-', 're-'<br>-Verb inflections and standard English<br>-Using inverted commas                                                                                     | -Prepositions<br>-More prefixes<br>-Coordinating conjunctions<br>-Using inverted commas (changing the position of the reporting clause)<br>-Parenthesis – brackets<br>-Commas for meaning and clarity                                                                                                                                                                     | -Determiners<br>-More suffixes<br>-Subordinating conjunctions<br>-Linking paragraphs with adverbials<br>-Direct and indirect (reported) speech<br>-Explanation                                                                                                       | -Pronouns and possessive pronouns<br>-Word families<br>-Subordinate clauses<br>-Writing cohesive paragraphs<br>-Parenthesis – commas<br>-Homophones                                                                                                                   | -Adverbials / Fronted Adverbials<br>-Dictionary work<br>-Relative clauses<br>-Editing and evaluating paragraphs<br>-Parenthesis - dashes                                                                                                          |
| <b>Year 6 SPAG</b>      |             | -Noun phrases<br>-Modal verbs and subjunctive mood<br>-Suffixes – Nouns and adjectives to verbs<br>-Relative clauses<br>-Commas                                                                                                                                                              | -Pronouns and possessive pronouns<br>-Adverbs to show frequency<br>-Prefixes<br>-Colons in lists<br>-Subordinating conjunctions and clauses                                                                                                                       | -Synonyms and antonyms<br>-Adverbs to show possibility<br>-Root words<br>-Hyphens<br>-Coordinating conjunctions                                                                                                                                                                                                                                                           | -Subject and object of a sentence<br>-Ambiguity<br>-Hyphenated compound words<br>-Bullet points<br>-Perfect form of verbs to mark relationships of time and clause                                                                                                   | -Direct and reported speech<br>-Active and passive<br>-Semi-colons, colons and dashes to mark clauses<br>-Formal and informal speech and vocabulary<br>-Layout devices                                                                                                | -Verb tenses<br>-Editing and evaluating<br>-Parenthesis – brackets, commas, and dashes<br>-Formal and informal writing<br>-Cohesion across paragraphs                                                                                             |
| <b>Maths 5</b>          | <b>Year</b> | <b>Place Value</b><br>*Roman numerals to 1000<br>*Numbers to 10,000<br>*Numbers to 100,000<br>*Read and write numbers to 1,000,000<br>*Powers of 10<br>*10/100/1,000/10,000/100,000 more or less<br>*Partition numbers to 1,000,000<br><b>Addition and Subtraction</b><br>*Mental strategies | <b>Multiplication and Division</b><br>*Multiply by 10, 100 and 1,000<br>*Divide by 10, 100 and 1,000<br>*Multiples of 10, 100 and 1,000<br><b>Fractions</b><br>*Find fractions equivalent to a unit fraction<br>*Find fractions equivalent to a non-unit fraction | <b>Multiplication and Division</b><br>*Multiply up to a 4-digit number by a 1-digit number<br>*Multiply a 2-digit number by a 2-digit number (area model)<br>*Multiply a 2-digit number by a 2-digit number<br>*Multiply a 3-digit number by a 2-digit number<br>*Multiply a 4-digit number by a 2-digit number<br>*Solve problems with multiplication<br>*Short division | <b>Decimals and Percentages</b><br>*Decimals up to 2 decimal places<br>*Equivalent fractions and decimals (tenths)<br>*Equivalent fractions and decimals (hundredths)<br>*Equivalent fractions and decimals<br>*Thousandths as fractions<br>*Thousandths as decimals | <b>Shape</b><br>*Understand and use degrees<br>*Classify angles<br>*Estimate angles<br>*Measure angles up to 180°<br>*Draw lines and angles correctly<br>*Calculate lines and around a point<br>*Calculate angles on a straight line<br>*Lengths and angles in shapes | <b>Decimals</b><br>*Use known facts to add and subtract decimals within 1<br>*Complements to 1<br>*Add and subtract decimals across 1<br>*Add decimals with the same number of decimals<br>*Add decimals with different numbers of decimal places |

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|               | <ul style="list-style-type: none"> <li>*Add whole numbers with more than four digits</li> <li>*Subtract whole numbers with more than four digits</li> <li>*Round to check answers</li> <li>*Inverse operations (Addition and subtraction)</li> <li>*Multi-step addition and subtraction problems</li> <li>*Compare calculations</li> <li>*Find missing numbers</li> </ul> <b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>*Multiples</li> <li>*Common multiples</li> <li>*Factors</li> <li>*Common factors</li> <li>*Prime numbers</li> <li>*Square numbers</li> <li>*Cube numbers</li> </ul> | <ul style="list-style-type: none"> <li>*Recognise equivalent fractions</li> <li>*Convert improper fractions to mixed numbers</li> <li>*Convert mixed numbers to improper fractions</li> <li>*Compare fractions less than 1</li> <li>*Order fractions less than 1</li> <li>*Compare and order fractions greater than 1</li> <li>*Add and subtract fractions with the same denominator</li> <li>*Add fractions within 1</li> <li>*Add fractions with total greater than 1</li> <li>*Add to mixed numbers</li> <li>*Subtract fractions</li> <li>*Subtract from a mixed number- breaking the whole</li> <li>*Subtract two mixed numbers</li> </ul> | <ul style="list-style-type: none"> <li>*Divide a 4-digit number by a 1-digit number</li> <li>*Divide with remainders</li> <li>*Efficient division</li> <li>*Solve problems with multiplication and division</li> </ul> <b>Fractions</b> <ul style="list-style-type: none"> <li>*Multiply a unit by an integer</li> <li>*Multiply a non-unit fraction by an integer</li> <li>*Multiply a mixed number by an integer</li> <li>*Calculate a fraction of a quantity</li> <li>*Fraction of an amount</li> <li>*Find the whole</li> <li>*Use fractions as operators</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>*Thousandths on a place value chart</li> <li>*Order and compare decimals (same number of decimal places)</li> <li>*Order and compare any decimal with up to 3 decimal places</li> <li>*Round to the nearest whole number</li> <li>*Round to 1 decimal place</li> <li>*Understand percentages</li> <li>*Percentages as fractions</li> <li>*Percentages as decimals</li> <li>*Equivalent fractions, decimals and percentages</li> </ul> <b>Perimeter and Area</b> <ul style="list-style-type: none"> <li>*Perimeter of rectangles</li> <li>*Perimeter of rectilinear shapes</li> <li>*Perimeter of polygons</li> <li>*Area of rectangles</li> <li>*Area of compound shapes</li> <li>*Estimate area</li> </ul> <b>Statistics</b> <ul style="list-style-type: none"> <li>*Draw line graphs</li> <li>*Read and interpret line graphs</li> <li>*Read and interpret tables</li> <li>*Two-way tables</li> <li>*Read and interpret timetables</li> </ul> | <ul style="list-style-type: none"> <li>*Regular and irregular polygons</li> <li>*3-D shapes</li> </ul> <b>Position and Direction</b> <ul style="list-style-type: none"> <li>*Read and plot coordinates</li> <li>*Problem solving with coordinates</li> <li>*Translation</li> <li>*Translation with coordinates</li> <li>*Lines of symmetry</li> <li>*Reflection in horizontal and vertical lines</li> </ul>                                | <ul style="list-style-type: none"> <li>*Subtract decimals with different numbers of decimal places</li> <li>*Efficient strategies for adding and subtracting decimals</li> <li>*Decimal sequences</li> <li>*Multiply by 10, 100 and 1,000</li> <li>*Divide by 10, 100 and 1,000</li> <li>*Multiply and divide decimals – missing values</li> </ul> <b>Negative Numbers</b> <ul style="list-style-type: none"> <li>*Understand negative numbers</li> <li>*Count through zero in 1s</li> <li>*Count through zero in multiples</li> <li>*Compare and order negative numbers</li> <li>*Find the difference</li> </ul> <b>Converting Units</b> <ul style="list-style-type: none"> <li>*Kilograms and kilometres</li> <li>*Millimetres and millilitres</li> <li>*Convert units of length</li> <li>*Convert between metric and imperial units</li> <li>*Convert units of time</li> <li>*Calculate with timetables</li> </ul> <b>Volume</b> <ul style="list-style-type: none"> <li>*Cubic centimetres</li> <li>*Compare volume</li> <li>*Estimate volume</li> <li>*Estimate capacity</li> </ul> |
| <b>Year 6</b> | <b>Place Value</b> <ul style="list-style-type: none"> <li>*Numbers to 1,000,000</li> <li>*Numbers to 10,000,000</li> <li>*Read and write numbers to 10,000,000</li> <li>*Powers of 10</li> <li>*Number line to 10,000,000</li> <li>*Compare and order any integers</li> <li>*Round any integer</li> <li>*Negative numbers</li> </ul> <b>Addition, Subtraction, Multiplication and Division</b> <ul style="list-style-type: none"> <li>*Add and subtract integers</li> <li>*Common factors</li> </ul>                                                                                                                    | <b>Fractions</b> <ul style="list-style-type: none"> <li>*Equivalent fractions and simplifying</li> <li>*Equivalent fractions on a number line</li> <li>*Compare and order (denominator)</li> <li>*Compare and order (numerator)</li> <li>*Add and subtract simple fractions</li> <li>*Add and subtract any two fractions</li> <li>*Add mixed numbers</li> <li>*Subtract mixed numbers</li> <li>*Multi-step problems</li> </ul>                                                                                                                                                                                                                 | <b>Ratio</b> <ul style="list-style-type: none"> <li>*Add or multiply?</li> <li>*Use ratio language</li> <li>*Introduction to the ratio symbol</li> <li>*Ratio and fractions</li> <li>*Scale drawing</li> <li>*Use scale factors</li> <li>*Similar shapes</li> <li>*Ratio problems</li> <li>*Proportion problems</li> <li>*Recipes</li> </ul> <b>Algebra</b> <ul style="list-style-type: none"> <li>*1-step function machines</li> <li>*2-step function machines</li> <li>*Form expressions</li> <li>*Substitution</li> <li>*Formulae</li> <li>*Form equations</li> <li>*Solve 1-step equations</li> <li>*Solve 2-step equations</li> <li>*Find pairs of values</li> <li>*Solve problems with two unknowns</li> </ul> | <b>Fractions, Decimals and Percentages</b> <ul style="list-style-type: none"> <li>*Decimal and fraction equivalents</li> <li>*Fractions as division</li> <li>*Understand percentages</li> <li>*Fractions to percentages</li> <li>*Equivalent fractions, decimals and percentages</li> <li>*Order fractions, decimals and percentages</li> <li>*Percentage of an amount – one step</li> <li>*Percentage of an amount – multi-step</li> <li>*Percentages – missing values</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Shape</b> <ul style="list-style-type: none"> <li>*Measure and classify angles</li> <li>*Calculate angles</li> <li>*Vertically opposite angles</li> <li>*Angles in a triangle</li> <li>*Angles in a triangle – special cases</li> <li>*Angles in a triangle – missing angles</li> <li>*Angles in a quadrilateral</li> <li>*Angles in Polygons</li> <li>*Circles</li> <li>*Draw shapes accurately</li> <li>*Nets of 3-D shapes</li> </ul> | <b>Themed Projects, Consolidation and Problem Solving</b> <p>The projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                           | <ul style="list-style-type: none"> <li>*Common multiples</li> <li>*Rules of divisibility</li> <li>*Primes to 100</li> <li>*Square and cube numbers</li> <li>*Multiply up to a 4-digit number by a 2-digit number</li> <li>*Solve problems with multiplication</li> </ul>                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>*Multiply fractions by integers</li> <li>*Multiply fractions by fractions</li> <li>*Divide a fraction by an integer</li> <li>*Divide any fraction by an integer</li> <li>*Mixed questions with fractions</li> <li>*Fraction of an amount</li> <li>*Fraction of an amount – find the whole</li> </ul> <p><b>Converting Units</b></p> <ul style="list-style-type: none"> <li>*Metric measures</li> <li>*Convert metric measures</li> <li>*Calculate with metric measures</li> <li>*Miles and kilometres</li> <li>*Imperial measures</li> </ul>                                                       | Decimals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Area, Perimeter and Volume</b></p> <ul style="list-style-type: none"> <li>*Shapes – same area</li> <li>*Area and perimeter</li> <li>*Area of a triangle – counting squares</li> <li>*Area of a right-angled triangle</li> <li>*Area of any triangle</li> <li>*Area of a parallelogram</li> <li>*Volume – counting cubes</li> <li>*Volume of a cuboid</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>*Line graphs</li> <li>*Dual bar charts</li> <li>*Read and interpret pie charts</li> <li>*Pie charts with percentages</li> <li>*Draw pie charts</li> <li>*The mean</li> </ul>                               | <p><b>Geometry – Position and Direction</b></p> <ul style="list-style-type: none"> <li>*The first quadrant</li> <li>*Read and plot points in four quadrants</li> <li>*Solve problems with coordinates</li> <li>*Translations</li> <li>*Reflections</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>History/ Geography</b> | <p><b>Geography: Why does population change?</b></p> <ul style="list-style-type: none"> <li>*Understand the change and distribution of the global population.</li> <li>*Define birth and death rates and describe why they change.</li> <li>*Recognise the push and pull factors influencing migration.</li> <li>*Begin to understand the impact climate change can have on the global population.</li> <li>*Collect data showing how population impacts the amount of traffic and litter in an area.</li> <li>*Write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.</li> </ul> | <p><b>History: What was the impact of World War 2 on the people of Britain?</b></p> <ul style="list-style-type: none"> <li>*Identify the causes of World War II using a timeline.</li> <li>*Explore the impact of the Battle of Britain on the Royal Air Force using oral histories.</li> <li>*Make inferences about the Blitz using photographs.</li> <li>*Investigate evacuation experiences using oral and printed records.</li> <li>*Investigate the impact of WW2 on women's lives using visual and written sources.</li> <li>*Explore the lives of migrants after World War 2 through podcasts, posters and photographs.</li> </ul> | <p><b>History: What does the census tell us about our local area?</b></p> <ul style="list-style-type: none"> <li>*Explore the purpose and creation of a census.</li> <li>*Create questions about Victorian children using a range of sources.</li> <li>*Explore the jobs available in the past using the census.</li> <li>*Make inferences about women's lives in the 1900s using the census.</li> <li>*Investigate how the census changed in 1921 by following the life of Evelyn Dove.</li> <li>*Conduct an enquiry about my local area using the census.</li> <li>*Remembrance – Compare how people remember past events and people.</li> </ul> | <p><b>Geography: Why do Oceans matter?</b></p> <ul style="list-style-type: none"> <li>*Explain the importance of our oceans.</li> <li>*Locate and describe the significance of the Great Barrier Reef.</li> <li>*Explain the impact humans have on coral reefs and oceans.</li> <li>*Understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.</li> <li>*Collect data on the types of litter polluting a marine environment.</li> <li>*Present, analyse and evaluate data collected.</li> <li>*Sustainability: Explore sustainable fashion by working in a team to plan a clothes swap or upcycling project.</li> </ul> | <p><b>History: Who should go on the banknote?</b></p> <ul style="list-style-type: none"> <li>*Explain the significance of people on banknotes.</li> <li>*Explore what makes a monarch historically significant. Was Alfred the Great or Elizabeth I the more significant monarch?</li> <li>*Evaluate the significance of Ellen Wilkinson and Betty Boothroyd using sources.</li> <li>*Investigate why William Tuke is historically significant.</li> <li>*Research historically significant sporting figures. Why are Lily Parr and Betty Snowball historically significant?</li> <li>*Evaluate the significance of different historical figures by applying criteria. Who will be the face of the new £10 note?</li> </ul> | <p><b>Geography: Can I carry out an independent fieldwork enquiry?</b></p> <ul style="list-style-type: none"> <li>*Develop an enquiry question.</li> <li>*Determine the most effective data collection methods for fieldwork.</li> <li>*Plan a route for a fieldwork trip.</li> <li>*Collect the data to answer the enquiry question.</li> <li>*Determine an answer to the enquiry question.</li> <li>*Present findings.</li> </ul> |
| <b>Science</b>            | <p><b>Living things: Classifying big and small</b></p> <ul style="list-style-type: none"> <li>*Explain how organisms are classified using the Linnaean system.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Materials: Properties and changes</b></p> <ul style="list-style-type: none"> <li>*Determine the hardness of materials and link to their uses.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Energy: Circuits, batteries and switches</b></p> <ul style="list-style-type: none"> <li>*Use recognised symbols for electrical components.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Living things: Life cycles and reproduction</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Animals: Human timeline</b></p> <ul style="list-style-type: none"> <li>*Describe how humans change from babies through to old age.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Making connections: How reflective are space blankets?</b></p>                                                                                                                                                                                                                                                                                                                                                                |

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|                                               | <ul style="list-style-type: none"> <li>*Classify the cold-blooded vertebrate groups using their common characteristics.</li> <li>*Use a classification key to classify frog species.</li> <li>*Classify the warm-blooded vertebrate groups using their common characteristics.</li> <li>*Classify invertebrates using their characteristics.</li> <li>*Describe how the plant kingdom is organised (based on shared characteristics).</li> <li>*Produce a working classification key.</li> <li>*Describe and classify micro-organisms.</li> </ul> | <ul style="list-style-type: none"> <li>*Evaluate the hardness test to determine the degree of trust in the results.</li> <li>*Determine the transparency of different materials and link this to their uses.</li> <li>*Plan and draw a table of results.</li> <li>*Determine the conductivity of different materials and link this to their uses.</li> <li>*Write a detailed, organised method that is easy to follow.</li> <li>*Demonstrate reversible changes.</li> <li>*Write a prediction using prior knowledge of the states of matter.</li> <li>*Demonstrate irreversible changes.</li> <li>*Analyse observations about rusting and use them to support a conclusion.</li> <li>*Measure the circumference of a balloon accurately.</li> </ul> | <ul style="list-style-type: none"> <li>*Predict and present results for electrical circuits.</li> <li>*Use standardised symbols when drawing diagrams.</li> <li>*Recognise a link between the number of components and resistance.</li> <li>*Explain results using scientific knowledge.</li> <li>*Identify ways to change voltage within an electrical circuit.</li> <li>*Design a results table.</li> <li>*Investigate how voltage affects bulb brightness.</li> <li>*Plan an enquiry.</li> <li>*Apply knowledge of circuits and components to a practical situation.</li> <li>*Recognise that scientific knowledge can solve a problem.</li> </ul> | <ul style="list-style-type: none"> <li>*Describe the life of a plant, including the reproductive stage.</li> <li>*Observe and compare equivalent parts in different flowers.</li> <li>*Describe the life cycle of a mammal.</li> <li>*Research the life cycles of different mammals.</li> <li>*Describe the life cycle of a bird and compare it with that of a mammal.</li> <li>*Pose questions to compare the life cycles of different birds.</li> <li>*Describe the life cycle of an amphibian.</li> <li>*Suggest how temperature may affect egg hatching.</li> <li>*Describe the life cycle of an insect and compare it with that of an amphibian.</li> <li>*Use data to describe a relationship and make predictions.</li> <li>*Describe asexual reproduction in plants.</li> <li>*Represent root growth over time on a line graph.</li> </ul> | <ul style="list-style-type: none"> <li>*Use a line graph to identify patterns in height and predict values.</li> <li>*Identify changes in males and females as a result of puberty.</li> <li>*Explore the gestation periods of humans and other animals.</li> <li>*Plot data on a scatter graph.</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>*Revise the units Earth and Space and Properties and changes. Plan a fair test.</li> <li>*Revise the unit Circulation and health. Gather and record data.</li> <li>*Revise the unit Light and Shadows. Conclude and evaluate the investigation.</li> <li>*Revise the unit Mixtures and separation. Pose and investigate new questions.</li> <li>*Revise key concepts.</li> <li>Report on my findings using persuasive writing.</li> </ul>                                                                                                                         |
| <p><b>PE</b></p> <p><b>Sports coaches</b></p> | <p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>*Coordination, control and cooperation</li> <li>*Cooperation with teammates to pass and move</li> <li>*Attacking and tagging</li> <li>*Defending</li> <li>*Circuit – skills and tactics</li> <li>*Competition</li> </ul> <p>Sports coach: Basketball/Netball</p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Ball control – dribbling</li> <li>*Passing</li> <li>*Attacking play – shooting</li> <li>*Defensive play</li> <li>*Practise</li> </ul>              | <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>*Lower body circuits</li> <li>*Aerobic circuits</li> <li>*Upper body circuits</li> <li>*Boxercise</li> <li>*Core circuits</li> <li>*Full body circuits</li> </ul> <p>Sports coach: Multi-skills</p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Running</li> <li>*Throwing</li> <li>*Circuits</li> <li>*Practise skills</li> </ul>                                                                                                                                                                                                                                                                                                                                  | <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>*Finding the beat</li> <li>*Coordination and cooperation</li> <li>*Tutting</li> <li>*Dancing in unison</li> <li>*Group choreography</li> <li>*Performance</li> </ul> <p>Sports coach: Gymnastics</p> <ul style="list-style-type: none"> <li>*Travelling</li> <li>*Individual balances</li> <li>*Rolls</li> <li>*Jumps</li> <li>*Sequences</li> <li>*Hand apparatus and performance</li> </ul>                                                                                                                                                                                              | <p><b>Orienteering</b></p> <ul style="list-style-type: none"> <li>*Problem solving</li> <li>*Teamwork</li> <li>*Line orienteering</li> <li>*Indoor mapping</li> <li>*Single control event</li> <li>*Control plotting</li> </ul> <p>Sports coach: Tennis</p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Cooperative rallies</li> <li>*Court targets</li> <li>*Simple games</li> <li>*Competitive mini games</li> <li>*Practise</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Bowling 0 at a target</li> <li>*Fielding – tactics</li> <li>*Batting – tactics</li> <li>*Tournament</li> <li>*Practise</li> </ul> <p>Sports coach: Striking and fielding games</p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Fielding tactics</li> <li>*Bowling</li> <li>*Batting -tactics</li> <li>*Tournament</li> <li>*Practise</li> </ul> | <p><b>Swimming</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>*Strokes: understand that making my body streamlined helps me to glide through the water.</li> <li>*Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</li> <li>*Water safety: know which survival technique to use for the situation.</li> <li>*Rules: understand that different environments have different rules to keep us safe around water.</li> </ul> <p>Skills:</p> |

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| <b>Art/ DT</b> | <p><b>Sculpture &amp; 3D: How can wire be used to create sculptures?</b></p> <p>*Explore wire as a medium for sculptures and experiment with wire techniques.</p> <p>*Use aluminium wire to create sculptures.</p> <p>*Shape, form, model and construct using wire.</p> <p>*Use tools safely.</p> <p>*Understand the properties of different types of wire.</p> <p>*Know techniques to create sculptures out of wire.</p> <p>*Explore and experiment with other forms of sculpture.</p> <p>*Know about the life of Anthony Gormley.</p> <p>Use vocabulary: bend, twist, shape, braid, join, create.</p> <p><b>Artist Enquiries: Antony Gormley, Alexander Calder</b></p> | <p><b>Textiles: Bags</b></p> <p>*Explore how pattern pieces are used to design and make fabric items.</p> <p>*Use pattern piece templates to shape, cut and stitch fabric.</p> <p>*Design a bag and create prototype pattern pieces.</p> <p>*Create a prototype bag from a design sketch.</p> <p>*Add features to a bag.</p> | <p><b>Structure: Playgrounds</b></p> <p>*Design a playground with a variety of structures.</p> <p>*Build a range of structures.</p> <p>*Improve and add detail to structures.</p> <p>*Create a surrounding landscape.</p> | <p><b>Painting: How do you create moods in painting?</b></p> <p>*Try out different media, materials and mixing different colours to create different moods.</p> <p>*Use appropriate painting tools accurately to apply a range of different paint types to a surface.</p> <p>*Demonstrate a knowledge of primary, secondary, complementary, warm and cold and contrasting colours.</p> <p>Use vocabulary: Complementary colours, warm colours, cool colours, inspiration.</p> <p><b>Artistic enquiries: Davis Hockney, Pablo Picasso</b></p> <p><b>&amp; Painting &amp; Printing – Pop Art</b></p> <p>*Consider different pieces of art and whether they can be characterised as pop art.</p> | <p><b>Digital world: Navigating the world.</b></p> <p>*Write a design brief and criteria based on a client request.</p> <p>*Write a program to include multiple functions as part of a navigation device.</p> <p>*Develop a sustainable product concept.</p> <p>*Develop 3D CAD skills to produce a virtual model.</p> <p>*Present a pitch to 'sell' the product to a specified client.</p> | <p><b>Textiles: Batik</b></p> <p>*Appreciate and discuss the work of batik artists.</p> <p>*Explore roles and purposes of artists from different cultures.</p> <p>*Collect visual inspiration to help develop ideas in sketchbooks.</p> <p>*Use sketchbooks to design a batik.</p> <p>*Name batik tools and use them safely.</p> <p><b>Artistic Enquiries: Ko Chuan Huang, Chuah Thean Teng.</b></p> <p><b>&amp; Silk screen printing</b></p> <p>*Explore the life and work of Andy Warhol.</p> <p>*Use sketchbooks to design a print.</p> <p>*Examine how artists and designers used colours, shapes and lines to create prints.</p> <p>*Create a print for purpose.</p> <p>*Discuss and evaluate own work and that of others.</p> |

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| <b>Music</b> | <p><b>What shall we do with the drunken sailor?</b></p> <p>Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</p> <p>*Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <ul style="list-style-type: none"> <li>•Sing a sea shanty expressively, with accurate pitch and a strong beat.</li> <li>•Play bass notes, chords, or rhythms to accompany singing.</li> <li>•Sing in unison while playing an instrumental beat (untuned).</li> <li>•Keep the beat playing a 'cup' game.</li> <li>•Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</li> </ul> | <p><b>Why we sing</b></p> <p>Focus: Gospel music, instruments, structure, texture, vocal decoration.</p> <p><b>Introduction to song writing</b></p> <p>* Develop and practise techniques for singing and performing in a Gospel style.</p> <ul style="list-style-type: none"> <li>• Recognise individual instruments and voices by ear.</li> <li>•Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.</li> <li>•Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).</li> </ul> | <p><b>Madina Tun Nabi</b></p> <p>Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.</p> <p>*Improvise freely over a drone.</p> <ul style="list-style-type: none"> <li>•Sing a song in two parts with expression and an understanding of its origins.</li> <li>•Sing a round and accompany themselves with a beat.</li> <li>•Play a drone and chords to accompany singing.</li> <li>•Listen and copy back simple rhythmic and melodic patterns.</li> </ul> | <p><b>Building a groove</b></p> <p>Focus: Beat, rhythm, basslines, riffs.</p> <p>*Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.</p> <ul style="list-style-type: none"> <li>•Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</li> </ul> <p><b>Época</b></p> <p>Focus: Texture, articulation, rhythm, tango.</p> <p>*Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</p> <ul style="list-style-type: none"> <li>•Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</li> <li>•Demonstrate an understanding of the history of Argentine Tango.</li> </ul> | <p><b>Balinese Gamelan</b></p> <p>Focus: Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles).</p> <p>*Compose a kecak piece as part of a group.</p> <ul style="list-style-type: none"> <li>•Sing/chant a part within a kecak performance.</li> <li>•Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.</li> <li>•Listen and match vocal and instrumental sounds to each other, and to notation.</li> </ul> <p><b>Composing in ternary form</b></p> <p>Focus: Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.</p> <p>*Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.</p> | <p><b>Kisne Banaaya</b></p> <p>Focus: : A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.</p> <p>*Compose a simple accompaniment using tuned instruments.</p> <ul style="list-style-type: none"> <li>•Create and perform their own class arrangement.</li> <li>•Sing and play the melody of Kisne banaaya.</li> <li>•Sing in a 4-part round accompanied with a pitched ostinato.</li> </ul> |

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| <b>Computing</b> | <b>Computer Systems and Networks:</b><br><b>Communication and Collaboration</b><br>*Explain the importance of internet addresses.<br>*Recognise how data is transferred across the internet.<br>*Explain how sharing information online can help to work together.<br>*Evaluate different ways of working together online.<br>*Recognise how we communicate using technology.<br>*Evaluate different methods of online communication.<br><b>Online Safety -ELIM: I am kind and responsible</b>                                                              | <b>Creating Media: Vector graphics</b><br>*Identify that drawing tools can be used to produce different outcomes.<br>*Create a vector drawing by combining shapes.<br>**Use tools to achieve a desired effect.<br>*Recognise that vector drawings consist of layers.<br>*Group objects to make them easier to work with.<br>*Apply what I have learned about vector drawings.<br><b>Online Safety -ELIM: I am kind and responsible</b> | <b>Programming A Variables in games</b><br>*Define 'variable' as something that is changeable.<br>*Explain why a variable is used in a program.<br>*Choose how to improve a game by using variables.<br>*Design a project that builds on a given example.<br>*Use my design to create a project.<br>*Evaluate my project.<br><b>Online Safety – ELIM: I am safe and secure</b>                          | <b>Creating media: Webpage creation</b><br>*Review an existing website and consider its structure.<br>*Plan the features of a web page.<br>*Consider the ownership and use of images (copyright)<br>*Recognise the need to preview pages.<br>*Outline the need for a navigation path.<br>*Recognise the implications of linking to content owned by other people.<br><b>Online Safety – ELIM: I am safe and secure</b> | <b>Data and Information: Spreadsheets</b><br>*Create a data set in a spreadsheet.<br>*Build a data set in a spreadsheet.<br>*Explain that formulas can be used to produce calculated data.<br>*Apply formulas to data.<br>*Create a spreadsheet to plan an event.<br>*Choose suitable ways to present data.<br><b>Online Safety: - ELIM: I am healthy</b> | <b>Programming B: Sensing movement (variables) -Microbit</b><br>*Create a program to run on a controllable device.<br>*Explain that selection can control the flow of a program.<br>*Update a variable with a user input.<br>*Use a conditional statement to compare a variable to a value.<br>*Design a project that uses inputs and outputs on a controllable device.<br>*Develop a program to use inputs and outputs on a controllable device.<br><b>Online Safety: - ELIM: I am healthy</b> |
| <b>French</b>    | Year 5- Clothes<br>Year 6- Weather                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 5- Food<br>Year 6- Pencil case items                                                                                                                                                                                                                                                                                                                                                                                              | Year 5- Numbers 31-69<br>Year 6- French play                                                                                                                                                                                                                                                                                                                                                            | Year 5- Café language<br>Year 6- French play                                                                                                                                                                                                                                                                                                                                                                           | Year 5- Shopping, Euros<br>Year 6- Numbers 69-100                                                                                                                                                                                                                                                                                                         | Year 5-Alphabet<br>Year 6- Telling the time                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>RE</b>        | <u><b>What do Hindus believe about Dharma, deity and Atman?</b></u><br><u><b>How and why is Diwali celebrated by Hindus today?</b></u><br><b>Religion:</b> Hinduism<br><b>Concept:</b> Origins and expression<br><b>Discipline:</b> Theology<br>*I can explain Hinduism as a diverse global religion and describe how Hindu identity varies across places.<br>*I can explain Dharma in depth and give examples of how it guides Hindu behaviour.<br>*I can describe Hindu beliefs about Deity and explain how different deities express aspects of Brahman. |                                                                                                                                                                                                                                                                                                                                                                                                                                        | <u><b>What do Jewish people believe about God and the covenant?</b></u><br><u><b>What do Jewish people believe about the Torah?</b></u><br><b>Religion:</b> Judaism<br><b>Concept:</b> Origins and expression<br><b>Discipline:</b> Theology<br>*I can describe Jewish beliefs about God as one, eternal, and creator.<br>*I can explain what the covenant is and why it is important to Jewish people. |                                                                                                                                                                                                                                                                                                                                                                                                                        | <u><b>What does Salvation mean to Christians?</b></u><br><b>Religion:</b> Christianity<br><b>Concept:</b> Origins and expression<br><b>Discipline:</b> Theology<br>*I can explain how different Christian groups understand Salvation.<br>*I can describe and compare theological ideas about sin,                                                        | <u><b>How do people understand good and evil?</b></u><br><b>Religion:</b> Christianity, Judaism, Islam, Hinduism, Non-religion- Humanism<br><b>Concept:</b> Ethics and values<br><b>Discipline:</b> Philosophy, Theology, Social science<br>*I can describe what good and evil mean and give examples.                                                                                                                                                                                          |
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|             | <p>*I can interpret symbols used in Hindu imagery and worship.</p> <p>*I can explain Atman and describe how it connects to samsara and moksha.</p> <p>*I can evaluate how Dharma, Deity and Atman influence Hindu life today.</p> <p>*I can explain the key themes of Diwali and link them to Hindu beliefs.</p> <p>*I can retell the story of Rama and Sita and explain different interpretations of its message.</p> <p>*I can describe how Hindus prepare for Diwali and explain the symbolism behind these actions.</p> <p>*I can compare Diwali celebrations in different places and explain how celebration expresses identity.</p> <p>*I can explain what Diwali means to Hindus today and how it supports community and belonging.</p> <p>*I can use evidence from stories, practices and beliefs to explain how and why Diwali is celebrated today.</p> |                                                                                                                                                                                                                                                                                                                                                   | <p>*I can describe what the Torah is and why it is special.</p> <p>*I can explain how Jewish people use the Torah in worship and learning.</p> <p>*I can identify Jewish practices linked to the covenant and Torah.</p> <p>*I can explain how beliefs about God, the covenant, and the Torah shape Jewish identity and daily life.</p>                                                        | <p>repentance, and atonement.</p> <p>*I can explain different Christian interpretations of the Crucifixion and Resurrection.</p> <p>*I can analyse how Salvation is expressed through Christian sacraments and rituals.</p> <p>*I can evaluate how Salvation influences Christian moral choices.</p> <p>*I can construct a clear theological explanation of Salvation using evidence and vocabulary</p>                                                                                                                      | <p>*I can explain how Christians and Jews use teachings and commandments to choose good.</p> <p>*I can explain how Muslims use kindness, fairness, and responsibility to choose good.</p> <p>*I can describe Hindu ideas about good and evil using stories or values.</p> <p>*I can explain how Humanists use reason, empathy, and consequences to decide what is good.</p> <p>*I can explain similarities and differences in how people understand good and evil and express my own ideas clearly.</p> | <p>learn about groups of people.</p> <p>*I can describe what data shows about religion and worldviews in Somerset.</p> <p>*I can compare local and national data and identify similarities and differences.</p> <p>*I can identify religious communities in Somerset using data.</p> <p>*I can describe how people express their beliefs in Somerset.</p> <p>*I can explain how data helps us understand religion and worldviews in Somerset and express my own ideas clearly.</p> |
| <b>PSHE</b> | <p><b>My healthy self: How can I support my mind and body as I grow?</b></p> <p>Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Citizenship: How can we make a difference in our communities and beyond?</b></p> <p>Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.</p> | <p><b>Growing up: How can I manage the changes to my body and emotions as I grow up?</b></p> <p>Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.</p> | <p><b>My healthy self: How do my choices today shape my future health?</b></p> <p>Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.</p> | <p><b>Citizenship: How can we protect everyone's rights?</b></p> <p>Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.</p>                                                                                                                                                                  | <p><b>Sex education: How do people become parents and carers?</b></p> <p><b>PARENTAL RIGHT TO WITHDRAW</b></p> <p>Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.</p>                         |

