

Sheering School Curriculum Map Cycle B

Class: Quickbury Year Group 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	What is so special about the USA?		Who were the Mayans and what did we learn from them?		Why should Britain be ashamed of slavery?	
English	Writing Wishing Tale Poetry Instructions Reading Cosmic (Science link) Trash Mr. Elephant's Rio Tour Brazilian Folktales How Night Came From the Sea (Geography link)	Writing Warning Tale Change Tales Persuasive Texts Reading Wonder (Science link) Sacajawea (Geography link)	Writing Losing Tales Plays Information Texts Reading Pig Heart Boy (Science link) Golden Horsemen of Baghdad Tales from the Arabian Nights The Splendid Kingdom Mausoleum Marvellous Stories from the life of Muhammad (History link)	Writing Suspense Tales Fear Stories Explanation texts Reading The Chocolate Tree The Boy Who Wouldn't Obey: A Mayan Legend The Mayan Civilisation (History link)	Writing Beating the Monster Tales Discussion texts Reading Journey to Jo'burg Sweet Clara and the Freedom Quilt Slave Ship to Freedom Road (History link)	Writing Quest Stories Recounts Reading The Black Madonna (History link) The Prince and the Pauper How to be a Tudor
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 monitor the interest of the listener(s). To select and use appropriate registers for effective communication.	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 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.	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. 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	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, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.
	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)					
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	Is there anybody out there? <ul style="list-style-type: none"> Know about and explain the movement of the Earth and other planets relative to the sun Know about and explain the movement of the moon relative to the Earth 	Have we always looked like this? <ul style="list-style-type: none"> Know how the earth and living things have changed over time Know how fossils can be used to find out about the past 	Why is our heart the most important pump that we own? <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system Know the function of the heart, blood vessels and blood Know the impact of diet, exercise, drugs and lifestyle on health Know the ways in which nutrients and water are transported in animals including humans 	Can you be the next Nintendo apprentice? <ul style="list-style-type: none"> Use a range of recognized symbols when representing a simple circuit in a diagram Compare and give reasons for why components work and do not work in a circuit Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer 		

	<ul style="list-style-type: none"> Know and demonstrate how night and day are created Describe the sun, Earth and moon using the term spherical 	<ul style="list-style-type: none"> Know about reproduction and offspring (recognizing that offspring normally vary and are not identical to their parents) Know how animals and plants are adapted to suit their environment Link adaptation over time to evolution Know about evolution and can explain what it is 				
History		Geography link- Who were the original Americans?	Who were the Mayans and what did we learn from them? <ul style="list-style-type: none"> know about the impact that the Mayan civilization had on the world know why they were considered an advanced society in relation to that period of time in Europe 	Why should Britain be ashamed of slavery? <ul style="list-style-type: none"> know how Britain was involved in the slavery trade know about the way slaves were moved from Africa to America know that it took many years of petitioning before the slave trade ended know about the work of William Wilberforce and others to bring an end to the slave trade 		
Geography	What is so special about the USA? <ul style="list-style-type: none"> Know key differences between living in the UK and in a country in North America Know how to use graphs to record features such as temperature or rainfall across the world 					
Design & Technology	Science link- How could you create a moon surface? How could you create a moon buggy?		History link- What can we learn from the way they built their pyramids?		Science link- design a board game that makes use of an electrical circuit	
Art		Geography link- Using the art of Andy Warhol, can you recreate his work using a famous American as your subject? Science link- do you not usually look exactly like your Mum or Dad? (detailed observation and accurate sketching)			History link- How can you capture the emotion associated with slavery in art? (Clay to capture features of faces)	
Computing (Purple Mash)	Unit 6.2 Online Safety (2 lessons) Unit 6.5 Text adventures (5 lessons) Unit 6.7 Quizzing (6 lessons)		Unit 6.4 Blogging (4 lessons) Unit 6.2 Online Safety (2 lessons) Unit 6.6 Networks (3 lessons)		Coding (6 lessons) Designing and writing a more complex program Unit 6.1 Lessons 1 & 2 Decomposition and Abstraction Unit 5.1 Lesson 3 Using functions Unit 6.1 Lesson 3 Flowcharts and control simulations Unit 6.1 Lesson 4 Text Adventure Unit 6.1 Lesson 6 Unit 5.8 Word processing (8 lessons)	
RE	How did it all start?	What is prayer and meditation?	What can we learn from religious texts?	Am I always right?	Islam: The Five Pillars of Faith	How can religious meaning be expressed through art?
Music	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind and Replay
PE	Gym Hockey	Dance Basketball	Gym Dodgeball	Dance Rugby	Gym Cricket	Orienteering SAQ
RSHE	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	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. Healthy Eating Pupils can plan a healthy diet and describe the dangers of an unhealthy one. Relationships and marriage	Spiritual practises Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health. 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. Anti-bullying Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.	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).	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. Anti-bullying Pupils can explain what stereotyping is and how bullying can be damaging for someone.	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. Puberty Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key

	behaviours that should never be acceptable.	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)		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.		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) 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. Sexual intercourse Sex and the law Gestation, pregnancy, birth and parenthood (all progressions statements)
	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 15: What's the time?, French schools, Places in our school, Tour of our school, Time on the 1/4 hour, School times and subjects, School timetable		Unit 16: Places in town, Places in town sentence building, That's a date, That's a date (II), Then and now, Find the difference, Then and now, A guide for tourists	Unit 17: Café conundrum, The café song, Regional food, Choosing an ice-cream, Monster un cafe		
Suggested Visits		Mrs Dasalla talk		Recycling Centre	British Museum Natural History Museum	