

Curriculum Map - Cycle B (2022-2023)

Oak Class (Year 5 and 6)

CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Enough for Everyone	World War II	Cogs and Forces	Our Changing World	All Creatures Great and Small	Heritage
Hook						
Religious Education	<p>Hinduism Salvation Extreme Makeover Our God created us and gave us free choice. When we sinned he immediately put in a place a plan to rescue us and restore us</p>	<p>Christmas - Ultimate Hope Welcoming Jesus the Rescuer in Bethlehem and welcoming him into our hearts. Invitation to do his restoring work</p>	<p>Buddhism The Prophets True to his words <i>The call of the prophets - Jeremiah's escape from a dungeon</i> <i>Judah's last chance</i> <i>Prophet's words of warning and advice</i></p>	<p>Daniel - True to his God <i>Daniel and his friends</i> <i>obey God's diet</i> <i>Nebuchadnezzar's Dream</i> <i>Fiery Furnace</i> <i>Writing on the Wall</i> <i>The Lion's Den</i></p> <p>Jesus' Sacrifice (Easter) - True to his purpose <i>The Last week of Jesus' Life</i> <i>Mary washes his feet</i> <i>The Triumphal Entry</i> <i>The Last Supper</i> <i>The Betrayal, trial and denial</i> <i>Gethsemane</i> <i>Crucifixion and Resurrection</i></p>	<p>Islam The Bible - Translated to give hope <i>How God's word has come to us so we can understand it - carried by people of courage - Tyndale, Waldensies, Luther etc..The truth is in God's preserved word that we need to understand and put into practice.How we translate the Bible in how we live.</i></p>	<p>The Adventist Church - Carriers of Hope - The action of the Holy Spirit in the birth of the Seventh Day Adventist Church <i>William Miller - spreading the word</i> <i>James White and Ellen Harman</i> <i>The Great Disappointment</i> <i>Judgement in Heaven</i> <i>Becoming SDAs</i> <i>Education, Publishing, Health, Missions</i></p>

<p>English Core Text</p>	<p>Core Fiction: My Uncle's Dunkirk by Mick Manning Friend or Foe by Michael Morpurgo</p> <p>Core Non-Fiction: In Flanders Fields</p>	<p>Core Fiction: The Children of the King by Sonya Hartnett The Lion and the Unicorn by Shirley Hughes Friend or Foe by Michael Morpurgo</p>	<p>Core Fiction: Cogheart - Peter Bunzi</p>	<p>Core Non-Fiction: <i>Stone Girl, Bone Girl</i> by Laurence Anholt (narrative style biography of real person)</p> <p><i>Mayfly Day</i> by Jeanne Willis and Tony Ross</p> <p><i>The Spider and the Fly</i> by Tony DiTerlizzi</p> <p><i>The Right Word: Roget and his Thesaurus</i> by Jen Bryant</p> <p><i>Fantastically Great Women Who Changed the World</i> by Kate Pankhurst</p> <p>Core Fiction: Hermelin - Mini Grey</p>	<p>Core Fiction: Visual Literacy: The lion hunt by Peter Paul Rubens Tiger in a tropical storm / Surprised! by Henri Rousseau</p> <p>Extracts from a range of sources: Uncle Montague's Tales of Terror - Chris Priestly All Summer in a Day - Ray Bradbury The Messenger Bird - Ruth Eastham Ruby Redfort Look into my Eyes - Lauren Child Skellig - David Almond Visual Stimuli - Sonata Edward Scissorhands</p>	<p>Core Fiction: Macbeth by William Shakespeare Mr. William Shakespeare's plays by Marcia Williams Shakespeare Stories by Leon Garfield</p>
<p>Writing Genre and Purpose</p>	<p>Flashback Narratives (to entertain and direct readers)</p>	<p>Poetry - Cinquains (to entertain) Persuasive writing - letters and speeches (to persuade)</p>	<p>Innovative Narrative - <i>to entertain</i> (Also incidental non-fiction writing - post card, diary, glossary, radio broadcast <i>to inform</i>)</p>	<p>Recount - Biographies(10days) Diaries (to recount) (10days)</p>	<p>Narrative - Setting Description (to entertain) Narrative Viewpoint - Writing in a range of different Genres (to entertain)</p>	<p>Incidental writing: A diary entry in role as Lady Macbeth, a class debate, an extended discussion text, police reports, a journalistic article, a review. (to inform)</p> <p>Final Written Outcome: A narrative retelling of Macbeth. (to summarise and entertain)</p>
<p>Grammar Y5</p>	<p>Parts of speech/Parsing Different Parts of Speech Sentence Walls Simple and Continuous Tenses Verb 'to have' past, present, future Past participles Regular</p>	<p>Perfect Tenses Past, Present, Future Contractions and the verb to have Past Participles – irregular Identifying Verb tenses Adverb Placement Proof reading</p>	<p>Prepositions Prepositional Phrases Noun Phrases Subjects/objects Compound subjects/objects Transitive/Intransitive verbs Prepositional phrases as adverbs</p>	<p>Phrasal Verbs Making verbs from nouns/adjectives Nouns/verbs –ce, -se, -cy, --sy Adjective order Writing adjectives in the correct order</p>	<p>Adverbs of manner Adverbs of degree and place Adverbs of time and frequency Adverbs describing other adverbs Adverbs describing adjectives Irregular Plurals</p>	<p>Using a colon and bullet points Parenthesis Homophone Homographs and Homonyms Homographs and Heteronyms Antonyms synonyms</p>

Grammar Y6	Homophone Mix-Ups Simples, Continuous and Perfect Tenses Definite and Indefinite Articles Countable and Uncountable Nouns Parts of Speech Direct and Indirect Objects	Indirect Objects and Sentence Walls Linking Verbs "To be" Prepositional Phrases as Adverbs Prepositional Phrases as Adjectives Relative Clauses Relative Clauses in Sentences	Coordinating Conjunctions Semicolons and Compound Sentences Colons in Sentences Subordinating Conjunctions Complex Sentences Simples, Compound and Complex Sentences	Adverbials Past participles as adjectives The active and passive voice The passive voice Gerunds Idioms	The verb "to do" Past, Present, Future Statements and the verb "to do" Questions and the verb "to do" Modal verbs Modal adverbs Imperatives	Using Paragraphs and cohesions Formal and informal writing Alliteration Homophone mix-ups Antonyms and synonyms Grammar Consequences Game
Phonics Y5	age, ege, nge, suffix -ance, -ancy, -ence, -ency	prefix multi-, auto-, micro-, super-, kilo-, milli-, prefix post-,	suffix -tion, -sion, ssion, cian, -ation, ch and che for /sh/	sure, ture, -ible, -ate, -ise, ize, -ify	suffix -ous, suffix -ious, tious, cial, tial, words ending in -i,	graph, suffix -ology, suffix -ment, suffix -ship, suffix -ward, sch
Phonics Y6	numerical prefixes for 1, 2,3,4,5,6,7,8,9,10 (dec)	ei and eigh for /ai/, ei and ie for /ee/ ei, eigh, and eir, ci for /sh/, cious, -eous,	double letters, cc for /k/, doubling rule for fer, spellings for long oo, spellings for ai, silent h digraphs	bt, te, tte, th, cht, for /t/, mb, mn, me for /m/, silent p digraphs, ui a u for /i/, gh and gue, gu	ough, schwa: ure, schwa: our, suffixes -ity, ety, suffix -ial, suffix -able	que for /k/, ne for /n/, word mix ups, suffix -ly, ere and oa, schwas
Maths	LS1 Number and Place Value Reasoning LS2 Multiplicative Reasoning 1 (Multiply and Divide by Powers of Ten) LS3 Additive Reasoning 1 LS4 Number Properties Reasoning LS5 Multiplicative Reasoning 2 (Multiplication)	LS6 Fraction Reasoning 1 LS7 Multiplicative Reasoning 3 (Division) LS8 Algebraic Reasoning 1 LS9 Geometric Reasoning 1	LS9 Geometric Reasoning 1 LS10 Proportional Reasoning 1 (Percentages) LS11 Multiplicative Reasoning 4 (Division) LS12 Spatial Reasoning 1 (Area and Perimeter) LS13 Fraction Reasoning 2 (Multiplying and Dividing with Fractions)	LS13 Fraction Reasoning 2 (Multiplying and Dividing with Fractions) LS14 Spatial Reasoning 2 (Volume) LS15 Proportional Reasoning 2 (Ratio and Scaling) LS16 Positional Reasoning (Angles & Translation) LS17 Statistical Reasoning 1	LS18 Roman Numerals, Time and Revision LS19 Proportional Reasoning 3 LS20 Statistical Reasoning 2 (Plus revision)	LS21 Measures and Describing Patterns 6LS35 Financial Maths and Enterprise – Y6 focus 5LS35 Problem solving – Y5 focus LS22 Transition and High Value Learning

<p>Science</p>	<p>Forces Gravity; Effects of air/water resistance and friction; Investigating mechanisms</p> <p><i>Working Scientifically: exploring, raising questions, experiencing, considering work of scientists, designing/making</i></p>	<p>Electricity Voltage; Functions of components and their variations e.g. brightness of a bulb; Drawing diagrams using scientific symbols</p> <p><i>Working Scientifically: systematic investigations, designing/constructing, linking to real life, comparing</i></p>	<p>BSW - air pollution main causes of air pollution; air quality; pollutant levels; reducing air pollution</p> <p><i>Working Scientifically: observe, predict, identify scientific evidence to support or refute ideas, answer questions through testing</i></p> <p>Animals including humans Human growth and development; Changes to old age including puberty (<i>taught in cycle A and B to ensure puberty is sufficiently covered for both year groups</i>).</p> <p><i>Working scientifically: describing, researching, recording</i></p>	<p>Living things and their habitats Life cycles; Reproduction in plants and animals</p> <p><i>Working Scientifically: observing, using local environment, researching work of famous naturalists/animal behaviourists, observing, comparing, investigating, suggesting reasons</i></p>	<p>Living Things & Habitats Classifying living thing with scientific explanations; Microorganisms; Special characteristics of plants and animals</p> <p><i>Working Scientifically: Classifying, identifying, researching, observing, deciding, discussing, considering work of scientists</i></p>	<p>Evolution & Inheritance Changes over time & fossils; Offspring and their traits; Adaptation linking to evolution</p> <p><i>Working scientifically: Observing, raising questions, considering local environment, comparing, analysing, exploring, discussing work of famous theorists</i></p>
<p>Geography</p>	<p>Enough for Everyone Identify the needs of a human in a settlement site Recognise different ways of producing energy Identify some common foods produced in the UK (Twinkl y5)</p>			<p>Magnificent Mountains (Y5) Name topographical features and recognise these on a map Explain how volcanic activity may occur and develop</p> <p>Our Changing World (Y6) Explore weather and erosion and how this shapes our land Identify how our land has changed over time</p>	<p>Marvellous Maps (Y5) Read and understand legends on maps Use coordinates to find specific locations on maps Use maps to track journeys</p>	

History		World War II Pupils explore how home life was affected by the events of WWII Evaluate staged footage Recognise primary, secondary and false sources of evidence	Leisure and Entertainment Have a chronological understanding of how technology has changed over the years Look at posters as evidence of how entertainment has changed			Tudors Make deductions based on visible clues Analyse inventories to learn about the wealth of people at the time Evaluate the failures and successes during the wars with the Spanish Armada
Art	Cubism; Chalk & pastels; Poster art The works of Hockney, Picasso and Lichtenstein. Art history of Cubism. Photographic and drawn cubism Using Chalks and Pastels. Using colour effectively in Pop Art.		Sketches of buildings (And Monuments) Techniques using sketching pencils. Working with silhouettes on watercolour. Perspectives and 3D drawing skills.		Sculpture: papier mache and clay Using tools to shape clay and mark make. Appropriate joining methods in clay. Using framing for stability in papier mache and clay.	
DT		Product design & production - Make do and Mend - Using recycled materials to make a Christmas stocking. (Textiles - Sewing, Cutting and planning designs)		Strengthening & stiffening structures Building robust structures Exploring how to strengthen structures whether tall or wide. Evaluating and improving designs with a purpose.		Food Technology Food hygiene and safety Understand and apply the principles of a healthy and varied diet Choosing appropriate tools for cutting, mixing and stirring Working around heat safely.

<p>PSHE</p>	<p>Think Positive – Understanding about negative and positive thoughts and emotions, links between our thoughts, feelings and emotions, making good choices, mindfulness, growth mindset approach to life. Philippians 4:8 Finally, brethren, whatever is true, whatever is honourable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise, dwell on these things.</p>	<p>First Aid - First Aid Training for schools from St John Ambulance. Calling the emergency services, basic first aid, bites and stings, asthma, choking, basic life support.</p> <p>One World –responsibility as global citizens, responsibility to help the environment and all living things throughout the world, sustainability, the use of the earth’s natural resources and the harmful effects of global warming, how they can reduce these harmful effects, biodiversity and what we would like to do to make the world a better place. Christian context: Genesis 1:26 - God put man in charge of the earth. Therefore, he expects us to look after it properly</p>	<p>Be Yourself – We are all individuals, it is important to ‘be yourself’, develop a positive view of yourself, being proud of individuality, recognising situations where they need to make positive choices in order to do the right thing, avoid being led into tricky situations, recognise and respond to peer pressure, be confident, manage uncomfortable feelings, investigate how to make things right when they make a mistake. Mentioning of the importance of prayer for Christians would be good Gen 1:27 So God created mankind in his own image, in the image of God he created them; male and female...</p>	<p>Team – (Together Everyone Achieves More), positive qualities of a team, how to disagree respectfully and communicate effectively, skills needed for a team to be successful, collaborative learning, how to compromise to ensure a group task is completed successfully, different types of unkind behaviour, creating team support networks, caring for team members and the shared responsibilities a team has. Matt 25:40 What you do to others, you do to me</p>	<p>Money Matters –how money is used in the wider world. consequences of taking financial risks, how to avoid these, influences advertisers use to encourage us to spend money, the real value of products by being critical consumers, ethical spending, identify the impact of our spending choices on the environment, budgeting, prioritising our spending, earning and spending can contribute to society through the payment of tax, making ethical choices. Matt 25:14-30 - parable of the talents - how to invest and take care of money</p>	<p>Growing Up How we grow and change, both physically and emotionally, types of relationships, sexual relationships. They will also learn positive body images and stereotypes. (Matches with science curriculum)</p> <p>Growing Up Y6 only: sexual relationships; conception to birth</p>
<p>Computing</p>	<p>Creating media – Video editing - I can explain how to improve a video by reshooting and editing - I can select the correct tools to make edits to my video - I can store, retrieve, and export my recording to a computer</p>	<p>Data and information – Flat-file databases - I can choose which field to sort data by to answer a given question - I can explain what a ‘field’ and a ‘record’ is in a database - I can navigate a flat-file database to compare different views of information</p>	<p>Programming B – Selection in quizzes - I can design the flow of a program which contains ‘if... then... else...’ - I can explain that program flow can branch according to a condition - I can show that a condition can direct program flow in one of two ways</p>	<p>Creating media – Web page creation - I can draw a web page layout that suits my purpose - I can recognise the common features of a web page - I can suggest media to include on my page</p>	<p>Data and information – Spreadsheets - I can apply a formula to calculate the data I need to answer questions - I can explain why data should be organised - I can use a spreadsheet to answer questions</p>	<p>Programming B – Sensing - I can explain the importance of the order of conditions in ‘else, if’ statements - I can modify a program to achieve a different outcome - I can use an operand (e.g. <>=) in an if, then statement</p>

<p>Music</p>	<p>Brahms - BBC Ten Pieces 4 Learn musical language such as offbeat, and rhythm Create their own music to a given rhythm</p>	<p>Bacewicz - BBC Ten Pieces 4 Listen and reflect on music (A Female Composer from WWII) Play in an ensemble with others</p>	<p>The Baroque Era Learn about the History of Music and how instruments have changed through the years Name different orchestral instruments and their families</p>	<p>Villia Lobos - BBC Ten Pieces 4 Compare different styles of music (Baroque and Brazilian) Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Ostinato Perform pieces with repeated patterns Overlay rhythms and work as an ensemble to create layered music.</p>	<p>Price - BBC Ten Pieces 4 Improvise and compose music for a range of purposes Explore different music structures such as Rondo and Coda</p>
<p>French</p>	<p>Revision of Y3/4 French Colours Numbers Greetings Weather</p>	<p>Getting to Know You Use the future tense Communicate using expression and gesture Compare French and English</p>	<p>School Life Listen to and use topic vocabulary Use il and elle as pronouns</p>	<p>School Life Listen to and use topic vocabulary Use il and elle as pronouns</p>	<p>That's Tasty Write sentences in French using a model Use the appropriate masculine and feminine forms for food items</p>	<p>That's Tasty Write sentences in French using a model Use the appropriate masculine and feminine forms for food items</p>
<p>PE 1</p>	<p>Football skills: Learning specific attack and defence skills involved in team games.</p>	<p>Football: Learning specific attack and defence skills involved in team games. Playing competitive games.</p>	<p>Badminton To develop coordination and skills further by expanding different skills. Some cross country: Physical Fitness extended by learning a broader range of skills to develop cardio and fitness levels, and self assessing performance and improvements. Introducing endurance and stamina</p>	<p>Badminton: To develop coordination and skills further by expanding different skills. Playing competitive games.</p>	<p>Gymnastics Extending movement skills in different ways to include long move gymnastic skills. To evaluate and recognise own success</p>	<p>Rounders: To develop coordination and skills further by expanding different skills. Learning specific attack and defence skills involved in team games. Playing competitive games.</p>

<p>PE 2</p>	<p>Circuits and fitness: Extending movement skills in different ways. Physical Fitness extended by learning a broader range of skills to develop cardio and fitness levels, and self assessing performance and improvements. To evaluate and recognise your own success</p>	<p>Dance: Developing more complex dance movements. Extending movement skills in different ways. To evaluate and recognise own success</p>	<p>Swimming: swim competently, use a range of strokes, perform safe self-rescue.</p>	<p>Swimming: swim competently, use a range of strokes, perform safe self-rescue.</p>	<p>Athletics (track): Extend a broader range of skills with speed and endurance, by introducing activities in more challenging situations</p>	<p>Athletics: (field/throw): Extend a broader range of skills, by introducing activities in more challenging situations and involving specific techniques involved in different throws.</p>
<p>Forest School</p>	<p>Tools</p> <p>Work with a partner to split a length of wood into two sections</p> <p>Use a saw independently to make a tree cookie</p> <p><i>Whole School Forest Session.</i></p>	<p>Fire</p> <p>Maintain the campfire with support</p> <p>Light, maintain and extinguish the campfire safely</p>	<p>Knots</p> <p>Tension knot Building a tarp shelter</p> <p>Adjustable tension knot Building a range of different shelters</p> <p><i>Whole School Forest Session.</i></p>	<p>Nature</p> <p>Support work on site to improve the habitats of the wildlife e.g. habitats and planting</p> <p>On site maintenance of trees and shrubs</p>	<p>Craft</p> <p>Create a piece of art of your choosing.</p> <p>Create a piece of art of your choosing.</p> <p><i>Whole School Forest Session.</i></p>	<p>Connection</p> <p>Be quiet and listen for 5 minutes. What do you hear, see and smell? Slow your breathing.</p> <p>Be quiet and listen for 6 minutes. What do you hear, see and smell? Slow your breathing.</p>