

Sheering School Curriculum Map Cycle A

Class: Quickbury Year Group 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	History When were the first civilisations? Indus River Valley Civilisation, Sumer, Shang Dynasty China	Science What would a journey through your body look like?	History How could Hitler have convinced a nation like Germany to follow him?	History How can we rediscover the wonders of Ancient Egypt?	History Why should gunpowder, treason and plot never be forgotten?	Geography Will you ever see the water you drink again? (Focus on the Great Barrier Reef)
English	Writing Wishing Tale Poetry Instructions Reading Indus Valley story (ancientindia.co.uk) The Washerman's Donkey How was the Indus Valley Discovered? The Life of Tim Peake Astronaut Chris Hadfield Unless otherwise stated, all texts available from www.literacywagoll.com	Writing Warning Tale Change Tales - From Rags to Riches Persuasive Texts Reading Unless otherwise stated, all texts available from www.literacywagoll.com	Writing Losing Tales Plays The Lion King Three Little Pigs Goldilocks Alma News Report Jack and Jill Information Texts The Indus Valley Reading The Piano (A War Flashback) The Blitz Anderson Shelter Description Violette Szabo – A Real Secret Agent Anne Frank Coventry WW2 Wellington WW2 Unless otherwise stated, all texts available from www.literacywagoll.com	Writing Suspense Tales and Fear Stories The Missing Skater Trapped Diary of a Ghost! Frankenstein's Diary My Brother is Replacing Me! The Wizard's Wrath The Mystery Bookcase Blacwin and the Barghest The 25 th December Incident Explanation texts Reading Egyptian School Trip Egyptian Discovery Tomb Raiders Journey into the Afterlife – Egypt# Riddle of the Sphinx Unless otherwise stated, all texts available from www.literacywagoll.com	Writing Beating the Monster Tales Discussion texts Should we have a school uniform? Should zoos be banned? Reading Trouble in Dino Caves The Easy or the Right Choice Keeping a Promise The Stolen Baseball Cap Trapped by the Tide Trouble at the Lake Unless otherwise stated, all texts available from www.literacywagoll.com	Writing Quest Stories Recounts Reading The Catch – Polynesia Under the Sea description The Water Cycle Y6 Speeches Save Our Oceans Unless otherwise stated, all texts available from www.literacywagoll.com
Spoken Language	Following Instructions Yr 5 & 6- To follow complex directions/multi-step instructions without the need for repetition.	Asking & Answering Questions Yr 5- To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification. Yr 6- To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations	Drama, Performance & Confidence Yr 5- To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character Yr 6- To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and	Vocabulary Building & Standard English Yr 5- To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. Yr 6- To use relevant strategies to build their vocabulary. To use	Speaking for a Range of Purposes Yr5- To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. Yr 6- To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.	Participating in Discussion Yr 5- To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and wholeclass conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions Yr 6- To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints,

			monitor the interest of the listener(s). To select and use appropriate registers for effective communication.	adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose. To speak audibly, fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To confidently explain the meaning of words and offer alternative synonyms.	To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus	adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.
<p>Listening Skills- ongoing To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group (Yr 5) To make improvements based on constructive feedback on their listening skills (Yr 6)</p>						
Maths	Number: Place Value Number: Four Operations	Number: Fractions	Number: Yr5- Fractions Yr6- Ratio Number: Decimals and Percentages Number: Yr5- Decimals Yr6- Algebra	Measurement: Converting Units Measurement: Perimeter, Area and Volume Statistics	Geometry: Properties of Shape Geometry: Position and Direction Yr6- SATS	Investigations and Consolidations
Science	Will we ever send another human to the moon?	What would a journey through your body look like?	Could you be the next CSI investigator?	Why is this scientist famous?	How can you light up your life?	Could you be the next Nintendo apprentice?
History	When were the first civilisations? Indus River Valley Civilisation, Shang Dynasty China		How could Hitler have convinced a nation like Germany to follow him?	How can we rediscover the wonders of Ancient Egypt?	Why should gunpowder, treason and plot never be forgotten?	
Geography		How can I navigate around?				Will you ever see the water you drink again? (Focus on the Great Barrier Reef)
Design & Technology		Cooking			Mechanisms	Textiles
Art	Drawing and Painting		Collage	Mouldable Materials		
Computing (Purple Mash)	Unit 5.1- Coding Unit 5.2- Online Safety Unit 5.3- Spreadsheets		Unit 5.4- Databases Unit 5.5- Game Creator Unit 5.6- 3D Modelling		Unit 5.7- Concept Maps Unit 5.8- Word Processing (MS Word) Unit 5.9- Word Processing (Google)	
RE	Why is Diwali celebrated by Hindus and Sikhs?	How do different religions celebrate marriage?	What is a Humanist?	What do we believe in Sheering?	How do you live as a Buddhist?	What do people believe happens after someone dies?
Music	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
PE	Football (dribbling, heading, scoring, passing, defending, match) Dance (copy, choreograph, perform) Hockey (dribbling, scoring, passing, defending, match) Jumping (high jump, long jump, triple jump, star jump, tuck, straddle, pike, sequence)	Tennis (serving, forehand, backhand, doubles) Balances (tuck, straddle, pike, star, points on floor, sequence) Lacrosse (scoring, passing, defending, match) Apparatus (benches, horses, slides, ladders, pole, frame) Rounders (batting, fielding, bowling, game)	Throwing (javelin, discus, shotput) Basketball (dribbling, scoring, passing, defending, match) Netball (dribbling, scoring, passing, defending, positions, match) Orienteering/Obstacle courses (blindfold, hula hoop, agility ladder, cones, hurdles, balancing object on racket, map reading)	Football (dribbling, heading, scoring, passing, defending, match) Dance (copy, choreograph, perform) Hockey (dribbling, scoring, passing, defending, match) Jumping (high jump, long jump, triple jump, star jump, tuck, straddle, pike, sequence)	Tennis (serving, forehand, backhand, doubles) Balances (tuck, straddle, pike, star, points on floor, sequence) Lacrosse (scoring, passing, defending, match) Apparatus (benches, horses, slides, ladders, pole, frame) Rounders (batting, fielding, bowling, game)	Throwing (javelin, discus, shotput) Basketball (dribbling, scoring, passing, defending, match) Netball (dribbling, scoring, passing, defending, positions, match) Orienteering/Obstacle courses (blindfold, hula hoop, agility ladder, cones, hurdles, balancing object on racket, map reading)

	Rugby (scoring, passing, defending, match) Rolling (teddy, pencil, egg, forward, backward, cartwheel, sequence)	Running (long distance, short distance) Hurdles (higher, lower, closer, further)		Rugby (scoring, passing, defending, match) Rolling (teddy, pencil, egg, forward, backward, cartwheel, sequence)	Running (long distance, short distance) Hurdles (higher, lower, closer, further)	
RSHE	<p>Friendship Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence. Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices. Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable.</p>	<p>Sleep, rest and hygiene Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so. Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be.</p> <p>Healthy Eating Pupils can plan a healthy diet and describe the dangers of an unhealthy one.</p> <p>Relationships and marriage Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness. Pupils can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview). (RE)</p>	<p>Spiritual practises Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health.</p> <p>Screen time and screen safety Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm.</p> <p>Antibullying Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.</p>	<p>Alcohol, smoking and drugs Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs. (Citizenship) Pupils show understanding of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break. Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines). Pupils can talk about the organisations that can support people around alcohol, tobacco or other drug use; know people they can talk to if they have concerns.</p>	<p>Families Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice.</p> <p>Anti-bullying Pupils can explain what stereotyping is and how bullying can be damaging for someone.</p>	<p>Mental health, wellbeing and emotional literacy Pupils can understand that keeping healthy physically and spiritually will help their mental health. Pupils can identify some of the worries and concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move.</p> <p>Puberty Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts about the menstrual cycle, menstrual wellbeing and wet dreams. (Science) Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction. (Science)</p> <p>Making good boundaries Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public. Pupils can explain what a bad secret is like and how to get help.</p> <p>Sexual intercourse Sex and the law Gestation, pregnancy, birth and parenthood (all progressions statements)</p>
	RSHE ongoing statements			Key Theology		
	<p>Exercise Pupils can describe different kinds of exercise, the impact on people’s bodies and explain why exercise is good for your health.</p> <p>Mental health, wellbeing and emotional literacy Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others</p> <p>Anti-bullying Pupils can show understanding about the different types of bullying that people can encounter.</p>			<p>Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people’s regard for themselves and enjoyment of living in their bodies.</p> <p>Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds.</p> <p>Pupils can explain Christian (and other faiths’) beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death.</p> <p>Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians’ lives if they believe they have a relationship with this God of eternal love.</p> <p>Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others.</p>		

				<p>Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly.</p> <p>Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness reconciliation and peace.</p> <p>Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community.</p> <p>They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.</p>		
MFL- French (Lightbulb languages)	Unit 10: Alphabet, Places in the locality, Journey to school, More journey to school, Directions	Unit 11: Celebrations, Lunchtime, Food likes and dislikes, Building sentences, Food for a celebration	Unit 12: Introducing the planets, Describing the planets, Distances from the sun, Making compound sentences, Preparing a presentation	Unit 13: Months and seasons, Weather and seasons, Joining in a poem, Seasonal colours, Conscience alley	Unit 14: Scene de plage, Bringing a picture to life, Writing a description, Class poem, Individual poem	
Suggested Visits	Observatory	Supermarket/Café/Restaurant	Duxford	British Museum	Gunpowder Mills	Aquarium