Curriculum Plans for Year 5/6 - Cycle B

	India Where in the world?	Vikings Why did the Vikings invade?	Coasts Why are there different types of coasts?
	AUTUMN	SPRING	SUMMER
LITERACY	Recounts (2 Weeks)	Report Non- chronological (2 Weeks)	Explanation Text (3 Weeks)
	Traditional Tales and stories from other cultures (comparison) (3 Weeks)	Diary / Letter as a Viking invading a new land. (2 Weeks)	Performance poetry (2 Weeks)
	Persuasive Text (3 Weeks)	Instructions (3 Weeks)	Narrative (4 Weeks) Kensuke's Kingdom / When the whales came- Michael Morpurgo
	Poetry Haiku and cinquains (2 Weeks)	Narrative (3 Weeks) How to train your dragon Beowulf	

Curriculum Plans for Year 5/6 - Cycle B

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<tr>
<td rowspan="2" style="writing-mode: vertical">Grammar (within Literacy)</td>
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Y5
- Use **Relative clauses** beginning with *who, which, where, when, whose, that,* or an omitted relative pronoun
- Indicating degrees of possibility using **adverbs** (e.g. *perhaps, surely*) or **modal verbs** (e.g. *might, should, will, must*)
- Devices to build **cohesion** within a paragraph *(e.g. then, after that, this, firstly)*
- Linking ideas across paragraphs using **adverbials** of time *(e.g. later),* place *(e.g. nearby)* and number *(e.g. secondly)*

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Y6
- 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. *He's your friend, isn't he?,* or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech)
- Use of the colon to introduce a list
- **Punctuation** of bullet points to list information
- Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

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| Grammar (discreet) | **Y5**
- **Verb prefixes** *(e.g. dis–, de–, mis–, over– and re–)*
Y6
- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** *(e.g. It's raining; I'm fed up)*
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing *(e.g. find out – discover; ask for – request; go in – enter)* | **Y5**
- Use of commas to clarify meaning or avoid ambiguity
- Converting **nouns** or **adjectives** into **verbs** using **suffixes** *(e.g. –ate; –ise; – ify)*
Y6
- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections *(e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence),* and **ellipsis** | **Y5**
Brackets, dashes or commas to indicate parenthesis

Y6
- Use of the **passive** to affect the presentation of information in a **sentence** *(e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).*
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Curriculum Plans for Year 5/6 - Cycle B

NUMERACY	<u>Number and place value</u> (4 Number Operations) <u>Measurement</u> - Measuring (length), perimeter/ area <u>Geometry</u>- properties of shape (nets) <u>Statistics</u> - Data <u>Number</u> - Fractions and decimals	<u>Number</u> (common factors/multiples, prime numbers) <u>Geometry</u>- position and direction <u>Measurement</u> - Measuring (mass / time), <u>Algebra</u> - missing numbers / formulae <u>Number</u> - Fractions, decimals and percentages	<u>Number</u> (4 Number Operations multi-step word problems) <u>Ratio and Proportion</u> - Quantities / recipes <u>Statistics</u> - Data <u>Algebra</u> - missing numbers coordinates <u>Measurement</u> - Measuring (time),

Curriculum Plans for Year 5/6 - Cycle B

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<tr><td rowspan="2">Geography</td><td>

<u>Location knowledge</u>
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)

<u>Human and physical geography</u>
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

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<u>Location knowledge</u>
Name and locate counties and cities of the United Kingdom

Name and locate different countries in Europe. (Flags, capital cities, make a link to the Vikings and the Scandinavian countries they came from.)

<u>Human and physical geography</u>
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

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<u>Location knowledge - Coast</u>
Geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.

<u>Geographical skills and fieldwork</u>
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

<u>Human and physical geography</u>
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

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- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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Curriculum Plans for Year 5/6 - Cycle B

History	<u>Indus Valley</u> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: The Indus Valley.	<u>Viking raids and invasion</u> • Looking at where the Vikings came from and why they decided to invade Britain. • What evidence is there from their time in Britain? (Archaeology) • Become History detective and look at artefacts to discover more about Viking life. • Create a timeline to show other events that were taking place at the same time as the Viking invasions. • How did they travel? (Links to science, DT)	
Science	<u>Evolution</u> (Y6) Recognise how animals have changed over time. Identify fossils and how they are important. Understand how offspring are produced but not exactly the same as parents (mixed	<u>Forces</u> (Y5) Understand that gravity is a force which pulls down on objects. Understand friction as a force. Investigate water resistance (linked to Viking longboats DT and history planning). Research Isaac Newton and his discoveries.	<u>All living things</u> (Y5/6) Explain the differences in life cycles of mammals and plants. Learn about sexual and asexual reproduction in plants and animals. Understand that all living things can be classified through common

Curriculum Plans for Year 5/6 - Cycle B

	DNA) How has adaptation helped animals survive in different environments? Understand the work and findings of Charles Darwin and why they are so important.	Materials (Y5) Children will be able to group materials based on their properties. Understand different forms of matter (solids, liquids, gases.) Understand dissolving and reversible and irreversible changes.	characteristics. (Growing up talk)
RE	It matters to me, it matters to others. Religions Sikhism and Hinuism, Identify and begin to describe the similarities and differences within and between religions Reflect on ideas of right and wrong and their own and others responses to them Reflect on sources of inspiration in their own and others' lives	Faith in Action. Describe and begin to understand religious and other responses to ultimate and ethical questions. Describe the variety of practices and ways of life in religions and understand how these stem from, and are clearly connected to, beliefs and teachings. Reflect on sources of inspiration in their own and others' lives Respond to the challenges of commitment, both in their own lives and within religious traditions, recognising how commitment to religion is shown in a variety of ways.	Beliefs in Action around the world. Describe the key aspects of religions, especially the people, stories and traditions Identify and begin to describe the similarities and differences within and between religions Respond to the challenges of commitment, both in their own lives and within religious traditions, recognising how commitment to religion is shown in a variety of ways. Discuss their own and others' views of religious truth and belief, expressing their own ideas.

Curriculum Plans for Year 5/6 - Cycle B

	Networks and communication/e-Safety		
E-Safety	**Talking Safely Online** Children will learn not to reveal private information while using the Internet for example; on games; in chat rooms or on social media.	**Privacy Rules** Children will learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.	**What's Cyberbullying?** Children will explore how it feels to be cyber-bullied, how cyber-bullying is similar to or different than in-person bullying, and learn strategies for handling cyber-bullying when it arises.
Computing	Presentation and Analyses (Data -Numeracy) LOGO - Creating shapes and patterns using repeats Programming – Scratch/flowol/logotron	Presentation and Analyses (PowerPoint / Prezi) Programming - Robots	Flowol (inputs /outputs / variables) Internet research - Mapping / Google earth
	Understanding the Internet / Search Engines/Using software		
D&T	Indian food Look at different types of food and spices used in traditional Indian dishes	Make a Viking long boat. Links to Science: forces and pulleys.	Product Design: Shoes Design seaside shoes linked to measuring and data handling. Sewing.
Food & Nutrition	Prepare and cook a range of food using different techniques	Looking at how seasonal foods are grown and sourced- compare then and now.	Design and prepare a healthy picnic for a trip to the coast.
Art & Design	Indian silk painting. Linked to them. Children will be studying rangoli patterns and the use of colour to create their own design on silk.	Metal work – working with Thrussel and Thrussel creating hammered metal pieces based on Viking patterns	Block printing Linked to theme looking at coastal pictures/creatures to create a block printing image/pattern.

Curriculum Plans for Year 5/6 - Cycle B

Music	Cyclic patterns- rhythms in different meters Drone & ragga- texture African Drumming - Duration - Structure Desert Composition - Timbre	Investigate different types of wind and brass instruments within different music genres	The Wreck pitch structure and texture- Leavers song – pitch & `duration
PE	Gymnastics: Rhythmic Gymnastics Dance: 'Jai Ho' Games: Swimming Invasion Games - Football	Dance: Warrior / Invasion Games: Tennis Invasion Games Rounders	Gymnastics: Balance Dance: Nautical Games: Orienteering Invasion Games Athletics
PSHE	PSHE will be a consideration throughout all curriculum areas, and any particular issues that arise will be addressed during class circle time.		