

Curriculum Overview Y5/6 2024-2025

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Britain at War		Pioneering Women		The Ancient Mayans	
Science	<p>Properties and changes to materials Learn about the three states of matter: solid, liquid and gases. Learned about the stages of the water cycle. Carry out several practical experiments melting chocolate and using various equipment such as stopwatches and thermometers</p>	<p>Forces Learn about the different types of forces such as air resistance, gravity, friction and water resistance. Children will also learn about the mechanisms of levers, gears and pulleys. Children will do several practical investigations using equipment such as force meters to test which surface has the most friction and designing parachutes.</p>	<p>Classification of living things All Living Things A study of classification. What kinds of creatures would Ibn have come across on his travels and how can we classify them?</p>		<p>Earth and Space A study of the planets, sun, moon phases, star constellations, seasons and day and night.</p>	
History	<p>Wilfred Owen - Britain at War In this topic, we look at Britain's involvement in both WWI and WWII. We look at the causes that triggered these conflicts and also the significance of different events and significant individuals. Local History - Visit the local war memorial</p>		<p>Emmeline Pankhurst - Pioneering Women Local History - Study the work on Emmeline Pankhurst and the impact of the Suffragettes in Manchester as part of our local history. We will see how the role of women has changed over time.</p>		<p>Frederick Catherwood - The Ancient Mayans We will study the Ancient Maya, a non-European society. We will compare and contrast with British history and geography. We will look at their hierarchy, beliefs and daily routines and well as analysing a range of sources both primary and secondary.</p>	

	<p>We take a look at famous soldiers and learn the famous 'Dulce et Decorum Est' poem written by British soldier, Wilfred Owen. Study the Battle of Britain - a significant turning point in British history. We will visit the nearby memorial as part of understanding our local history.</p>	<p>We will look at any similarities and differences between significant women from different areas across the world.</p>	<p>We will learn about the Mayan writing system and create our own codices.</p>
Geography	<p>Locational Knowledge Look at the countries involved in the main alliances in WWI. Look at the colonial empires around the world in WWI. Identify and locate the main countries involved in WWII.</p>	<p>Geographical Skills and Field Work Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world through plotting the locations of different pioneering women.</p>	<p>Place Knowledge Compare an area of Central America with somewhere in the UK. Human and Physical Geography <i>Human Geography:</i> Identify types of settlement and land use in Central America as well as distribution of food and minerals. <i>Physical Geography:</i> Identify different climate zones and biomes. Describe and understand volcanoes and earthquakes.</p>
Computing	Understanding Smart Lockers	Vector Drawings	Makecode and the Micro:bit
Art	<p>Create a charcoal portrayal of a WWI soldier. Use watercolours and paper to create a Blitz artwork (WWII). <i>Artist Study:</i> Learn about famous war time artists/architects as part of an artist study (Henry Moore and William Patterson)</p>	<p>Use a range of pencils to create portraits of pioneering women in history. <i>Artist study:</i> Learn about the life and artwork of Frida Khalo.</p>	Design, create and paint a Maya mask using clay.
DT	<p>Construction <i>Design:</i> To design an air raid shelter to a model scale using a range of materials. <i>Make:</i> To create the design individually or in small groups. <i>Evaluate:</i> Evaluate the product made (both self and peer evaluation).</p>	<p>Sewing and Textiles <i>Design:</i> To design a sash or banner promoting the cause of one of our 'Pioneering Women'. <i>Make:</i> To create the design individually or in small groups. <i>Evaluate:</i> Evaluate the product made (both self and peer evaluation).</p>	<p>Cooking <i>Design:</i> To design a healthy taco. <i>Make:</i> To create the taco individually or in small groups. <i>Evaluate:</i> Evaluate the taco made.</p>
Music	<p>WW2 Listen to and appraise music that was performed during World War 2.</p>	<p>Celebrations Using four celebrations from around the world, Chinese New Year (China), St Patrick's</p>	<p>Summer Play Introduce harmonies that complement the main melody.</p>

	Recap and expand upon features such as expression, dynamics and phrasing when singing. Listen to and appraise their own and other's performances.		Day (Ireland), Punjabi Weddings (Pakistan/North India) and Rio Carnival (Brazil), pupils will learn that celebrations are an important aspect of culture. They will recap and expand upon features such as melodic patterns and rhythm to perform music for celebrations. Listen to and appraise their own and other's performances.		Introduce choreography that suits the lyrics and tone of the music. Listen to and appraise their own and other's performances.	
RE	If God is everywhere, why go to a place of worship? (Christians, Jewish people and Hindus) U2.6 What does it mean to be a Muslim in Britain today		Why do some people believe that God exists?	What do religions say to use when life gets hard?	What would Jesus do? Can we live by the values of Jesus in the 21st century?	What matters most to Christians and Humanists?
PE	Dodgeball	Yoga	Gymnastics	Fitness	Netball	Rounders
PSHE/RSE	<p>Being Me in My World</p> <p>I can face new challenges positively and know how to set personal goals.</p> <p>I understand my rights and responsibilities as a citizen of my country and as a member of my school.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p>	<p>Celebrating Differences</p> <p>I understand that cultural differences sometimes cause conflict.</p> <p>I understand what racism is.</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can explain the difference between direct and indirect types of bullying.</p>	<p>Dreams and Goals</p> <p>I understand that I will need money to help me achieve some of my dreams.</p> <p>I appreciate the contributions made by people in different jobs.</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</p>	<p>Healthy Me</p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get</p>	<p>Relationships</p> <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>I understand that belonging to an online community can have positive and negative consequences.</p> <p>I can recognise when an online community is helpful or unhelpful to me.</p>	<p>Changing Me</p> <p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can describe how boys' and girls' bodies change during puberty.</p>

	<p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this.</p>	<p>I can appreciate the value of happiness regardless of material wealth.</p> <p>I can understand a different culture from my own.</p>	<p>I can describe the dreams and goals of young people in a culture different to mine.</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</p>	<p>help in emergency situations.</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</p>	<p>I can recognise when an online game is becoming unhelpful or unsafe.</p> <p>I can recognise when I am spending too much time using devices (screen time).</p>	
Spanish	<p>¿Tienes una mascota?</p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. • Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. • Tell somebody in Spanish the name of their pet. • Attempt to create a longer phrase using the conjunctions y ("and") or pero ("but"). 	<p>La fecha</p> <ul style="list-style-type: none"> • Recognise and recall the 7 days of the week in Spanish. • Recognise and recall the 12 months of the year in Spanish. • Recognise and recall numbers 1-31 in Spanish. • Ask and answer the question '¿Qué fecha es hoy?' (What is the date today?) in Spanish. • Ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish. 	<p>¿Qué tiempo hace?</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in Spanish. • Ask and say what the weather is like today. • Create a Spanish weather map. • Describe the weather in different regions of Spain using a weather map with symbols. 	<p>La ropa</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for a variety of clothes in Spanish. • Use the appropriate genders and articles for these clothes. • Use the verb LLEVAR in Spanish with increasing confidence. • Say what they wear in different weather/situations. 	<p>Ricitos de Oro y los tres osos</p> <ul style="list-style-type: none"> • Listen attentively to a story and recognise, understand and remember more of the new language. • Increase memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish. • Increase thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases. 	<p>El fin de semana</p> <ul style="list-style-type: none"> • Ask what the time is in Spanish. • Tell the time accurately in Spanish. • Learn how to say what they do at the weekend in Spanish. • Learn to integrate conjunctions into their work. • Present an account of what they do and at what time at the weekend.

	Phonemes: 'GA', 'GE', 'GI', 'GO' and 'GU'			<ul style="list-style-type: none">• Describe clothes in terms of their colour and apply adjectival agreement.• Use the possessives with increased accuracy.	<ul style="list-style-type: none">• Attempt to spell in Spanish.	
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