|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **-­Holywell C of E Primary School**  **Curriculum Coverage 2 year Rolling Programme** | | | | | |
| **Year B** | | | | | |
| **Year 5/6** | **Autumn** | | **Spring** | | **Summer** |
| **Theme** | **‘Looking back in time’**  **History**  **Myths and Legends** | | **Geography**  **American Relations** | | **History**  **The Industrial Revolution and Isambard kingdom Brunel** |
| **Stunning Start** | Ancient Greek Quest. | | Mini-baseball tournament  Dress anything American  Learn the rules, create a team, play the game | |  |
| **Maths** | We have a whole school mastery approach to Maths teaching, using the White Rose schemes of work as our starting point. These focus on place value, addition and subtraction, shape, multiplication and division, fractions, position and direction, money and time. We aim to enable pupils to extend and deepen their mathematical understanding and develop their fluency, communication, reasoning and problem-solving skills. The learning of key facts (number bonds and multiplication and division facts) will remain a daily feature of lessons and underpin the curriculum. We have an agreed ‘Key Facts for Fluency’ focus for each half term and home learning will often be linked to this. | | | | |
| * Number: Place value * Number: Addition & Subtraction Y5 * Number: Four operations Y6 * Fractions * Measurement: Converting Units | | * Ratio Y6 * Algebra Y6 * Number: Multiplication and Division Y5 * Fractions Y5 * Decimals and Percentages Y5 * Decimals Y6 * Fractions, Decimals and Percentages Y6 * Perimeter and Area Y5 * Perimeter Area and Volume * Statistics | | * Geometry – Shape * Geometry – Position direction and movement * Number - Negative numbers Y5 * Measures - Converting Units Y5 * Measures – Volume Y5 |
| **English – Writing** | We focus on writing different text types using a range of stimuli including high quality texts, film and images. The writing process includes steps during which the pupils **Imitate** (learn a text), **Innovate** (make some changes) and then **Invent** their own text. This approach enables pupils to gain a good understanding of the language and the organisational features of different text types and apply these acquired skills to write a range of effective texts. In spelling, punctuation and grammar children will develop their grammatical understanding of the English language; e.g. sentence construction, use of punctuation and spelling rules and patterns. | | | | |
| **Texts and Writing Styles** | LDP sequences:  **Non- Fiction: Genius of the Ancients**  Izzi Howell and Sonya Newland: To present a double-page spread on an area of innovation, e.g. from a past civilisation. Information should be communicated in ways that mimic the model as described above. There is a range of formality in the different sections and an ‘expert’ voice.  **Fiction Traditional Tale:****Straw into Gold -** Hilary McKay  To write a retelling of a well-known fairy tale but alter this in some way, e.g. write from a different character’s perspective; focus on events outside the usual plot but that would contribute to it; splice and merge characters and/or plot with another fairy tale.  Fiction:  **The Story of Antigone**  Ali Smith. To write a section of the text to finish the story  **Poetry:**  **The Call** Charlotte Mew  To create a new poem by expanding and building on The Call. To create a poem from a film clip, using camera angle and focusing techniques to develop imagery. | | | LDP Sequences:  **Are Humans Damaging the Atmosphere?**  Catherine Chambers, Author  This is a detailed information text with a very clear structure and layout which could be used to write about anything pupils are interested in. Questions are used for a variety of purposes throughout the text.  Key Learning Outcome: To write a formal information texts about a topic of interest  **The Tear Thief**  Carol Ann Duffy, Author  Another narrative that focuses on the quality of language including the use of similes. An easy structure to follow for Independent writing. A good sequence for the start of the year.  Key Learning Outcome: To write a story about a feelings thief  **Weslandia**  Paul Fleischman, Author  The story of a child creating his own civilisation as a response to being an outsider. Clear, colourful images with different framing devices. Some sophisticated themes such as non-conformists conforming. Spend some time cracking the code on the end papers to find a message from the illustrator.  Key Learning Outcome: To write a short story about a character's time in another civilisation  **Earth Verse**  Sally M Walker  A beautiful collection of haikus based on natural processes or phenomena such as earthquakes, minerals, volcanoes and fossils. Additionally, the book features short information texts to explain each of the phenomena with direct links back to the poetry. This text could form the core text within a science/geography topic with linked artwork.  Key Learning Outcome: To write haiku poetry about a natural event/process including technical vocabulary and poetic imagery |  |
| **English – Reading** | A range of reading books for both fiction and non-fiction are available in reading corners. In Squirrels, reading is taught through a mixture of whole class and small group guided reading using a wide range of texts, linked where possible to the termly theme.  The school also uses the Accelerated Reader programme. | | | | |
| **Science** | **Scientific Enquiry (Statutory Requirement) -**During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations * identifying scientific evidence that has been used to support or refute ideas or arguments     **Programme of Study -** The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. ‘Working and thinking scientifically’ is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study.  **Vocabulary -** Pupils should read, spell and pronounce scientific vocabulary correctly.  **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus Science Curriculum Map’ for details. (Sharepoint)** | | | | |
| **Evolution and Inheritance**  **See Project Planner**  What is evolution? What is inheritance?  Why are Charles Darwin’s finches so important in the understanding of evolution?  What is the evidence of evolution?  Did humans evolve from apes?  Changes. Advantages or disadvantages?  Was Darwin the only scientist to research evolution? | | | Forces in action and magnets  First lesson to focus on magnets as this is not in planbee  What are non-contact forces?  What are forces?  What are contact and non-contact forces?  Name contact and non-contact forces  What are magnets?  Know what magnets are  Describe when magnets attract and repel  Describe how to test the strength of a magnet  How can you see a magnetic field?  Describe how field lines help us to understand the effect of an invisible force  Use a diagram of field lines to see where the force will be strongest and where it will be weakest  How can we tell is a material is magnetic or not?  Describe how to find out if a material is magnetic or not  State the difference between permanent magnets and temporary magnets  Name examples of magnetic and non-magnetic materials  To explain that unsupported objects fall towards the Earth because of the force of gravity acting  To identify the effects of friction acting between moving surfaces.  To identify and explain the effects of air resistance  To identify and explain the effects of water resistance.  To recognise that levers and pulleys allow a smaller force to have a greater effect.  To recognise that gears allow a smaller force to have a greater effect. |  |
| **Art and Design** | **Subject content KS 2**  Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history.   **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus Art and Design Curriculum Map’ for details. (Sharepoint)** | | | | |
| **The art of anatomy**  Chris Quigley Unit  • Summarise the reasons why artistic representation of human anatomy has been considered important throughout history.  • Find out more about the art of the Ancient Greek sculptor Phidias. • Compare and contrast the work of Ancient Greek sculptors and Renaissance artists to discover how both were important in the development of the art of anatomy.  • Explain why you think Ancient Greek sculptors attempted to depict a perfect human body.  • Develop your representations of the human body using the ball-and-socket technique. • Evaluate your drawings with a friend to discuss the merits and possible weaknesses of this technique.  **Focus Artist: Albrecht Dürer**  • Experiment with Dürer’s use of mathematical shapes to sketch your own examples of a human body. Discuss with a friend the usefulness of this process. • Explain how Dürer’s Praying Hands have topographical detail. • Summarise the processes undertaken by an artist using the woodcut printing technique. • Find out more about how computer graphics designers use the ideas of Dürer’s ray tracing that he wrote about in 1532. | | | Talking Textiles – Planbee  To explore ways in which stories can be told visually  To collect visual information to develop ideas.  To experiment with different ways of using textiles to create effects.  To be able to design a piece of textile artwork that tells a story  To be able to create a piece of artwork that tells a story through textiles.  To be able to evaluate a finished piece of artwork. Slides Completed textile stories |  |
| **Computing** | **Subject content KS 2:**  **Pupils should be taught to:**   * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.   **See ‘HOL Curriculum Skills Overview’ for details** | | | | |
| * **We are game developers** * Children will be using SCRATCH to design and make an interactive game, with original artwork and sounds.   **We are Cryptographers**  Children will learn the importance of codes and encryption. They will learn how to encrypt and decrypt messages appreciate the need for complex passwords. | * + **Kodu: Creating a geographical space**   Select, use and combine a variety of software, including evaluating and presenting data and information.  Use logical reasoning to explain how some simple algorithms work.  Children are introduced to Kodu software as a programming environment and evaluate its features and how it works.   * + I can investigate and evaluate the features of programming software.   Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  Children are introduced to Kodu as a programming environment and learn how to write simple instructions using the basic Kodu format.  I can program Kodu using When and Do instructions.  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  Children design a new virtual landscape for a computer game, first on paper then adapting the features of Kodu to create the world in the computer programming environment.   * + I can use tools and add features to create an original landscape in Kodu.   Solve problems by decomposing them into smaller parts.  Use logical reasoning to explain how some simple algorithms work.  Children are provided with code to analyse and explain what it is intended to do, through logical reasoning.  The code can then be input to be tested.  I can analyse and deconstruct code to work out its purpose.  Children design their own race track in Kodu and program a character that they can control around the track from a start point to a finish.  I can program a character to be controlled around a custom track to reach a goal.  Children develop their existing games from the previous lesson by adding opponent(s) and programming to automatically follow a path, creating a racing game.  I can program a character to follow an automatic path. | | |  |
| **Design and Technology** | **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus Design Technology Curriculum Map’ for details. (Sharepoint)** | | | | |
| **BUILDING BRIDGES**  In this unit, children will explore ways in which forces act on bridge structures, and their construction. Working as part of a team the children will design, make and evaluate a variety of bridge designs. | Moving Toys Planbee  To investigate toys with moving cam mechanisms  To investigate different types of cam mechanisms.  To investigate ways of strengthening structures for a  moving toy.  To be able to design a moving toy with a cam  mechanism.  To be able to follow a design to create a moving toy  with a cam mechanism.  To be able to evaluate a finished moving toy. | | |  |
| **Geography** | **Subject content KS 2**  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.  **See ‘HOL Curriculum Skills Overview’ for details** | | | | |
| **Light Touch Topic:** Ancient Greece Geography - where was it?Geographical Features of Ancient GreeceAncient Greece's ClimateAncient Greece's CitiesAncient Greece's animals, crops and cultureHow did geography affect the Ancient Greeks? | North America – Planbee  Some of Chris Quigley to go in pg 165, lesson 1  Pg 167, lesson 3  Pg 167, lesson 7  To identify the countries of North America.  To investigate and compare climates in North America.  To explore the geographical features of North America.  To explore the capital cities of North America.  To explore the various time zones of North America  and how these compare to other time zones around  the world.  To compare a region in the UK with a region in North America.  To research the human and physical geography of a  particular North American country. | | |  |
| **History** | **Subject content KS 2**  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.  **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus Geography Curriculum Map’ for details. (Sharepoint)** | | | | |
| **Myths and Legends:**  See project Planner | Aztecs  To find out who the Aztecs were and when they lived.  To find out how the Aztecs built the city of Tenochtitlan.  To investigate how Aztec society was organised.  To find out what the Aztecs believed and how this impacted on their lives.  To investigate what daily life was like for the Aztecs.  To find out about the fall of the Aztec empire. | | |  |
| **MFL** | **Subject content KS 2**  Pupils should be taught to:  § listen attentively to spoken language and show understanding by joining in and responding  § explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  § engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*  § speak in sentences, using familiar vocabulary, phrases and basic language structures  § develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*  § present ideas and information orally to a range of audiences\*  § read carefully and show understanding of words, phrases and simple writing  § appreciate stories, songs, poems and rhymes in the language  § broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  § write phrases from memory, and adapt these to create new sentences, to express ideas clearly  § describe people, places, things and actions orally\* and in writing Languages – key stage 2 3  § understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.  The starred (\*) content above will not be applicable to ancient languages.  **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus MFL Curriculum Map’ for details. (Sharepoint)** | | | | |
| French  Children will learn:   * to use the informal greeting *Salut!* * how to ask someone how they are, and how to respond * the months of the year * to use the question et toi? to ask a question based on a statement * how to write and say the date in English and French * how to ask the date of someone’s birthday, and how to say the date of your birthday * be introduced to la Fête de Saint Nicolas (Saint Nicholas’s Day) * learn about the date of Christmas Eve and how it is celebrated * learn about the date of Christmas Day and how Christmas is celebrated | Spanish  Visiting teacher from Secondary School delivering | | |  |
| **Music** | **Subject content KS 2**  Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.    Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music.   **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus Music Curriculum Map’ for details. (Sharepoint)** | | | | |
| Charanga  Livin’ on a prayer, first half of term.  Classroom Jazz 1, second half of term. | Charanga  Make you feel the love  Fresh Prince of Bel Air | | |  |
| **Physical Education** | **Subject content KS 2**  Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. To be able to 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. Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. To be able to perform dances using a range of movement patterns. To take part in outdoor and adventurous activity challenges both individually and within a team. Be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.  **Swimming and water safety**  All schools must provide swimming instruction in key stage 2 (schools may provide swimming instruction in key stage 1).  In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Pupils should also be able to perform safe self-rescue in different water-based situations.  **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus Music Curriculum Map’ for details. (Sharepoint)** | | | | |
| Real PE  Swimming  Gymnastics  Sporting events | * Real PE * Sporting events | | | * Real PE * Sporting events * Swim and gym/Tennis * Sports Day |
| **PSHE** | **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus PSHE Curriculum Map’ for details. (Sharepoint)** | | | | |
| 1Decision – Feelings and Emotions  1Decision – Computer Safety | | | 1Decision -Being Responsible | 1 Decision – A World without Judgement  1 Decision - Growing and Changing |
| **Religious Education** | **We follow a whole school RE scheme of work which supports Devon’s agreed syllabus.**  **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus RE Curriculum Map’ for details. (Sharepoint)** | | | | |
| **Christian Values**   * September – Friendship & Community * October/November – Respect & Dignity * December - Peace   What does it mean to be a Muslim in Britain?  Incarnation was Jesus the Messiah?  Christmas. | **Christian Values**   * January – Truthfulness, Honesty and Wisdom * February – Love & Compassion * March – Hope & Aspirations   **Why do some people believe in God?**  **Make sense of belief:**  Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs  Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from  **Make connections:**  Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not  **Make sense of belief:**  Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from  Give examples of reasons why people do or do not believe in God  **Understand the impact:**  Make clear connections between what people believe about God and the impact of this belief on how they live  **Make connections:**  Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging  **Make sense of belief:**  Give examples of reasons why people do or do not believe in God  **Understand the impact:**  Make clear connections between what people believe about God and the impact of this belief on how they live  **Make connections:**  Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not  **Make sense of belief:**  Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from  **Understand the impact:**  Give evidence and examples to show how Christians sometimes disagree about science and faith  **Make connections:**  Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging  **Understand the impact:**  Make clear connections between what people believe about God and the impact of this belief on how they live  **Make connections:**  Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging  Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not  Make connections between belief and behaviour in their own lives, in the light of their learning. | | | Christian Values   * Apr - Trust * May - Truthfulness and Wisdom * June/July – Courage |
| **Trips** | London Residential  Appledore Book Festival (author visit) | Lundy  STEM visit | | |  |
| **Fantastic Finish** | Mini play to parents show casing our learning. | Presentation of learning to parents – using powerpoint/videos etc | | |  |
| **Links** |  |  | | |  |