



Year 5/6 Cycle B 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	Violent Earth	Space	Brilliant Biomes		Crime and Punishment	
Pillar Concepts	Tectonic plates are continuously moving which causes change to our Earth. Humans have to adapt to change.	Aspire - Overcoming race and gender barriers. Black women and the space race.	Human impact on the environment -Being change agents -Pupil Voice -Democracy: power of the people		Understanding of authority and justice and how the system we use today has developed over time. -Respect the rule of law, democracy.	
		Aspire - Exploring Achievements			Understanding Neuro-diversity (PSHE & READING)	
Big question	What presents more threat to our world: Earthquakes or Volcanoes?	History -Where and when did the earliest civilizations develop and what did they achieve?	What is the most endangered biome on Earth?		How has crime and punishment changed over time in Britain?	
Geography	Violent Earth Identify the position and significance of latitude, longitude. Describe and understand key aspects of volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.		World Biomes - Exploring biomes far and near (New Forest). Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, tropics and cancer and Capricorn, , Arctic and Antarctic circle, Prime/ Greenwich Meridian and time zones (including day and night) Locate the World's countries, using maps concentrating on their environmental regions Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts Use fieldwork to observe, measure, record and present the human and physical features			
History		Earliest Civilisation Overview - focus on Egypt Characteristic features - Compare civilizations – what is similar, what is different? Significance -Compare/ contrast achievements of each civilization. Historical Enquiry-to examine astronomy, maths, medicine			1,000 years of Crime and Punishment Chronology - a broad chronological sweep of nearly a thousand years makes a significant contribution to pupils' grasp of the long arc of time. Explore/add relevant event dates on timeline.	

Table names based on World Cities (Sao Paulo, Mexico City, Shanghai, Cairo, Delhi, Tokyo)

		Chronology - Compare durations/ overlaps via timeline. Compare locations on World map				
Design Technology	Sewing – Space Themed Wall Hangings 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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including paper and textiles, according to their functional properties and aesthetic qualities Evaluate: Investigate and analyse a range of existing products and evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures.				Structures – Gibbet frames 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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams Make: select from and use a wider range of tools and equipment to perform practical tasks, accurately and select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products	
Art			Foil Sculptures 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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Protest art based on the work of Shepard Fairey To create a protest banner based on the work of Shepherd Fairey.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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].To learn about great artists,architects		
Science	Life Cycles Describe the life process of reproduction in some plants. ☑ Describe the life process of reproduction in some animals. ☑ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ☑ describe the changes as humans develop to old age	Earth & Space ☑ describe the movement of the Earth, and other planets, relative to 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.	How the Body Works Describe the ways in which nutrients and water are transported within animals, including humans - 4 LESSONS (DIGESTION and lungs) ☑ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; - 1 lessons ☑ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - 1 lesson	Material & Matter ☑ Compare and group together everyday materials on the basis of their properties. ☑ Know that some materials will dissolve in liquid to form a solution ☑ Use knowledge of solids liquids and gases to decide how mixtures might be separated☑ Give reasons based on evidence for from comparative fair tests for the particular uses of everyday materials☑ Demonstrate that dissolving mixing and changes of state are reversible.☑ Explain that some changes result in the formation of new materials and that this kind of change is not reversibleburningacid.	Air & Water Resistance ☑ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ☑ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object I think this will take approx. 7 lessons, and your Summer ii topic is also forces so do not worry that it will take more than one half term as I have accommodated for this in summer ii. (Or alternatively miss out lesson 6 and give precedent to lesson 1-5 which are more vital)	Simple Machines Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect .
PSHE	VIPs	Be Yourself	It’s my body	One World	Money Matters	Growing Up & Neurodiversity

Religious Education *These units incorporate the non-religious worldview of humanism	God UC Upper KS2 Unit 2B.1: God. What does it mean if God is holy and loving? Christianity Focus	Incarnation UC Upper KS2 Unit 2B.4: Was Jesus the Messiah? Christianity Focus	Sacred LD Unit: Places of Worship – Mosque and Church Christianity and Islam Focus	Salvation UC Upper KS1 Unit 2B.7 (Yr6): Salvation. What difference does the resurrection make for Christians? Christianity Focus	Kingdom Of God UC Upper KS2 Unit 2B.8: Kingdom of God. What kind of king is Jesus? Christianity Focus	Belonging LD Unit: Shahada and Salat Islam Focus
Computing	Online Safety - Self-image & identity Web Page Creation linked to self-image & identity		Year 5 Making Choices (conditional selection) Year 6 - Variable Fun (introducing variables)	Canva - Creating fonts and images for Protest banners. Digimap	Year 5 - Butterfly Game (game making – conditional selection in a loop) Year 6 - Basic procedures	Online Safety - Online relationships
Physical Education	Basketball (Manipulation Locomotion)	Hockey (Manipulation Locomotion)	Gymnastics (Stability Locomotion)	Dance (Stability Locomotion)	Athletics (Locomotion Manipulation)	Striking & Fielding (Locomotion & Manipulation)
Music	Film music Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film	Composing & notation (Ancient Egypt) Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.	Music theatre Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing	Theme and Variations (Pop Art) Perform rhythms confidently either on their own or in a group. Identify the sounds of different instruments. Make reasonable suggestions for which instruments can be matched to which pieces of art. Recall the names of several instruments according to their orchestra sections. Keep the pulse with the body percussion section and sing with control and confidence. Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. Draw the rhythms accurately	South & West Africa Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place.	Year 6 Production
French Answering register in the afternoons using the French numbers	Ma famille (My Family) - To tell somebody the members, names and various ages of either their own or a fictional family in French - To continue to count in French, with the option of reaching 100, enabling students to say the age of various family members - To understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French	Possessive Adjectives - To revise what a possessive adjective is - To know what the various possessive adjectives in French are - To know when, where and how to use them Joyeux Noël (Merry Christmas) - To learn key Christmas vocabulary and learn how	Les Habitats (Habitats) - To tell somebody in French the key elements that animals and plants need to survive in their habitat - To tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats	Traditions et Célébrations (Traditions and celebrations) - To use key French - question words related to famous traditions and famous celebrations in French-speaking countries - To respond to questions in French related to famous traditions and	Literature Lessons - To learn about French literature and to study two texts by famous French authors - To be able to express an opinion about what they have read using appropriate French vocabulary	Au salon de thé (At the tea room) - To remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé - To understand better how to

	To move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have)	people in France celebrate Christmas along with their key cultural traditions To write a letter to Father Christmas in French	To tell somebody in French which animals live in these different habitats To tell somebody in French which plants live in these different habitats	celebrations in French-speaking countries To express an opinion on a tradition or celebration in French using the structure 'C'est une fête...' + adjective (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement in the description To develop an appreciation of traditions and celebrations different to their own culture		change a singular noun to plural form To perform a short role-play ordering what they would like to eat and drink
Key experiences and enrichment	VR Volcanoes and Earthquakes topic launch Year 6 Residential	Civilisations day (visitor led)	Trip to the New Forest School Peaceful Protest		Year 6 Leavers' Service Healthy Eating Week Visit from Police Sergeant Financial Education Recognition Scheme	