

Curriculum Map Cycle 1

5/6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Maths English	World at War History Focused Topic		In search of answers Science Focused Topic		Our Local Area Geography/ Trade Focused Topic
Goodnight Mr Tom			The Red Pyramid		Millions (Linked to trade)	
	They're coming!		Building a pyramid!		Fair Trade Money	
Science	<p align="center">Practical Science - taught through all units 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</p>					
	<p align="center">Light</p> <ul style="list-style-type: none"> •I can explain how light travels. •I can explain and demonstrate how we see objects. •I can explain why shadows have the same shape as the object that casts them. •I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc 	<p align="center">Properties & changes of materials</p> <ul style="list-style-type: none"> •I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets). •I can describe how a material dissolves to form a solution; explaining the process of dissolving. •I can describe and show how to recover a substance from a solution. <ul style="list-style-type: none"> •I can describe how some materials can be separated. •I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating). •I know and can demonstrate that some changes are reversible and some are not. •I can explain how some changes result in the formation of a new material and that this is usually irreversible. 	<p align="center">Evolution & inheritance</p> <ul style="list-style-type: none"> •I can describe how the earth and living things have changed over time. •I can explain how fossils can be used to find out about the past. •I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). •I can explain how animals and plants are adapted to suit their environment. <ul style="list-style-type: none"> •I can link adaptation over time to evolution. •I can explain evolution. <p align="center">describe the changes as humans develop to old age.</p>			

			<ul style="list-style-type: none"> I can discuss reversible and irreversible changes. I can give evidenced reasons why materials should be used for specific purposes. <p style="text-align: center;">Human Body</p> <ul style="list-style-type: none"> I can identify and name the main parts of the human circulatory system. I can describe the function of the heart, blood vessels and blood. <p style="text-align: center;">Forces</p> <ul style="list-style-type: none"> I can identify and explain the effect of friction. I can explain how levers, pulleys and gears allow a smaller force to have a greater effect. 								
E-Safety E-Safety Online Research		Multimedia and Word processing		Digital media Graphics	Programming forms/languages		Data Graphing		Communication and Collaboration		
EM	ARE		EX	EM	ARE		E	EM	ARE		E
British History			Ancient Egypt			History of the local area					
EM	ARE		EX	EM	ARE		E	EM	ARE		E
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt			a local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality					
Physical and human geography of UK Location of countries / oceans around the world			Egypt River Nile Land use			Location of countries / oceans around the world Trade links and settlements					
-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key			-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical			Settlements and land use, economic activity including trade links, distribution of natural resources including energy, food, minerals and water.					

History

Geography

Art	<p>physical and human characteristics, countries, and major cities</p> <p>-human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>			<p>and human characteristics, countries, and major cities.</p> <p>-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>			<p>-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>-human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>-use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>		
	EM	ARE	EX	EM	ARE	EX	EM	ARE	E
	<p>The Blitz War artists Machinery Portraits / People</p> <p>Artist - Henry Moore Sketching Sculpture</p>			<p>Egyptian Gods Hieroglyphics Ancient cave art Print</p> <p>Artist - Monet Watercolours Pastels</p>			<p>Landscape Animals Scenery</p> <p>Artist - David Hockney Printing Painting</p>		

- 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.

EM

ARE

EX

EM

ARE

E

EM

ARE

EX

Air-raid shelters**Shaduf challenge!**

Textiles pictures of the local area

Design

use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products

EM

ARE

EX

EM

ARE

E

EM

ARE

E

Investigate the beliefs and practices of religions and other world viewsBeliefs and authority
Worship and spirituality**Investigate how religions and other world views address questions of meaning, purpose and value**The nature of religion and belief
Ultimate questions**Investigate how religions and other world views influence morality, identity and diversity**Identity and diversity
Moral decisions

DT

RE

PHSCE

Year 5 Physical health and well-being in the media.	Identity, society and equality	Keeping safe and managing risk	Mental Health and emotional well-being	Drug, alcohol and tobacco education SRE	Careers, financial capability and economic wellbeing
Year 6 Identity, society and equality	Mental health and emotional well-being	Keeping safe and managing risk	Drug, alcohol and tobacco education	SRE	SRE

EM	ARE	EX	EM	ARE	E	EM	ARE	E
----	-----	----	----	-----	---	----	-----	---

PE

Basketball	Paralympic Sport Boccia	Gymnastics Counter & Group balance	Hockey	Athletics	Volleyball
Tag Rugby	Dance	OAA/Archery	Circuit training	Tennis	Rounders

Music

<p>History of music Develop and understanding of how music has changed over time Explore the development of the orchestra Listen to music from different periods and identify characteristics Identify composer/artists from different periods/eras of music</p>	<p>Year 5 African Cyclic patterns Listen to music from Africa Identify rhythmic patterns and repetition Improvise and invent rhythmic patterns Perform cyclic patterns in small groups with accuracy and control</p>	<p>Performing together Sing songs with accuracy and expression Learn songs from memory Perform as part of a group Work together to create a high standard of performance Identify ways to improve performance Sing songs in 2 - 3 part texture with control of vocal techniques (breathing, posture and diction)</p>
---	--	---

<p>History of music Develop and understanding of how music has changed over time Explore the development of the orchestra Listen to music from different periods and identify characteristics Identify composer/artists from different periods/eras of music</p>	<p>Year 6 Pitch To recognise major and minor keys. Sing songs in different major and minor keys. To play confidently C, F and D major scale (recorder) Listen to a variety of music and identify if key is major or minor.</p>	<p>Performing together Work together to create a high standard of performance Identify ways to improve performance Demonstrate an awareness of audience Sing according to the style of the song e.g. musical theatre</p>
---	--	---

- 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 interrelated dimensions of music (see above)
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations

Opening / Celebration Event Trips / visitors / events	-Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -Develop and understanding of the history of music.					
	Welcome to War	Party	Treasure Hunt-finding the mummy.	Science Museum	Enterprise event?	
	Evacuation	Eden Camp	Magna Residencia	Leeds Museum	Saltaire/ Mill Local area	Production