

**Year 5 & 6 Long Term Curriculum Map Cycle B**

		<b>Autumn 1</b> 5th Sept - 21st Oct 7weeks	<b>Autumn 2</b> 31st Oct - 16th Dec 7weeks	<b>Spring 1</b> 3rd Jan - 10th Feb 5 1/2 weeks	<b>Spring 2</b> 20th Feb - 31st Mar 6 weeks	<b>Summer 1</b> 17th Apr - 26th May 6 weeks	<b>Summer 2</b> 6th June - 21st July 7 weeks
<b>Topic Name</b>		European City	Local Heroes	Vicious Vikings	Blue Planet-Amazon		Crime and Punishment
<b>Key Texts</b>		Mr Leon’s Paris	The Lion and the Unicorn	Arthur and the Golden rope	The Tantrum That Saved The World by Megan Herbert	The Great Kapok tree/ Greta and the Giants	The highwayman <b>Class story: Holes</b>
<b>Literacy</b>		<b>3 week unit:</b> Newspaper report <b>Purpose: Persuade</b>  <b>3 week unit:</b> short story <b>Purpose: Entertain</b>	<b>4 week unit:</b> Diary writing <b>Purpose: Inform</b>  <b>2/3 week unit:</b> free verse poems <b>Purpose: Entertain</b>	<b>4 week unit:</b> Quest story <b>Purpose: Entertain</b>  <b>3 week unit:</b> Non-chronological report <b>Purpose: Inform</b>	<b>5 week unit:</b> Balanced argument <b>Purpose: Discuss</b>	<b>4 week unit:</b> Letter writing <b>Purpose: Persuade</b>  <b>2 week (Year 5 only/Year 6 - SATs) - Letter writing</b> <b>Purpose: Entertain</b>	<b>4 week unit:</b> Narrative poetry <b>Purpose: Entertain</b>  <b>2 weeks:</b> Year 5 - Biographies of other highwaymen. <b>(Year 6 leaver’s poems)</b> <b>Purpose: Inform</b>
<b>Cross Curricular writing</b>		<b>Science:</b> Non-chronological report of evolutionary changes. <b>History:</b> Persuasive letter.	<b>History:</b> Diary from a soldier	<b>Geography:</b> Pen pals (letter writing)	<b>RE:</b> Pope Francis’ letter to save the planet. Reply back with what children will do.	<b>Geography:</b> Non-chronological report Amazon	<b>History:</b> recount of historical event
<b>Maths</b>	<b>Year 5</b>	<b>Number:</b> Place Value <b>Number:</b> Addition & Subtraction <b>Statistics</b>	<b>Number:</b> Multiplication & Division <b>Measurement:</b> Perimeter and Area <b>Statistics</b>	<b>Number:</b> Multiplication & Division <b>Number:</b> Fractions	<b>Number:</b> Fractions <b>Number:</b> Decimals and Percentages	<b>Number:</b> Decimals <b>Geometry:</b> Properties of Shape	<b>Geometry:</b> Properties of Shape <b>Geometry:</b> Position and Direction <b>Measurement:</b> Converting Units <b>Measurement:</b> Volume
	<b>Year 6</b>	<b>Number:</b> Place Value <b>Number:</b> Addition, Subtraction, Multiplication & Division.	<b>Number:</b> Fractions <b>Geometry:</b> Position and Direction	<b>Number:</b> Decimals <b>Number:</b> Percentages <b>Number:</b> Algebra	<b>Measurement:</b> Converting Units <b>Measurement:</b> Perimeter, Area and Volume <b>Number:</b> Ratio	<b>Geometry:</b> Properties of Shape <b>Problem Solving</b> <b>Statistics</b>	<b>Statistics</b> <b>Investigations</b>
<b>Science</b>		<b>Biology:</b> Evolution and Inheritance	<b>Biology:</b> Living things and their habitats (Jane Goodall)	<b>Physics:</b> Light	<b>Biology:</b> Animals including humans		<b>Physics:</b> Forces
Working Scientifically (Procedural Knowledge) is taught throughout each unit							
<b>History</b>			<b>Local Heroes</b> (Main focus - Local History study)	Vikings and Anglo Saxons struggle for the Kingdom of England to time of Edward the Confessor			Crime and Punishment (Main Focus is British history theme that extends beyond 1066)
Working Historically (Procedural Knowledge) is taught throughout each unit							
<b>Geography</b>		Europe (Main Foci – Place knowledge and Human Geography)			Amazon (Main foci – Location Knowledge, Human and Physical Geography)		
Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units							Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units
<b>RE</b>		U2.2 Creation & Science-conflict or complimentary?	U2.14 How do religions help people live through good times and bad times?	U2.9 What does it mean for a Muslim to follow God?	U2.13 Why is pilgrimage important to some religious believers?  <b>RE Day:</b> U2.7 what difference does the resurrection make for Christians?	U2.9 What does it mean for a Muslim to follow God?	U2.4 How can following God bring freedom and Justice?
<b>Art</b>			Drawing, Painting Collage - abstract self-portraits <b>Kapow</b> Painting and Mixed media Year 5 and Year 6 Painting and mixed media WW1. Every	Drawing and Painting perspectives. <b>Kapow Yr 5</b> <b>Architecture</b>	Drawing and foam printing - underwater scenes		

**Year 5 & 6 Long Term Curriculum Map Cycle B**

			picture tells a story lesson 4 The Front Line				
<b>DT</b>		Food - Make bread				Electronics - an electric board game using a simple circuits and switches.	Gears - toy using gears
<b>Music</b> Units from Year 5		<u>Unit - Livin' On a Prayer</u> Rock Anthems.	<u>Unit - Classroom Jazz 1</u> Jazz and Improvisation	<u>Unit - Make You Feel My Love</u> Pop Ballads.	<u>Unit - The Fresh Prince of Bel-Air</u> Old School Hip-Hop	<u>Unit - Dancing in the Street</u> Motown	<u>Unit - Reflect, Rewind and Replay</u> The history of music, look back and consolidate your learning, learn some of the language of music.
<b>PE</b>		Unit: Invasion Games  Year 5 - Unit: Swimming	Unit: Gymnastics	Unit: Dance	Unit: Net and Wall	Unit: Striking and Fielding Use a range of tactics for attacking and defending in the role of bowler, batter, and fielder.	Unit: OAA
<b>Computing</b>		Coding & <b>Unit 5.2</b> - Online Safety	<b>Unit 5.2</b> - Online Safety & <b>Unit 5.3</b> - Spreadsheets	<b>Unit 5.4</b> - Databases & <b>Unit 5.5</b> - Game Creator	<b>Unit 5.5</b> - Game Creator	<b>Unit 5.6</b> - 3D Modelling	<b>Unit 5.7</b> - Concept Maps
<b>MfL</b>		Portraits - describing in French	Meet my french family	Clothes - Getting dressed in France	French weather	French speaking world	Planning a French holiday
<b>PSHE</b>		<p><b>Living in the Wider World</b> How can the media influence people?</p> <p><b>Getting Focused – Neuroscience Foundations</b> MindUp Unit 1 Create a key vocab display which can be referred to throughout the year and used as a cross curricular tool</p>		<p><b>Relationships</b> <b>Yr 5 - How can friends communicate safely?</b> <b>Yr 6 - What will change as we become more independent?</b> <b>How do friendships change as we grow? (Sex Ed)</b></p> <p><b>It's all about attitude - Positive Psychology</b> MindUp Unit 3</p>		<p><b>Health and Wellbeing</b> How will we grow and change? <b>Taking action mindfully - Social and Emotional Learning</b> MindUp Unit 4</p>	