

## Curriculum Plans for Year 5/6 - Cycle A

	WW2 Why were children evacuated?	<u>Ancient Greece</u>	<u>Aztecs (Exploration and Encounters)</u>
		What did the Greeks do for us?	How did ancient civilisations develop?
	AUTUMN	SPRING	SUMMER
LITERACY	<u>Poetry</u> (2 Weeks)	<u>Myths and Legends</u> (4 Weeks)	<u>Information Text</u> (3 Weeks)
	<u>Journalism</u> (3 Weeks) Letters/ Blogs (1 Week)	<u>Argument</u> (Athens / Sparta) (3 Weeks)	<u>Poetry</u> (2 Weeks)
	<u>Narrative</u> Class Novel - Friend or Foe (4 weeks)	<u>Play scripts</u> (3 Weeks)	<u>Recipes / Instructions</u> (2 Weeks)
	<u>Autobiography</u> (3 Weeks)		<u>Recount (viewpoint)</u> Diary as an explorer / Diary as a native (3weeks)

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Grammar (within Literacy)	<p><u>Y5</u></p> <ul style="list-style-type: none"> <li>Use <b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using <b>adverbs</b> (e.g. <i>perhaps, surely</i>) or <b>modal verbs</b> (e.g. <i>might, should, will, must</i>)</li> <li>Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>)</li> <li>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</li> </ul>	<p><u>Y6</u></p> <ul style="list-style-type: none"> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If <u>I were</u> or <u>Were they</u> to come</i> in some very formal writing and speech)</li> <li>Use of the colon to introduce a list</li> <li><b>Punctuation</b> of bullet points to list information</li> <li>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</li> </ul>	
Grammar (discreet)	<p><u>Y5</u></p> <ul style="list-style-type: none"> <li><b>Verb prefixes</b> (e.g. <i>dis-, de-, mis-, over- and re-</i>)</li> </ul> <p><u>Y6</u></p> <ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> (e.g. <i>It's raining; I'm fed up</i>)</li> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out - discover; ask for - request; go in - enter</i>)</li> </ul>	<p><u>Y5</u></p> <ul style="list-style-type: none"> <li>Use of commas to clarify meaning or avoid ambiguity</li> <li>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>-ate; -ise; -ify</i>)</li> </ul> <p><u>Y6</u></p> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>), and <b>ellipsis</b></li> </ul>	<p><u>Y5</u></p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p><u>Y6</u></p> <ul style="list-style-type: none"> <li>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me.]</i>).</li> </ul>

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<b>NUMERACY</b>	<p><u>Number and place value</u> (4 Number Operations)</p> <p><u>Measurement</u> - Measuring (length), perimeter/ area</p> <p><u>Geometry</u>- properties of shape (nets)</p> <p><u>Statistics</u> - Data</p> <p><u>Number</u> - Fractions and decimals</p>	<p><u>Number</u> (common factors/multiples, prime numbers)</p> <p><u>Geometry</u>- position and direction</p> <p><u>Measurement</u> - Measuring (mass / time),</p> <p><u>Algebra</u> - missing numbers / formulae</p> <p><u>Number</u> - Fractions, decimals and percentages</p>	<p><u>Number</u> (4 Number Operations multi-step word problems)</p> <p><u>Ratio and Proportion</u> - Quantities / recipes</p> <p><u>Statistics</u> - Data</p> <p><u>Algebra</u> - missing numbers coordinates</p> <p><u>Measurement</u> - Measuring (angles),</p>
<b>Geography</b>	<p><u>Location knowledge</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America. Name and locate counties and cities of the United Kingdom.</p>	<p><u>Place knowledge</u></p> <p>To understand geographical similarities and differences in a European country.</p>	<p><u>Location knowledge</u></p> <p>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 and human characteristics, countries, and major cities. Look at equator, GMT etc.</p>
<b>History</b>	<p><u>World War 2</u></p> <p>A study beyond 1066 /A local History study (Evacuation, Blitz / Impact on Plymouth-reconstruction, <u>Battle of Britain/D-day</u>)</p>	<p><u>Ancient Greece</u></p> <p>Greek life and achievements and their influence on the western world. The impact of the Greeks on society eg. Democracy, Olympics etc.</p>	<p>A non-European society that provides contrasts with British history. Mayan civilisation AD900.</p>
<b>Science</b>	<p><u>Light</u> (Y6)</p> <p>Understand that light appears to travel in straight lines. Explain how objects are seen. Describe how shadows are formed.</p>	<p><u>Animals including humans</u> (Y5/6)</p> <p>Explain how humans change from birth to old. Understand the circulatory system. Explain and understand the importance of a</p>	<p><u>Earth and Space</u> (Y5)</p> <p>Understand and describe the movements of the earth and the moon. Understand the comparable sizes of the earth, sun and moon.</p>

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		<p>healthy balanced diet. Understand the dangers of drugs including tobacco and alcohol.</p>	<p>Explore the solar system and different planets. Explain how we have day and night (earth rotating.) Look at time GMT.</p>
<b>RE</b>	<p style="text-align: center;"><u>Beliefs and Questions</u> <u>Judaism</u></p> <p>Describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings.</p>	<p style="text-align: center;"><u>Faith and the Arts</u></p> <p>Use and interpret information about religions from a range of sources. Reflect on sources of inspiration in their own and others lives.</p>	<p style="text-align: center;"><u>The Journey of Life and Death</u></p> <p>Identify and begin to describe the similarities and differences within and between religions. Describe and begin to understand religious and other responses to ultimate and ethical question. Reflection on what it means to belong to a faith communicating their own and others' responses. Discuss their own and others' views of religious truth and belief, expressing their own ideas.</p>
<b>E-Safety</b>	<b>Networks and communication/e-Safety</b>		
	<p style="text-align: center;"><u>Digital Citizenship Pledge</u></p> <p>Children to collaborate to outline common expectations in order to build a strong digital citizenship community. Each member of the class will sign a 'We the Digital Citizens Pledge'.</p>	<p style="text-align: center;"><u>Strong Passwords</u></p> <p>Children will learn how to create secure passwords in order to protect their private information and accounts online.</p>	<p style="text-align: center;"><u>Picture Perfect</u></p> <p>Children will learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of what we see online.</p>

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<b>Computing</b>	E-SMART - report concerns / inappropriate behaviour Programming - Scratch Graphical Programming - Lego	Presentation and Analyses (PowerPoint / Prezi) Graphical Programming - Blocky - Maze	Programming - Robots-Direction Internet research - Mapping / Google earth Analyses - (Data- Science)
	Understanding the Internet / Search Engines		
<b>D&amp;T</b>	<u>Make WW2 vehicles</u> Prototypes, design using ICT. Linked to: Science electricity and light. Magnetic shapes/nets. Cross sectional diagrams.	<u>Greek food</u> Linking to: Science - Healthy eating and micro-organisms. Theme - Greek Food	<u>Product Design</u> To design and create chocolate food products and the packaging. Use software to support design process.
	<b>Food &amp; Nutrition</b>	Rationing - the importance of a healthy diet during WW2.	Prepare and cook a range of food using different techniques
<b>Art Design</b>	Lowry - working with pastels whole body proportion through observational drawings using wooden mannequins.	Greek pottery - working with clay to create pots. Looking at different glazes to decorate and using the kiln.	Aztec art - Developing line drawings by observational drawings of nature. Aztec sculpture and embossed designs.
<b>Music</b>	<u>Jazz</u> - Pitch - Duration <u>WW2 Songs</u> - Pitch - Dynamics We'll Meet Again: BBC Unit	Roundabout: Exploring Rounds - Zorba The Greek  The Legend of Athens (Story) Timbre	Exploring Music from around the World with a focus on South America
	<b>PE</b>	<u>Dance:</u> 'Air raid' <u>Games:</u> Swimming <u>Invasion Games</u> Netball	<u>Gymnastics:</u> Taking weight on hands <u>Dance:</u> 'Olympics/Athletics' <u>Games:</u> Handball <u>Invasion Games</u> Tag Rugby

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MFL			
PSHE	PSHE will be a consideration throughout all curriculum areas, and any particular issues that arise will be addressed during class circle time.		