



Year 5/6 Cycle A -Curriculum Overview Science and Foundation Subjects

Pillars of our curriculum	Sustainability and Change (TRUST)	Diversity and Equality (RESPECT)	Aspiration and Wellbeing (DETERMINATION)
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working name of theme	Rolling Rivers		Greek Legacy	Mayans	Local History Study to include WW2	
Pillar Concepts	Sustainability: Recognising beauty in our local environment. Exploring human impacts on rivers. Power of the pen – making change happen for a sustainable future.		Cultural Heritage Modern ideas and institutions stem from Ancient Greece	Respecting beliefs of others	How world conflict can affect people on a smaller scale Evacuees, Refugees and Asylum seekers- Empathy and understanding to the plight of those forced to leave their homes.	
Big question	Is the River Itchen unique?		What did the Greeks do for us?	What was life like for the Maya? Why should we study the Maya?		
Geography Table names based on Counties surrounding Hampshire	The River Itchen 1.Nam/ locate counties and cities of the UK, regions and their human and physical characteristics, key topographical features; and understand how some of these aspects have changed over time 2.Use maps, atlases, globes and digital/computer mapping. Use the 8 points of a compass to build their knowledge of the UK.3. Use four and six-figure grid references 4. Use symbols and key (incOS) 5.Use fieldwork to observe, measure, record and present human and physical features in local area inc sketch maps, plans and graphs & digital technologies				Mapping the face over Otterbourne over time. Explore land-use patterns; and understand how some of these aspects have changed over time. Use maps and digital/computer mapping to locate and describe features studied.	
History			Ancient Greece Characteristic feature - Explore aspects of Greek culture and knowledge Cause & Consequence - How Greek ideas and knowledge survived until today Historical Enquiry - Examine aspects that are still current today Chronology - Briefly explore the history of Greece via timeline/ d map	Non-Euro contrast with Britain Characteristic Features – explore Mayan culture Interpretation of the past - Misinterpretation of Maya in past e.g. buildings influenced by Egyptians. Historical Enquiry Chronology - Compare to Britain c900 via timelines and locate on world map	Otterbourne Change & continuity - Explore important historical events that had an impact in your locality – development of the railway at Eastleigh (C19th)/ impact of WWII/Proximity to Southampton and Portsmouth Significance - Explore important historical events/ people that are remembered locally Historical Enquiry - Examine how aspects of national history are reflected locally eg by monuments. Chronology - Add important local historical events/ people to the timeline eg on anniversaries	
Design Technology			Electrical Systems – Minotaur Alarm <small>Design: 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.</small>			Food – WW2 Vegetable & Potato Cakes

			Generate, develop, model and communicate their. Make: select from and use a wider range of tools and equipment to perform practical tasks , accurately. Select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities Evaluate: 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 their work Technical knowledge: understand and use electrical systems in their products Apply their understanding of computing to program, control their products.		Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
Art	Charlie Mackesy Art using charcoal - linked to school values. To develop their techniques, including their control and their use of materials. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques To learn about great artists,	Landscape river painting style of Monet Experiment with watercolours to paint rivers. To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques. To learn about great artists, architects and designers in history.			WWII perspective sketches Develop different drawing skills to sketch pictures based on WWII. Look at some different artists and architects. To create sketch books to record their observations and use them to review ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists, architects and designers in history.	
Science	Variation & Inheritance Recognise that living things have changed over time and that fossils. Provide information about living things that inhabited the Earth millions of years ago ☑ recognise that living things produce offspring of the same kind,☑ Identify how animals and plants are adapted to suit their environment	Evolution& Fossils Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	Electricity ☑ 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 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.	Classification RSPB BIG SCHOOL BIRD WATCH Completing real life data for RSPB bird survey. Birds; variation of a range of British birds and what they eat and when. (lifecycles evolve together) Becoming familiar with bird identification.	Asexual Reproduction Living things can produce clones of themselves asexually and offspring will be identical to parents. Light ☑ 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 ☑ 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.	
Personal Development (inc PSHE, RSE, British Values and SMSC)	Aiming High	Safety First	Digital Wellbeing	TEAM	Think Positive	
Religious Education *These units incorporate the non-religious worldview of humanism	Creation & Fall UC Upper KS2 Unit 2B.2: Creation and Science: Conflicting or complementary Christianity Focus *	Interpretation LD Unit: The 2 birth narratives Christianity Focus	Community LD Unit: Umma: The Five Pillars of Islam Islam Focus	Salvation UC Upper KS2 Unit 2B.6 (Yr5): Salvation. What did Jesus do to save human beings? Christianity Focus	Gospel UC Upper KS2 Unit 2B.5: What would Jesus do? Christianity Focus *	Ritual LD Unit: Prayer Islam Focus
Computing	Year 5 Making Choices (conditional selection) Year 6 – Variable Fun (introducing variables)	Systems & Searching	Introduction to Spreadsheets	Online Bullying Online Safety – Project Evolve Google Survey Tool linked to Online Bullying	Year 5 Butterfly Game (game making – conditional selection in a loop) Year 6 Basic procedures	Online Reputation Online Safety – Project Evolve

Physical Education	Cricket (Manipulation Locomotion)	Gymnastics (Stability Locomotion)	Dance (Stability Locomotion)	Netball (Manipulation Locomotion)	Athletics (Locomotion Manipulation)	Make a Game (Child-Led FMS selection depending on sport)
Music	Looping & Remixing Improvise and compose music for a range of purposes. Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.	Blues Develop an understanding of the history of music. Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Learn to sing and to use their voices, to create and compose music on their own and with others. Use and understand staff and other musical notations. Understand and explore how music is created, produced and communicated. Listen with attention to detail and recall sounds with increasing aural memory.	Dynamics, pitch & texture (Coast- Fingal's Cave) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Composition to represent the festival of colour (Holi Festival) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory	South America (Instrumental lessons) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions .. Use and understand staff and other musical notation	Year 6 Production Practice
French <i>Answering register in the afternoons using the French numbers</i>	Je me présente (Presenting Myself) <ul style="list-style-type: none"> To use basic greetings in French, ask somebody how they are feeling and reply when asked To ask somebody their name in French and reply when asked <ul style="list-style-type: none"> To recall the numbers 1-10 and count from 11-20 in French To ask somebody how old they are in French and reply when asked To ask somebody where they live in French and reply when asked <p>To express their nationality in French and understand basic gender agreement rules</p>	Chez Moi (My home) <ul style="list-style-type: none"> To say whether they live in a house or an apartment and say where it is To repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French To tell somebody in French what rooms they have or do not have in their home To ask somebody else in French what rooms they have in their home To attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age) 	La date (The Date) <ul style="list-style-type: none"> To repeat and recognise the months of the year in French To ask when somebody has a birthday and say when they have their birthday To say the date in French To create a French calendar <p>To recognise key dates in the French calendar</p>	Quel temps fait-il? (What is the weather like?) <ul style="list-style-type: none"> To ask what the weather is like and respond in French To recognise and recall the conjunctions 'et' (and) and 'mais' (but) To recognise and recall the 4 core compass points in French To recognise and recall numbers 1-31 in French to say the temperature To recognise and recall the 7 days of the week and the time of day in French To present a weather forecast in French 	Les vêtements (Clothes) <ul style="list-style-type: none"> To repeat and recognise the vocabulary for a variety of clothes in French <ul style="list-style-type: none"> To use the appropriate genders and articles for these clothes To use the verb porter in French with increasing confidence To say what they wear in different weather/situations To describe clothes in terms of their colour and apply adjectival agreement To use the possessives with increased accuracy 	As-tu un animal? (Do you have a pet?) <ul style="list-style-type: none"> To repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French To tell somebody in French if they have or do not have a pet To ask somebody else in French if they have a pet To tell somebody in French the name of their pet <p>To attempt to create a longer phrase using the conjunctions et ("and") or mais ("but")</p>

Key experiences and enrichment	River Itchen Trip Y6 Residential Fairthorne	Fossil Trip - Charmouth	Greek Day: Openbox Theatre Company		Manor Farm Wartime experience Walk around Historical Otterbourne/ Graveyard (visit to Amber Reed) Talk from Otterbourne Conservation Group Y6 Legoland and Winchester Cathedral.
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