



	<b>Cycle A</b>	<b>Cycle B</b>
<b>Science</b>	<p><b>Earth and Space:</b></p> <ul style="list-style-type: none"> <li>To describe the movement of the Earth and other planets relative to the Sun in the solar system.</li> <li>To describe the movement of the Moon relative to the Earth.</li> <li>To describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Evolution and Inheritance:</b></p> <ul style="list-style-type: none"> <li>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>To describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>To be able to describe how living things are classified into broad groups according to common observable characteristics; based on similarities and differences, including micro-organisms, plants and animals.</li> <li>To give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>To 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.</li> <li>To use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Light:</b></p> <ul style="list-style-type: none"> <li>To recognise that light appears to travel in straight lines.</li> <li>To 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.</li> <li>To 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.</li> <li>To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>To explain that unsupported objects fall towards the Earth because of the force of gravity acting</li> </ul>



		<p>between the Earth and the falling object.</p> <ul style="list-style-type: none"> <li>• To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>• To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>Properties and changes of materials:</b></p> <ul style="list-style-type: none"> <li>• To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>• To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>• To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• To demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>
<p><b>History</b></p>	<p><b>World War II and the Battle of Britain</b>                  This will be studied as it is an aspect in British history that extends children’s chronological knowledge beyond 1066. It also aims to teach them about a significant turning</p>	<p><b>Vikings and Anglo Saxons</b>                  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This will include:</p>



	<p>point in British history.</p> <p><b>Ancient Greece</b> This will include a study of Greek life, their achievements and their influence on the western world.</p> <p><b>Mayans</b> This non-European society will be studied as it provides contrasts with British history. The Mayan civilisation c. AD 900 will be studied.</p>	<ul style="list-style-type: none"> <li>• Viking raids and invasion.</li> <li>• Resistance by Alfred the Great and Athelstan, the first King of England.</li> </ul> <p><b>Ancient Egypt</b> This will include the achievements and a depth study of the Ancient Egyptians.</p>
<p><b>Geography</b></p>	<p><b>Physical Geography</b> Children will be taught to describe and understand physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.</p> <p><b>Locational Knowledge</b> 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 (inc. day and night).</p>	<p><b>Locational Knowledge</b> Locate the world's countries using maps to focus on Europe, North and South America. Areas of study to include: concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>
<p><b>Art</b></p>	<p>Drawing (Poppies) and creating sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupils should be taught 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.</p> <p>Pupils will be taught over the two-year cycle to:</p> <ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and</li> </ul>	<p>Pupils should be taught 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.</p> <p>Pupils will be taught over the two-year cycle to:</p> <ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• to know about and study great artists in history: Warhol.</li> </ul>



	<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> <li>to know about and study great artists in history: Kandinsky.</li> </ul>	
<p><b>Design &amp; Technology</b></p>	<p><b>Creating animations (linked with ICT)</b></p> <p><b>Design</b> Children will generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make</b> Children will select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional and aesthetic qualities.</p> <p><b>Evaluate</b> Children will evaluate ideas and products against their own design criteria and consider the views of others to improve their work. They will also understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Technical Knowledge</b> Children will be taught to apply their understanding of computing to program, monitor and control their products.</p> <p><b>Baking Creations</b> Children will be taught and learn about a balanced diet/healthy eating and to understand and apply the principles of nutrition and learn how to cook including making our own recipes. They will understand and apply the principles of a healthy and varied diet. They will prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p><b>Design</b> Children will 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.</p> <p><b>Make</b> Children will select from and use a wider range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing accurately.</p> <p><b>Evaluate</b> Children will investigate and analyse a range of existing products.</p> <p><b>Technical knowledge</b> Children will apply their understanding of how to strengthen, stiffen and reinforce more complex structures. They will understand and use mechanical systems in their products, for example, gears, pulleys, cams, levers and linkages.</p>

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	Children will understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	
<b>Computing</b>	<p>Internet Safety: use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Creating animations (linked with Computing) including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>Internet Safety: use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>
<b>RE</b>	<p>Religious education for children and young people over the two-year cycle will:</p> <ul style="list-style-type: none"> <li>• provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development</li> <li>• encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives</li> </ul>	<p>Religious education for children and young people over the two-year cycle will:</p> <ul style="list-style-type: none"> <li>• provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development</li> <li>• encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives</li> </ul>



	<ul style="list-style-type: none"> <li>enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society</li> <li>teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice</li> <li>prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.</li> </ul> <p><b>Believing:</b> Why do some people think God exists? <i>(Christians, Hindus and/or Jewish people).</i></p> <p><b>Expressing:</b> If God is everywhere, why go to a place of worship? <i>(Christians, Hindus and/or Jewish people).</i></p> <p><b>Living:</b> What does it mean to be a Muslim in Britain today?</p> <p><b>Living:</b> What matters most to Christians and Humanists?</p>	<ul style="list-style-type: none"> <li>enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society</li> <li>teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice</li> <li>prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.</li> </ul> <p><b>Believing:</b> What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) What do religions say to us when life gets hard? <i>(Christians, Hindus and/or Jewish people).</i></p> <p><b>Expressing:</b> Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>(Christians, Muslims and non-religious e.g humanists).</i></p> <p><b>Living:</b> What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? <i>(Christians, Hindus and/or Muslims).</i></p>
<p><b>French</b></p>	<p><b>All about me</b> <b>Family and friends</b> Throughout different topics in French, children will be taught to:</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding;</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;</li> <li>Engage in conversations; ask and answer</li> </ul>	<p><b>All around town</b> <b>French Christmas</b> Throughout different topics in French, children will be taught to:</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding;</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;</li> <li>Engage in conversations; ask and answer</li> </ul>

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	<p>questions; express opinions and respond to those of others; seek clarification and help;</p> <ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures;</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;</li> <li>• Present ideas and information orally to a range of audiences;</li> <li>• Read carefully and show understanding of words, phrases and simple writing;</li> <li>• Appreciate stories, songs, poems and rhymes in the language;</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly;</li> <li>• Describe people, places, things and actions orally;</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<p>questions; express opinions and respond to those of others; seek clarification and help;</p> <ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures;</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;</li> <li>• Present ideas and information orally to a range of audiences;</li> <li>• Read carefully and show understanding of words, phrases and simple writing;</li> <li>• Appreciate stories, songs, poems and rhymes in the language;</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly;</li> <li>• Describe people, places, things and actions orally;</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
<p><b>Music</b></p>	<p>This year children will be taught the flute by a professional music teacher. They will also be taking part in singing and performance over the course of the year.</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and</p>	<p>Instrument TBA</p> <p>They will also be taking part in singing and performance over the course of the year.</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and</p>

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	<p>manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught the following over a two-year cycle:</p> <ul style="list-style-type: none"> <li>• to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<p>manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught the following over a two-year cycle:</p> <ul style="list-style-type: none"> <li>• to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>
<p><b>PE</b></p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils will be taught the following over the two-year cycle:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where</li> </ul>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils will be taught the following over the two-year cycle:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball,</li> </ul>

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	<p>appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"><li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>• perform dances using a range of movement patterns</li><li>• take part in outdoor and adventurous activity challenges both individually and within a team</li><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>	<p>cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"><li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>• perform dances using a range of movement patterns</li><li>• take part in outdoor and adventurous activity challenges both individually and within a team</li><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>
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