Year 5 and 6 – Curriculum Map

Year 5	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
IPC	AD 900 Mayans	AD 900 Mayans	Moving People – Migration		Go with the flow (Rivers)	
English Year 5	Fantasy Instructions and Explanations Poetic language Classic Fiction Blogs and Reports Poems on a Theme Modern Fiction recounts		Short stories Information texts Poems on a theme Stories on a theme Recounts		Fantasy Persuasive Writing Poems on a theme Modern Fiction Poetic language	
Maths	Place Value Addition and Subtraction Decimals and fractions Measures and data Multiplication and division		Addition and Subtraction Decimals and Fractions Multiplication and Division Shape		Place Value Decimals, percentages, fractions Multiplication and Division Addition and Subtraction Measures and data	
Science	Living things and their habitats	Forces	Properties and changes of materials	Properties and changes of materials	Earth and Space	Animals including humans (Sex Ed)
PSHE Jigsaw	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Sex Education)
Music (Music Express 10-11)	Our community	At the movies	Life cycles	Keeping healthy	Solar system	Celebrations
French	Salut Gustave!	A l'ecole	La nourriture	En ville	En vacances	Chez moi
Art/DT	CUSP ART and DT Drawing and painting Food and nutrition	CUSP ART and DT Printmaking Systems	CUSP ART and DT Textiles and collage Textiles	CUSP ART and DT 3D Mechanisms	CUSP ART and DT Painting Structures	CUSP ART and DT Creative response (printmaking and textiles) Food and nutrition

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Computing	We are adventure gamers Making a text-based adventure game Programming Python (using the IDLE editor)/Trinket.io/Pythonista	We are computational thinkers Mastering algorithms for search-ing, sorting and mathematics Computational thinking 'Unplugged' resources/Scratch/Snap!/Pyonkee	We are advertisers Creating a short television advert Creativity Moviemaker/iMovie	We are network engineer Exploring computer networks including the internet Computer networks command prompt/Scratch/open visual traceroute	We are travel writers Using media and mapping to document a trip Productivity Google Maps/ Google Earth/ Pixlr/Snapseed/ Moviemaker/ iMovie/Audacity/Garage Band/Track Rec	We are publishers Creating a year book Communication/ collaboration Publisher/ Scribus/iBook Author/Pages/ Book Creator/ Google Drive
PE	GAMES Tennis See Val Sabin Games Year 5 Unit 1 Gymnastics Bridges year 5 Unit T	DANCE Rubbish! See Val Sabin Dance Year 5 Unit 1 Games Invasion Year 5 Unit 2	GYMNASTICS Flight See Val Sabin Gym Year 5 Unit U Games Invasion games Year 5 Unit 3	DANCE City Life See Val Sabin Dance Year 5 Unit 3 GAMES Cricket See Val Sabin Games Year 5 Unit 4	ATHLETICS See Val Sabin Athletics Year 5 Gymnastics Spinning and turning Year 5 Unit W	Gymnastics Functional use of limbs Year 5 Unit V ATHLETICS See Val Sabin Athletics Year 5
RE	Teaching and Authority Christianity Gospel	Teaching and Authority Islam Qur'an	Teaching and Authority Hinduism Spiritual Pathways	Judaism Holiness for Jewish people	Christianity Significance of the Eucharist	Buddhism Finding enlightenment

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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC	World at War (Battle of Britain)	World at War (Battle of Britain)	The Great, The Bold, The Brave (Greeks and Romans)		Weather and Climate	
English **Year 6**	Stories that raise Issues Blogs and reports Narrative poetry Historical Fiction		Persuasive writing Endurance Narrative and magazine article. Newspaper Report, Balanced Argument, Letters and Diaries. Poetry		First Person Description, Suspense Narrative, Balanced Argument, Information text. Wider writing opportunities: Newspaper Report, Balanced Argument, Letters and Diaries. Poetry	
Maths	**Number – Place Value** Read, write, order and compare numbers Count forwards in steps of 10 Round numbers to 1,000,000 **Number – Addition and Subtraction** Add and subtract whole numbers Add and subtract numbers mentally Use rounding to check answers **Number: Multiplication and Division** Multiply and Divide whole numbers including decimals by 10, 100 and 1000 Multiply and divide numbers mentally Identify multiples and factors **Number: Fractions and Decimals** Read and write decimal numbers as fractions Compare and order fractions	**Number – Addition and Subtraction** Add and subtract whole numbers with more than 4 digits using written methods **Number: Multiplication and Division** Multiply numbers up to 4 digits using written methods Multiply and divide numbers mentally drawing upon known facts Divide numbers up to 4 digits Problem solving Prime numbers **Number: Fractions and Decimals** Identify equivalent fractions Add and subtract fractions with the same denominator **Measurement** Understand and use equivalences between metric units and common imperial units	**Number – Place Value** Read, write, order and compare numbers (6 digit numbers) Interpreting negative numbers in context Solving practical problems **Number – Addition and Subtraction** Solve addition and subtraction multi-step problems Decimal addition and Subtraction **Number: Multiplication and Division** Multiplication of 2 digit numbers Problem solving Scaling of fractions **Number: Fractions and Decimals** Identify and name fractions Writing decimal numbers as fractions Rounding decimals to nearest whole numbers **Measurement** Money Equivalences	**Number – Addition and Subtraction** Add and subtract numbers mentally/numbers with 4 digits **Number: Multiplication and Division** Short division – dividing decimal numbers Multiplying whole and decimal numbers **Number: Fractions and Decimals** Rounding decimals to nearest whole number **Measurement** Measure and calculate the perimeter Calculate area of rectangles Estimate volume	**Number – Place value** Solve problems using negative numbers Roman Numerals **Number – Addition and Subtraction** Column addition of 5 digit numbers Column 5 and – of whole numbers money and decimals **Number – Multiplication and Division** Short and long multiplications Factor pairs, LCM and HCF **Number – Fraction and Decimals** Recognise and use thousandths and relate them to decimals Reading, write and compare numbers with up to 3 decimal places Solve problems Recognise % symbol Solve problems which require knowing percentage and decimal equivalents	**Number – Addition and Subtraction** Column 5 and – of whole numbers money and decimals **Number – Multiplication and Division** Long multiplication Equivalence problems **Number: Fractions and Decimals** Multiply fractions by whole and mixed numbers Decimal problem solving **Measurement** Convert between units of measurement Solve problems involving converting between units of time *Assessment and Review*

	Properties of Shape Identify 3D shapes, including cubes and other cuboids from 2D representations **Properties of Shape** Distinguish between regular and irregular polygons based on reasoning about equal sides and angles	**Properties of Shape** Identify 3D shapes, including cubes and other cuboids from 2D representations **Position and Direction** Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	**Statistics** Solve comparison, sum and difference problems using information presented in a line graph **Properties of Shape** Know angles are measured in degrees and estimate and compare acute, obtuse and reflex angles	**Properties of Shape** Use the properties of rectangles to deduce related facts and find missing lengths and angles **Statistics** Complete, read and interpret information in tables, including timetables	**Properties of Shape** Draw given angles and measure them in degrees **Properties of Shape** Identify angles at a point and one whole turn (total 360°, angles at a point on a straight line and 2 1 a turn (total 180°), other multiples of 90°	***Assessment and Review***
Science	Living things and their habitats	Evolution and Inheritance	Light	Electricity	Animals including humans (Circulatory System, exercise, nutrition, drugs)	Animals including humans (Sex Ed)
PSHE Jigsaw	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Sex Education)
Music (Music Express 9-10)	World unite	Journeys	Growth	Roots	Class awards	Moving on
French	Le week-end	Les vetements	Ma journee	Les transports	Le sport	On va fair la fete
ART/DT	CUSP ART and DT Drawing Food and nutrition	CUSP ART and DT Painting and collage Mechanisms	CUSP ART and DT Printmaking and textiles Food and nutrition	CUSP ART and DT 3D Structures	CUSP ART and DT Painting Systems	CUSP ART and DT Creative response (drawing and textiles) Textiles
Computing	We are game developers Cracking codes Computational thinking Scratch/Snap/Pyonkee/The Black Chamber)	We are cryptographers Cracking codes Computational thinking Scratch/Snap!/Pyonkee/The Black Chamber	We are artists Fusing geometry and art Creativity Inkscape/Adobe Illustrator / CorelDRAW /Scratch/Scribble)	We are web developers Creating a web page about cyber safety Computer networks Google/Google	We are bloggers Sharing experiences and opinions Communication/	We are architects Creating a virtual space Productivity Trimble SketchUp/Screencast-O-Matic

				Sites/learning platform/WordPress/ Adobe Slate)	Collaboration WordPress/learning platform/GIMP/Audacity /Movie Maker	
PE **Class A** **Class B**	GAMES (A and B) Netball Year 6 Unit 4 Gymnastics (B) Working together Year 6 Unit X Swimming (A)	DANCE (A and B) The World of Sport Year 6 Unit 1 Gymnastics (B) Synchronisation Year 6 Unit Y Swimming (A)	GYMNASTICS (A and B) Holes and barriers Year 6 Unit Z GAMES (B) Hockey/football Year 6 Unit 1 Swimming (A)	DANCE (A) Flight from danger Dance Year 1 Unit 4 GAMES (A and B) Tennis/volleyball Year 6 Unit 2 Swimming (B)	ATHLETICS (A and B) Year 6 unit 1 Gymnastics (A) Counter-balance Year 6 Unit A Swimming (B)	GAMES (A) Cricket/rounders Year 6 Unit 4 ATHLETICS (A and B) Year 6 unit 2 Swimming (B)
RE	Beliefs and Questionnaires Christianity Jesus is God the incarnate	Beliefs and Questionnaires Tawhid creates a sense of belongins	Beliefs and Questionnaires Brahman and atman influence way of life	Buddhism Triple refuge	Christianity resurrection and Christian view of life and death	Humanism Happiness is the goal of life

History

Historical Understanding

- He/she can make links between events and changes; giving reasons for them and explaining the result
- He/she can identify and describe changes within and between different periods in history
- He/she can use and understands abstract terms such as empire, civilisation, parliament and peasantry
- He/she can place events, people and changes into correct periods of time and the periods of time in chronological order

Historical Enquiry

- He/she can create historically valid questions about cause and significance
- He/she can suggest reasons for conflicting historical accounts
- He/she can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions
- He/she can examine artefacts and explain what they show us about that time in history

Periods in History

- He/she can discuss the impact of significant historical events, people and places in their own locality making links with changes in national life
- He/she can discuss the impact and causes of historical changes in Britain
- He/she can examine periods in world history; identifying contrasts with and influences on British society at the time

Geography

Map Making

- He/she can make a scale drawing using scales based around the power of 10
- He/she can make his/her own simple thematic map based on his/her own data
- He/she can use photographs and standard and non-standard measurements to create an accurate map of an area

Enquiry & Investigation

- He/she can explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time
- He/she can analyse the relevance of information from a range of sources and make conclusions about places studied at KS2

Locational Knowledge

- He/she can locate the world's continents/countries including North and South America identifying key human and physical characteristics, countries and major cities
- He/she can understand how human and physical features in places in the UK have changed over time
- He/she can locate the position of the Tropics of Cancer and Capricorn, the Greenwich Meridian and times zones

Human & Physical Geography

- He/she can understand similarities and differences in the human and physical differences with a region of the UK, the region of a European country and a region within North or South America
- He/she can describe and understand climate zones, biomes, vegetation belts and the water cycle
- He/she can describe and understand economic activity and the distribution of natural resources including energy, food, minerals and water

Following Directions and Maps

- He/she can locate places on an OS map using a 6 figure grid reference
- He/she can use the 8 points on a compass
- He/she can follow a route on a small scale map
- He/she can use a range of maps to plan the quickest route and find alternative routes
- He/she can use longitude and latitude as a guide to a location on an atlas
- He/she can use digital/computer mapping to locate places in the KS2 PoS
- He/she can read the scale on contour lines on an OS map

P.S.H.E

Health and Wellbeing

- Be able to explain how the media can have positive and negative impacts upon his/her health including dental health.
- Be able to share personal successes with the class and set further goals from those achievements.
- Be able to explain when they have experienced conflicting emotions and how they dealt with the situation.
- Be able to understand the risks of not maintaining good levels of personal hygiene.
- Be able to predict and assess risks in different situations and explain how to manage them responsibly.
- Be able to understand when and how to help others if they feel they are at risk.
- Be able to understand the importance of resisting pressure to do something that is wrong or they feel uncomfortable with and who they can go to for help with this.

Relationships

- Be able to recognise a wide range of emotions in others and know when to support them or to seek help from someone else.
- Be able to understand that different people will respond to the same situation in different ways and how to deal with a variety of scenarios.
- Be able to recognise from his/her own actions what is fair and unfair, kind and unkind and right and wrong and that people''s opinions may differ.
- Be able to show respect to people around them and if necessary constructively challenge their point of view.
- Be able to explain the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to it.

- Be able to recognise and challenges stereotypes.

Living in the Wider World.

- Be able to fulfil his/her responsibilities at school in different contexts e.g. The playground, the classroom.
- Be able to follows the classroom and school rules and works as a role model to younger children.
- Be able to have a basic understanding of money concepts. e.g. Tax, interest, loan and debt.
- Be able to describe the different cultural, ethnic and religious groups that make up the world.
- Be able to explains and understands the need to respect the differing ideas of a range of people in society.
- Be able to understand reasons why the media may present information in different ways.

Music

Composing

- To be able to understand when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood.
- To be able to can layer sounds to create effects.
- To be able to can compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather)
- To be able to can compose melodic and rhythmic phrases.
- To be able to is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats.
- To be able to can reflect on his/her compositions dynamics,tempo and timbre.

Performing

- To be able to sing expressively combining dynamics, tempo and pitch.
- To be able to perform his/her own compositions from memory.
- To be able to take part in rounds.
- To be able to take part in three part harmonies and descants.
- To be able to perform his/her own rhythmic and melodic patterns on an instrument

- To be able to lead a group in performance.

Listening and Context

- To be able to begin to explore reasons for composers'' tempo choices.
- To be able to pick out details within a piece and recall these details from memory.
- To be able to compare pieces thinking about texture, structure, timbre and dynamics.
- To be able to find similarities and differences between different historical composers and musicians.
- To be able to explain how the music of the past reflected the society of the time.
- To be able to explain how music has changed over time.

Science – Working Scientifically

Planning Investigations

- With prompting, plan different types of scientific enquiries to answer questions (5)
- With prompting, recognise and control variables where necessary (5)
- Plan different types of scientific enquiries to answer questions (6)
- Recognise and control variables where necessary (6)

Conducting Experiments

- Select, with prompting, and use appropriate equipment to take readings (5)
- Take precise measurements using standard units (5)
- Take and process repeat readings (5)
- Take measurements using a range of scientific equipment (6)
- Take measurements with increasing accuracy and precision (6)
- Take repeat readings when appropriate (6)

Recording Evidence

- Record data and results (5)
- Record data using labelled diagrams, keys, tables and charts (5)
- Use line graphs to record data (5)
- Record data and results of increasing complexity using scientific diagrams and labels (6)
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts (6)
- Record data and results of increasing complexity using line graphs (6)

Reporting Findings

- Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships (5)
- With support, present findings from enquiries orally and in writing (5)
- With prompting, identify that not all results may be trustworthy (5)
- Report and present findings from enquiries, including conclusions and causal relationships (6)
- Report and presents findings from enquiries in oral and written forms such as displays and other presentation (6)
- Report and present findings from enquiries, including explanations of, and degree of, trust in results (6)

Conclusions & Predictions

- Suggest how evidence can support conclusions (5)
- Suggest further comparative or fair tests (5)
- Identify scientific evidence that has been used to support or refute ideas or arguments (6)
- Use test results to make predictions to set up further comparative and fair tests (6)

Science – Biology

Living things can be classified according to observable features

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals (6)
- Give reasons for classifying plants and animals based on specific characteristics (6)

Living things exhibit variation and adaptation and these may lead to evolution

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (6)
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (6)
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution (6)

Life exists in a variety of forms and goes through cycles

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (5)
- Describe the changes as humans develop to old age (5)

The human body has a number of systems, each with its own function

- Describe the life process of reproduction in some plants and animals (5)
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (6)
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (6)
- Describe the ways in which nutrients and water are transported within animals, including humans (6)

Science – Chemistry

Materials have physical properties which can be investigated and compared

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets (5)
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (5)
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (5)
- Demonstrate that dissolving, mixing and changes of state are reversible changes (5)
- 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 (5)

- He/she can create and separate mixtures (6)
- He/she can explain the difference between chemical and physical changes (6)

The physical properties of materials determine their uses

- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (5)

Materials can exist in different states and that these states can sometimes be changed

- He/she can explain the properties of the different states of matter in terms of the particle model (6)
- He/she can describe changes of state in terms of the particle model (6)

There are different types of reaction

- He/she can define acids and alkalis in terms of neutralisation reactions; the pH scale for measuring acidity/alkalinity; and indicators (6)
- He/she can use indicators and the pH scale for measuring acidity/alkalinity (6)
- He/she understands chemical reactions as the rearrangement of atoms and represents these using formulae and using equations (6)

The Periodic Table can help explain patterns in behaviour of materials

- He/she understands the principles underpinning the Mendeleev Periodic Table (6)
- He/she understands the differences between atoms, elements and compounds and uses chemical symbols and formulae for elements and compounds (6)

Materials that make up the earth and atmosphere undergo cycles and form systems

- He/she understands the composition of the atmosphere (6)

Science – Physics

There are contact and non-contact forces; these affect the motion of objects

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (5)
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces (5)
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect (5)

Day, night, month, seasonal change & year are caused by the position and movement of the Earth

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system (5)
- Describe the movement of the Moon relative to the Earth (5)
- Describe the Sun, Earth and Moon as approximately spherical bodies (5)
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (5)

Light & sound can be reflected & absorbed and enable us to see & hear

- Recognise that light appears to travel in straight lines (6)
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye (6)
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes (6)
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them (6)

Electricity can make circuits work and can be controlled to perform useful functions

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit (6)
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches (6)
- Use recognised symbols when representing a simple circuit in a diagram (6)

Computing

Computer Science

- He/she can work with variables
- He/she can solve problems in writing programs by decomposing them into smaller parts
- He/she can use selection and repetition in programs

- He/she can simulate physical systems
- He/she can use logical reasoning to explain how some simple algorithms work and detect and correct errors in them

Information Technology

- He/she can combine a variety of software to accomplish given goals on a range of digital devices
- He/she can analyse and evaluate information and data
- He/she can design and create systems that accomplish given goals

Digital Literacy

- He/she can understand the importance of using technology safely, respectfully and responsibly
- He/she can identify a range of ways to report concerns about content and contact
- He/she can appreciate how search results are ranked
- He/she is discerning in evaluating digital content
- He/she understands the basic workings of computer networks including the internet
- He/she understands the opportunities computer networks offer for collaboration

PE

- He/she can use running, jumping, throwing and catching in isolation and in combination
- He/she can play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
- He/she can develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- He/she can perform dances using a range of movement patterns
- He/she can take part in outdoor and adventurous activity challenges both individually and within a team
- He/she can compare their performances with previous ones and demonstrate improvement to achieve their personal best.

DT

- He/she can design products that are innovative and appeal to individuals or groups.
- He/she can create a prototype of his/her design.
- He/she can create an exploded diagram of his/her design.
- He/she can use a computer design program to communicate his/her ideas.
- He/she can build frameworks using a range of materials: wood, card, corrugated plastic.
- He/she can select the most appropriate joint for his/her design.
- He/she can create his/her own simple sewing pattern or printing block to use in his/her design.
- He/she can include an electrical circuit that produces more than one outcome.
- He/she can use a screwdriver to secure materials with accuracy.
- He/she can select the most appropriate way to join or secure materials within his/her design.
- He/she can use a computer program to control his/her products.
- He/she can evaluate existing products in relation to their purpose and audience.
- He/she can collect feedback from others to find out how to improve his/her product.
- He/she can explore the impact of well-known designers and inventors and how their products helped to shape the world.
- He/she understands what different affects food types have on the body

Art

- He/she can create sketch books to record their observations and use them to review and revisit ideas
- He/she can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay
- He/she knows about great artists, architects and designers in history.

RE

- To be able to use his/her developing religious vocabulary to describe some key features of religions, including religious celebrations and worship.
- To be able to recognise similarities and differences in the key features of religions.

- To be able to make links between religious stories and sacred texts.
- To be able to describe a range of beliefs, symbols and actions within different religions.
- To be able to suggest meanings for a range of forms of religious expression and note similarities and differences between religions.
- To be able to ask important questions about religion and beliefs, making links between his/her own and others'' responses.
- To be able to identify the impact of religion on believers'' everyday lives.
- To be able to explore similarities and differences in how religion is expressed in different world religions.
- To be able to make links between values and commitments, and his/her own attitudes and behaviour.
- To be able to respond to questions that cause wonder, staying respectful to others' beliefs and ideas.