Wawne Primary School

Curriculum Map- Year 5/6- Class 3

Cycle 2- 2021/2022

TERM	Autumn 1		Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2	
THEME	Is anybody out there?					You're Under Arrest!				Our Wonderful World – but for how long?			
Entry point/visits/enrichment													
Talk for Writing Text and plot pattern and writer toolkit	Newspaper article Brightstorm Death	Biography Model text Neil Armstrong Own researched biography	Diary entry	Conquering the monster Tale	Explanation How astronauts live on the ISS	Warning Tale Execution	Wishing Tale	Tale of Fear	Persuasion- balanced argument	Ice Trap!: Shackleton's Incredible Expedition Meredith Hooper and M. P. Robertson	Non-chronological report Shackleton's Expedition	Wishing Tale Wishing for a better world	Persuasion- balanced argument Consveration / sustainablitiy letter "save the world"
Poetry Focus	Recite familiar poems by heart					Poetry: Classic narrative Poetry: Performance poetry Highwayman Literacy Shed Comp				Poetry: Take one poet- Research a poet			
Focused Reading Texts/Guided Reading	Brightstorm Vashti Hardy The Jamie Drake Equation by Christopher Edge Hidden figures: The true Story of Four Black Women and the Space Race					Holes Louis Sachar Literacy Shed + Stage 5: Crime and Punishment				Floodland Marcus Sedgewick Sky Song by Abi Elphinstone Literacy Shed + Stage 5: Global Warming			
Writing Weeks- TBC	Saving our planet												

Maths **White Rose Scheme of Learning following the mixed age planning for Y5/6- Use the school's adapted scheme of learning for Y5/6 to ensure full coverage by Spring Term.** **Y5**	**Block 1- Number: Place Value** Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Solve number problems and practical problems that involve all of the above Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Block 2- Number: Addition & Subtraction** Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Block 3- Geometry: Properties of Shape** Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Know angles are measured in degrees: estimate and	**Block 1- Number: Multiplication and Division** Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers Establish whether a number up to 100 is prime and recal prime numbers up to 19 Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Multiply and divide numbers mentally drawing upon known facts Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 **Block 2- Statistics** Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables. **Block 3- Measurement: Perimeter, Area & Volume.** Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]	**Block 1- Number: Fractions** Compare and order fractions whose denominators are all multiples of the same number Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 5 2 + 5 4 = 5 6 = 1 5 1] Add and subtract fractions with the same denominator and denominators that are multiples of the same number Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Read and write decimal numbers as fractions [for example, 0.71 = 100 71] **Block 2- Geometry: Position and Direction** Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	**Block 1- Number: Decimals and Percentages** Read and write decimal numbers as fractions [for example, 0.71 = 100 71] Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Round decimals with two decimal places to the nearest whole number and to one decimal place Read, write, order and compare numbers with up to three decimal places Solve problems involving number up to three decimal places Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal Solve problems which require knowing percentage and decimal equivalents of 2 1 , 4 1 , 5 1 , 5 2 , 5 4 and those fractions with a denominator of a multiple of 10 or 25. **Block 2- Measurement: Converting Units** Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints solve problems involving converting between units of time Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	**Block 1- Number: Multiplication and Division** Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Multiply and divide numbers mentally drawing upon known facts Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 **Investigations and consolidation** →	

	compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees (o) Identify: Angles at a point and one whole turn (total 360o) Angles at a point on a straight line and 2 1 a turn (total 180o) Other multiples of 90o Use the properties of rectangles to deduce related facts and find missing lengths and angles Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.					
Y6	**Block 1- Number: Place Value** Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit Round any whole number to a required degree of accuracy Use negative numbers in context, and calculate intervals across zero Solve number and practical problems that involve all of the above. **Block 2- Number: Addition & Subtraction** Perform mental calculations, including with mixed operations and large numbers use their knowledge of the order of operations to carry out calculations involving the four operations	**Block 1- Number: Multiplication and Division** Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context Perform mental calculations, including with mixed operations and large numbers Identify common factors, common multiples and prime numbers Use their knowledge of the order of operations to carry out calculations involving the four operations	**Block 1- Number: Fractions** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 4 1 × 2 1 = 8 1] Divide proper fractions by whole numbers [for example, 3 1 ÷ 2 = 6 1] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3] **Block 2- Geometry: Position and Direction**	**Block 1- Number: Decimals and Percentages** Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3] Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Multiply one-digit numbers with up to two decimal places by whole numbers Use written division methods in cases where the answer has up to two decimal places Solve problems which require answers to be rounded to specified degrees of accuracy Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. **Block 2- Measurement: Converting Units** Solve problems involving the calculation and conversion of units of	**Block 1- Number- Algebra and Ratio** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically	

	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Solve problems involving addition, subtraction. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. **Block 3- Geometry: Properties of Shape** Draw 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	Solve problems involving multiplication and division Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. **Block 2- Statistics** Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average. **Block 3- Measurement: Perimeter, Area & Volume.** Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].	Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	measure, using decimal notation up to three decimal places where appropriate Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places Convert between miles and kilometres	Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables. **Investigations and consolidation** →	
The 4 operations of number:	The children will work on their use of the 4 operations of number each day for 10 minutes at the start of the Maths lesson throughout the year to ensure that they are constantly consolidating their learning of developing mental maths skills and developing their use of written methods. The questions will be differentiated to suit the needs of groups of children within the class and appropriate manipulatives can be used where needed.					
Science	**Earth and Space (topic link – space)** Pupils should be taught to: ● describe the movement of the Earth and other planets relative to	**Light (topic link – sun)** Pupils should be taught to: ● recognise that light appears to travel in straight lines ● use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	**Electricity (topic link – discovery of electricity)** Pupils should be taught to: ● associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ● compare and give reasons for variations in how	**Evolution & Inheritance (topic link – history)** Pupils should be taught to: ● recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	**Living Things & their Habitats (topic link – changing habitats due to litter and global warming)** Pupils should be taught to: ● describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	

	the sun in the solar system ● describe the movement of the moon relative to the Earth ● describe the sun, Earth and moon as approximately spherical bodies ● Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	● explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ● Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ● use recognised symbols when representing a simple circuit in a diagram.	● recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ● Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	● Give reasons for classifying plants and animals based on specific characteristics. ● describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ● Describe the life process of reproduction in some plants and animals.
	Working Scientifically: 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 a 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				
History & Geography	**History** **The history of space exploration including the moon landing.** **Links with Earth and Space being taught in Science** **North America and Russia with regard to space exploration.** **Look at a region of North America and compare to a region in Russia- linked to space (Florida and Moscow)** **Comparing and contrasting these countries with the UK and why these**	**History** **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** **changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present** Crimes and Punishments in England and across the world. Discuss how they are different. **Geography** **Geographical skills and fieldwork**	**History** Exploration of the South Pole. Shackleton's expedition-events, consequences, impact. Look at subsequent explorations- similarities and differences. **Global Warming focus** **Locational knowledge:** 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)		

	countries have a space programme compared to the UK. **Locational knowledge** Locate the world's countries, using maps to focus on **Russia and North America**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region within North America (Florida) **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping and describe the features studied.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the **eight points of a compass**, four and **six-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** **Orienteering at Peat Rigg**		**Human and physical geography** Describe and understand key aspects of: **Physical geography**, including: climate zones, biomes and vegetation belts. **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 History link- Polar expedition journeys and routes.	
Computing **NCCE Y6**	**Computing systems and networks**- Communication	**Creating media**- 3D modelling	**Creating media**- Web page creation	**Data and information**- Spreadsheets	**Programming A**- Variables in games	**Programming B**- Sensing
Art or Design & Technology	**<u>Art & Design</u>** **Drawing (Architecture – Russian buildings)** Collect information, sketches and resources and present ideas imaginatively in a sketch book Develop and imaginatively extend ideas from starting points	**<u>Design Technology</u>** **Making a structure & form of propulsion (Moving Moon buggy)** 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	**<u>Art & Design</u>** **Painting (contemporary artist – Peter Saul)** Collect information, sketches and resources and present ideas imaginatively in a sketch book Develop and imaginatively extend ideas from starting points	**<u>Design Technology</u>** **Mechanical systems – (make an automata animal – cams)** Understand and use mechanical structures in products, e.g. gears, levers and pulleys, Join materials using appropriate methods, e.g. using a hand drill tight and loose fit holes Use a cam to make an up and down mechanism	**<u>Art & Design</u>** **Collage – (recycled materials including mosaics and coiling techniques)**	**<u>Design Technology</u>** **Mechanical and electrical systems (Making a SMART home eco light)** 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

	throughout the curriculum Use a variety of techniques to add interesting effects, e.g. reflections, shadows, direction of sunlight Sketch lightly to combine line and colour Use lines to represent movement Produce increasingly accurate drawings of people Choose a style of drawing suitable for the work e.g. realistic or impressionistic In drawing people, use a choice of techniques to depict movement, perspective, shadows and reflection	through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 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 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 work Understand how key events and individuals in design and technology have helped shape the world Understand and use mechanical systems in their products	throughout the curriculum Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece Develop a personal style of painting, drawing upon ideas from other artists **Use brush techniques and the qualities of paint to create texture, e.g. acrylic**	Investigate how to make structures more stable, e.g. by widening the base Cut wood accurately to 1mm Build frameworks using a range of materials to choose appropriate tools to cut and shape		Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 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 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 work Understand how key events and individuals in design

						and technology have helped shape the world Understand and use electrical systems in their products
RE **Following the ERYC SACRE agreed syllabus**	**Unit 6.1- Justice and Freedom** Is it fair?	Activities linked to the Christmas story and how it is celebrated around the world.	**Unit 5.1- Expressions of faith** How do people express their faith?	Activities linked to Easter and how it is celebrated around the world.	**Unit 5,2- Faith in action** What inspires people to follow a faith and what is the cost?	
Music	Listen and apprasie Happy	Listen and apprasie Claqssroom Jazz 2	Listen and apprasie A New Year Carol	Listen and apprasie You've Got A Friend	Listen and apprasie Music and Me	Reflect, rewind and reply
	Harvest Considering our musical techniques and performance skills through the practice of songs and actions.	**Christmas Carol Concert** Considering our musical techniques and performance skills through the practice of carols.		**Easter** Considering our musical techniques and performance skills through the practice of songs and actions.		**End of Year production** Considering our musical techniques and performance skills through the practice of production songs and actions.

MFL- French **La Jolie Ronde**	**Lessons 1,2,3** Il y a Buildings on the high street Directions Revision of connectives et, aussi Revision of adjectives grand, petit Asking where places are Pause words et, alors, voyons, eh bien	**Lessons 4,5,6,7** Revision of days of the week Times of day Christmas theme. Christmas vocabulary	**Lessons 8,9,10** Revision of days of the week Hobbies (year 4) Simple future tense Je vais… Encore Months of the year Revision of sports/hobbies vocabulary Revision of numbers 0-50 Comparisons ...plus que ...more than Revision of immediate future – je vais + verb	**Lessons 11,12,13** Revision of fruit and food from year 3 Food items Revision of connectives et, mais, aussi	**Lessons 14,15, 16** Breakfast Un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolat chaud, un jus d'orange, tu veux…?, je voudrais Ingredients for a French dessert Le beurre, le sucre, des oeufs, le sel Revision of days of the week/months of the year and weather	**Lessons 17, 18, 19, 20** Revisions of weather phrases Seasons Saying where you live J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre
PE & Games **Get Set 4 PE- Y6 cycle** Teachers will work alongside Fit4Fun coach to deliver lessons with the aim that the teacher will deliver lessons with the support of coach by the end of the unit.	Swimming at Beverley Leisure Centre **Fit4Fun** Tag Rugby	Swimming at Beverley Leisure Centre Dodgeball	Gymnastics **Fit4Fun** Fitness	Hockey Golf	Basketball **Fit4Fun** Rounders	Athletics Tennis
PSHE **Jigsaw programme- UK9-10 cycle to be followed.**	**Being Me In My World** Planning the forthcoming year. Being a citizen. Rights and responsibilities. Rewards and consequences. How behaviour affects groups. Democracy, having a voice, participating.	**Celebrating Differences** Cultural differences and how they can cause conflict. Racism. Rumours and name-calling. Types of bullying. Material wealth and happiness. Enjoying and respecting other cultures.	**Dreams and Goals** Future dreams. The importance of money. Jobs and careers. Dream job and how to get there. Goals in different cultures. Supporting others (charity). Motivation.	**Healthy Me** Smoking, including vaping. Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	**Relationships** Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	**Changing Me** Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including (IVF) Growing responsibility Coping with change Preparing for transition

	UK-9-10-1 BM Puzzle outcome: Class Learning Charter	**UK-9-10-2 CD Puzzle outcome: Culture displays**	**UK-9-10-3 DG Puzzle outcome: Fundraising event**	**UK-9-10-4 HM Puzzle outcome: Healthy body image**	**UK-9-10-5 RL Puzzle outcome: Internet safety posters**	**UK-9-10-6 CM Puzzle outcome: Change cards (becoming a teenager)**