

# St Swithun's CE Primary School: Years 5 and 6 Curriculum Plan 2016 -17

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic title	<p><b>Take One Picture – the Hunt in the Forest ( 3 weeks)</b>  <b>Whizzbang</b> – Visit to Ashmolean</p> <p>Give details about the style of some notable artists, artisans and designers            Show how the work of those studied was influential in both society and to other artists            Create original pieces that show a range of influences and styles</p> <p><b>Beowulf ( Anglo Saxons )</b>  <b>Whizzbang -</b></p>	<p><b>Beowulf ( Anglo Saxons)</b></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><b>Super Scientists</b>  <b>Whizzbang - History of science museum OR Pitt Rivers ( role play )</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.british scientists beginning with Newton/ Darwin/Hawking</p> <p><b>Linked Science topics - Forces - Newton/ Evolution – Darwin</b></p> <p>Y6 Woodlands Residential Visit            Y5 Stone Age to Iron Age            Take One Object – Bronze Age cauldron            Hill End</p>		<p><b>Keen to be Green</b>  <b>Whizzbang - Earth Trust</b>            Sustainability. Alternative energy sources.</p> <p>Y5/6 - Production ( Term 6)</p>	
English (writing)	Descriptive writing -setting and characters. Diaries and recounts Narrative 2 Poetic Style	Narrative 2 Film Narrative Play scripts	Journalistic Writing Recounts Biographies	Explanations Narrative 3	Playscripts Arguments and discussions	Narrative 4
Science	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.					
	<p><b>Life cycles ( 4 weeks)</b></p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	<p><b>Materials</b></p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and</p>	<p><b>Forces</b></p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>	<p><b>Evolution and inheritance</b></p> <p>recognise that living things have changed over time and that fossils provide information about living</p>	<p><b>Earth in Space</b></p> <p>describe the movement of the Earth and other planets relative to the sun in the solar system</p>	

	<p>describe the life process of reproduction in some plants and animals</p> <p>describe the changes as humans develop to old age</p>	<p>thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>describe the movement of the moon relative to the Earth</p> <p>describe the sun, Earth and moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>
History	<p><b>The Hunt in the Forest</b></p> <p>Use sources of evidence to deduce information about the past</p> <p>Select suitable sources of evidence, giving reasons for choices</p> <p>Use sources of information to form testable hypotheses about the past</p> <p>Understand that no single source of evidence gives the</p>	<p><b>Anglo Saxons</b></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><b>Super scientists</b></p> <p><b>Newton/Darwin/Hawking</b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Use sources of evidence to deduce information about the past</p> <p>Select suitable sources of evidence, giving reasons for choices</p> <p>Use sources of information to form testable hypotheses about the past</p>		

	full answer to questions about the past Refine lines of enquiry as appropriate		Y5 - Changes in Britain from the stone age to the Iron Age (Woodlands week)	
Geography	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Analyse and give views on the effectiveness of different geographical representations of a location	Keen to be Green - environmental issues - local and global  Name and locate some of the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied understand geographical similarities and differences through the study of human and physical geography of a region in a European country Use the eight points of the compass, four-figure grid references, symbols and a key to communicate knowledge of the U.K and the world	
Art	Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketchbook Use the qualities of materials to enhance ideas Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language			
	Painting Sketch before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists	Printing Build up layers of colours Create an accurate pattern, showing fine detail Use a range of visual elements to reflect the purpose of the work	Textiles Show precision in techniques Choose from a range of stitching techniques Combine previously learned techniques to create pieces	
D.T.	<b>Food – Year 6</b> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms) Measure accurately and calculate ratios of ingredients to scale up or down from a recipe Demonstrate a range of baking and cooking techniques Create and refine recipes, including ingredients, methods, cooking times and temperatures			
	<b>Book making - creating Year Books</b> Cut materials with precision and refine the finish with appropriate tools Show an understanding of the qualities of materials to choose appropriate tools to cut and shape Join textiles with a combination of stitching techniques	<b>Science challenges ( Great Egg Race)</b> Develop a range of practical skills to create products ( including cutting, drilling, screwing, nailing, gluing, sanding, ) Create circuits using electronics kits that employ a number of components ( such as LEDs, resistors, transistors and chips) Design with the user in mind, motivated by the service a product will offer	<b>Bags for Life/ Phone Covers</b> Join textiles with a combination of stitching techniques Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles	

			<p>Make products through stages of prototypes, making continual refinements</p> <p>Ensure products have a high quality finish , using art skills , where appropriate</p> <p>Use prototypes, cross-sectional diagrams and computer aided designs ato represent designs</p> <p>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choice</p> <p>Create innovative designs that improve upon the existing products</p> <p>Evaluate the design of products so as to suggest improvements to the user experience</p>			
<b>Computing</b>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be <b>discerning</b> in evaluating digital content</p>	<p>design, write and debug programs that accomplish specific goals, including <b>controlling</b> physical systems; solve problems by <b>decomposing</b> them into smaller parts</p> <p>use <b>sequence, selection, and repetition</b> in programs; <b>work with variables and various forms of input and output</b></p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>create animated or live-action films about staying safe online for targeted younger pupils</p>	<p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for <b>communication and collaboration</b></p>	<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	
<b>R.E.</b>	<p>Explain how some teachings and beliefs are shared between religions</p> <p>Explain how religious beliefs shape the lives of individuals and communities</p> <p>Explain the practices and lifestyles involved in belonging to a faith community</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles</p> <p>Show an understanding of the role of a spiritual leader</p> <p>Explain some of the different ways that individuals show their beliefs</p> <p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings</p> <p>Explain their own ideas about the answers to ultimate questions</p> <p>Explain why their own answers to ultimate questions may differ from those of others</p> <p>Explain why different religious communities or individuals may have a different view of what is right and wrong</p> <p>Show an awareness of morals and right and wrong beyond rules</p> <p>Express own values and remain respectful of those with different values</p>					
	To understand how Hindus show their commitment to God and to evaluate if there is a best way	To evaluate different accounts of the Christmas story and understand that stories can be true in	To understand the Hindu belief that there is one God with many different aspects	To question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the	To understand the impact of certain beliefs on a Hindu's life.	To understand how Christians show their commitment to God and to evaluate if there

	<p>What is the best way for a Hindu to show commitment to God?</p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p>	<p>different ways</p> <p>Is the Christmas story true?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p>	<p>How can Brahman be everywhere and in everything?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Can the arts help communicate religious beliefs?</p>	<p>consequence of events during Holy Week.</p> <p>Did God intend Jesus to be crucified and if so was Jesus aware of this?</p> <p>Do sacred texts have to be 'true' to help people understand their religion</p>	<p>Do beliefs in karma, samsara and moksha help Hindus lead good lives?</p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p>	<p>is a best way</p> <p>What is the best way for a Christian to show commitment to God?</p> <p>Do religious people lead better lives?</p> <p>Does participating in worship help people to feel closer to God or their faith community</p>
<b>P.E.</b>	<p><b>Games ( across the terms 1 to 4))</b></p> <p>Choose and combine techniques in game situations</p> <p>Work alone, or with team mates in order to gain points or possession</p> <p>Strike a bowled or volleyed ball with accuracy</p> <p>Use forehand and backhand when playing racket games</p> <p>Field, defend and attack tactically by anticipating the direction of play</p> <p>Choose the most appropriate tactics for a game</p> <p>Uphold the spirit of fair play and respect in all competitive situations</p> <p>Lead others when called upon and act as a good role model within a team</p>				<p><b>Athletics</b></p> <p>Combine sprinting with low hurdles over 60 metres</p> <p>Choose the best place for running over a variety of distances</p> <p>Throw accurately and refine performance by analysing technique and body shape</p> <p>Show control in take-off and landings when jumping</p> <p>Compete with others and keep track of personal best performances, setting targets for improvements</p> <p><b>Outdoor and adventurous activities</b></p> <p>Select appropriate for outdoor and adventurous activity</p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice</p> <p>Embrace both leadership and team roles and gain the commitment and respect of a team</p> <p>Empathise with others and offer support, without being asked. seek support from the team and the experts if in any doubt</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be</p> <p>Use a range of devices in order to orientate themselves</p>	

	<p><b>Dance</b>          Compose creative and imaginative dance sequences          Perform expressively and hold a precise and strong body posture          Create and perform complex sequences          Express and idea in original and imaginative ways          Plan to perform with high energy , slow grace or other themes and maintain this throughout a piece          Perform complex moves that combine strength and stamina gained through gymnastics activities</p>	<p><b>Gymnastics</b>          Create complex and well-executed sequences that include a full range of movements including:          Travelling, balances, swinging, springing, flight, vaults...          Hold shapes that are strong, fluent and expressive          Include in a sequence set pieces, choosing the most appropriate linking elements          Vary speed, direction, level and body rotation during floor performances</p>	<p>Quickly assess changing conditions and adapt plans to ensure safety comes first</p>			
<p><b>PSHE</b></p>	<p><b>New beginnings</b>          I understand my rights and responsibilities in the school.          I know some of the things that help us in school to learn and play well together.          I understand the need for rules in society and why          We have the rules we do in school.          If I don't agree with something in school, I know how to go about trying to change things.</p>	<p><b>Getting on and falling out</b>          To understand how events appear differently from alternative viewpoints          • To understand the importance of listening to the other person in understanding a situation          • To develop empathy and understand that people may act differently because they have a different perspective or point of view to our own</p>	<p><b>Going for goals</b>          To persevere and focus on goals.          • To be self-aware: recognise habitual patterns and effect on Behaviour          I know that if at first I don't succeed it is worth trying again.          I can try again even when I have been unsuccessful.          Making choices          I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour.          I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups.</p>	<p><b>Good to be me</b>          To explore common anxieties about being accepted or rejected by peers          can recognise when I am overwhelmed by my feelings and can use a calming down strategy.          I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time.          Managing my feelings          I can feel positive even when things are going wrong.          I can avoid situations that are likely to hurt my feelings or make me angry.          I can recognise when I am feeling worried.          I know when and how to stop and think before I act.          I can disagree with someone without falling out.          I can cope when someone disagrees with me.          I can stand up for what I think after listening to others and making my own choice.</p>	<p><b>Relationships</b>          I can tell you some ways to make amends if I have done something cruel or unkind.          I can tell you how I feel about the important people or animals in my life.          I know some ways to celebrate the life of someone I care about.          I can tell you about someone that I no longer see.          I understand that we can remember people even if we no longer see them.          Making choices          I know how to make a good choice.          I can take responsibility for what I choose to do          Recognising and empathising with feelings associated with loss</p>	<p><b>Changes</b>          To develop strategies for coping with change (moving to secondary school)          I try to understand other people's behaviour by thinking about what they might be feeling or thinking.          I can tell you about how people might feel and behave when they go to a new school.          Managing my feelings          I know that when I move to secondary school many things in my life will stay the same.          I have some strategies for managing the feelings that I might experience when I change schools.          I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.          Belonging to a community          I know how change can interfere with our feeling</p>

				I understand that the majority view is not always right. I can behave in an assertive way using appropriate body language and tone of voice.		of belonging and can make us feel insecure and unconfident
<b>French</b>	<ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Write a short texts on familiar topics</li> <li>• Refer to recent experiences or future plans as well as to everyday activities</li> <li>• Include imaginative and adventurous word choices</li> <li>• Convey meaning</li> <li>• Understand the main points and opinions from spoken passages</li> <li>• Give a short prepared talk that includes opinions</li> <li>• Take part in conversations to seek and give information</li> <li>• Refer to recent experiences or future plans everyday activities and interests</li> <li>• Vary language and produce extended responses</li> <li>• Be understood with little or no difficulty</li> </ul>					
	<b>Classroom routines</b> Introducing yourself. Answering the register, saying the date, describe the weather, ask for objects, following instructions. Initiate and sustain conversations Basic negative sentence ...Je n'ai pas de... Construct a short paragraph Recap expressing opinions... J'aime, Je n'aime pas Revise numbers and colours.	<b>Classroom routines</b> Introducing yourself. Answering the register, saying the date, describe the weather, ask for objects, following instructions. Initiate and sustain conversations Basic negative sentence ...Je n'ai pas de... Construct a short paragraph Recap expressing opinions... J'aime, Je n'aime pas Revise numbers and colours.	<b>Classroom routines</b> Introducing yourself. Answering the register, saying the date, describe the weather, ask for objects, following instructions. Initiate and sustain conversations Basic negative sentence ...Je n'ai pas de... Construct a short paragraph Recap expressing opinions... J'aime, Je n'aime pas Revise numbers and colours.	<b>Classroom routines</b> Introducing yourself. Answering the register, saying the date, describe the weather, ask for objects, following instructions. Initiate and sustain conversations Basic negative sentence ...Je n'ai pas de... Construct a short paragraph Recap expressing opinions... J'aime, Je n'aime pas Revise numbers and colours.	<b>Classroom routines</b> Introducing yourself. Answering the register, saying the date, describe the weather, ask for objects, following instructions. Initiate and sustain conversations Basic negative sentence ...Je n'ai pas de... Construct a short paragraph Recap expressing opinions... J'aime, Je n'aime pas Revise numbers and colours.	<b>Classroom routines</b> Introducing yourself. Answering the register, saying the date, describe the weather, ask for objects, following instructions. Initiate and sustain conversations Basic negative sentence ...Je n'ai pas de... Construct a short paragraph Recap expressing opinions... J'aime, Je n'aime pas Revise numbers and colours.