

Curriculum Overview Y5/Y6 2023 24

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	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.	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.	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?		Earth and Space A study of the planets, sun, moon phases, star constellations, seasons and day and night.	
History	Spartacus - Romans Chronology - Studying where and when the Romans fit into a timeline of history.		Ibn Battuta - Geo An investigation into Ibn Battuta's life as an explorer. Looking in depth into		Tim Peake - Space Chronology Studying where the Ancient Greeks fit in the timeline of History. What time periods that we know about were	

Curriculum Overview Y5/Y6 2023 24

	<p>Historical knowledge - research into the history of the romans such as amphitheatres, mosaics, Roman houses, Roman numerals and significant figures such as Julius Caesar and Boudicca.</p> <p>Then to now - A further study into the legacy of the Romans and how they have influenced our lives today such as studying Roman roads and heating.</p>	<p>his expedition, his travelling experiences and his personal life.</p> <p>Learning about Nelson Mandela - A look into his timeline from where it started to where it ended. Discussions of how he has impacted the world today, why he is a pioneer and what life was like then and now for equal rights between black and white people.</p>	<p>before? After? What was happening in other places at the same time? Historical Enquiry Using a range of sources in their study to develop an understanding of what it was like during the Ancient Greek period. Historical Knowledge Learning about Greek mythology, ancient astronomy, Greek Gods and beliefs. Building knowledge of the Ancient Greek time period. Then to Now Studying how the Greek's knowledge and research into astrology has impacted on our understanding today. Studying famous people, such as Isaac Newton and developing an understanding for how his work has influenced the way we understand science today</p>
Geography	<p>Looking in depth into the capital of the Roman Empire and a look into the geography stretched from England to Egypt and in between the Mediterranean. Looking where Roman Emperors ruled such as Europe, Northern Africa and Western Asia.</p>	<p>A study of the continents and identifying different countries within Africa; especially the countries that Ibn Battuta had visited on his journey of exploration. Further investigating the capitals, flags and population of countries.</p> <p>Place Knowledge Identifying places Ranulph travelled to and comparing to the UK. Locating countries and cities where World Records have been set.</p> <p>Locational Knowledge Study of the Globe: Time Zones, Southern and Northern Hemispheres, longitude, latitude, biomes, vegetation belts.</p> <p>Physical & Human Geography Studying</p>	<p>Studying the location of the planets in our solar system and looking into using co-ordinates and compasses to locate specific locations.</p>

Curriculum Overview Y5/Y6 2023 24

		types of settlement found across the world. What different kinds would Ranulph have seen on his adventures? Graph and map study - maps of landscapes, economics etc. Studying the natural resources found in different places. Geography Skills and Fieldwork Using compass points, reading grid references and symbols on a variety of maps.		
Computing	Artificial Intelligence Project	Online safety	Computer science	Information technology
Art	Painting Mosaic patterns. Studying realism or making mini-murals. Sculpture Making a head and bust. Creating Roman inspired pottery. Making a Roman coin. Textiles Making a gladiator outfit. Experimenting with natural dyes. Sketching and Drawing Sketching outfit designs and Roman landmarks.	Linking to our topic of Ibn Battuta and Africa we will look to design African art pieces based around historical African artists. We will also conduct portrait work around our role models. Children will use a variety of media to create their own art pieces.	Artist Study Van Gogh: Starry Night Painting Development and exploration of different painting techniques. Drawing Sketching and drawing designs of prototypes. 3D Art Building a rocket with a range of materials.	
DT	Roman baths, a gladiator outfit, a weapon for battle. Making their designs and following their plans. Evaluating their own work and that of others in the class. Cooking and Nutrition Preparing a feast before battle. Energy sources.		Design Space helmets, moon buggies, packaging for space food or board games. Making their designs and following their plans. Evaluating their own work and that of others in the class. Cooking and Nutrition Learning about components of a healthy meal and importance of nutritional value.	
Music	Listening to Mars - The Bringer of War (Holst Planet Suite). Creating their own battle pieces. Musical History Finding	Composer Study John Cage. What sounds can ice and water make? Composing Own pieces. Exploring hot	Composers Studying 'Hoist - The Planet Suite'. Composing Creating their own pieces using a range of instruments, experimenting with tempo, timbre and structure. Singing	

Curriculum Overview Y5/Y6 2023 24

	out about Roman instruments. Singing songs about the Romans.		and cold sounds, movements of animals. Writing their own musical scores.		Studying how space has made its way into modern music. Singing and writing songs about space.	
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 21 st century?	What matters most to Christians and Humanists?
PE	Gymnastics/ Dance		Invasion games		Net and wall games	Fielding and striking
PSHE/RSE	Being me and my world Identifying goals for the year. Global citizenship. Children's universal rights. Feeling welcome and valued. Choices, consequences and rewards. Group dynamics Democracy, having a voice. Anti-social behaviour. Role-modelling.	Celebrating difference Perceptions of normality. Understanding disability. Power struggles. Understanding bullying. Inclusion/exclusion. Differences as conflict, difference as celebration. Empathy.	Dreams and goals Personal learning goals, in and out of school. Success criteria. Emotions in success. Making a difference in the world. Motivation. Recognising achievements. Compliments.	Healthy me Taking personal responsibility. How substances affect the body. Exploitation, including 'county lines' and gang culture. Emotional and mental health. Managing stress.	Relationships Mental health. Identifying mental health worries and sources of support. Love and loss. Managing feelings. Power and control. Assertiveness. Technology safety. Take responsibility with technology use.	Changing me Self-image. Body image. Puberty and feelings. Reflections about change. Respect. Boyfriends/girlfriends. Preparing for transition.
SPANISH	Aprendo español · Pinpoint Spain and other Spanish speaking countries	La fruta y Las Verduras · Name and recognise up to 10	Me presento · Say their name and age.	Mi familia · Tell somebody the members, names and various	En la cafetería · Remember and recall a wide variety of foods,	La clase · Remember and recall 12 classroom objects

Curriculum Overview Y5/Y6 2023 24

	<p>on a map of the world.</p> <ul style="list-style-type: none"> · Ask and answer the question 'How are you?' in Spanish. · Say 'Hello' and 'Goodbye' in Spanish. · Ask and answer the question 'What is your name?' in Spanish. · Count from 1-20 in Spanish. · Say 10 colours in Spanish. 	<p>fruits and vegetables in Spanish.</p> <ul style="list-style-type: none"> · Attempt to spell some of these nouns. · Ask somebody in Spanish if they like a particular fruit or vegetable. · Say what fruits and vegetables they like and dislike. 	<ul style="list-style-type: none"> · Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. · Tell you where they live. · Tell you their nationality and understand basic gender agreement rules. 	<p>ages of either their own or a fictional family in Spanish.</p> <ul style="list-style-type: none"> · Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. · Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. · Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). 	<p>snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería.</p> <ul style="list-style-type: none"> · To understand better how to change a singular noun to plural form. · Perform a short role-play ordering what they would like to eat and drink. 	<p>with their indefinite article.</p> <ul style="list-style-type: none"> · Replace an indefinite article with a possessive adjective. · Say and write what they have and do not have in their pencil case.
--	--	--	---	---	---	--