

Limitless Dreams, Endless Opportunities





Year group overview




2024-2025

Year 5 and 6

## Year 5/6 English and Maths Curriculum Overviews Year A

Year 5/6	Autumn		Spring		Summer	
<p><i>High Quality Texts</i></p> 						
<b>EdShed</b> 	<b>EdShed</b> 	<b>EdShed</b> 	<b>EdShed</b> 	<b>EdShed</b> 	<b>EdShed</b> 	<b>EdShed</b> 

 <b>Mathematics Curriculum</b>  Year 5	Place Value within 100,000 Addition and Subtraction Graphs and Tables	Multiplication and division Measure – Area and Perimeter	Multiplication and Division Fractions	Fractions Decimals and percentages	Decimals Geometry – Properties of Shape Geometry – Position and Direction	Measure – Converting Units Measure – Volume and Capacity
 <b>Mathematics Curriculum</b>  Year 6	Place Value within 10,000,000 Four operations	Fractions Geometry – Position and Direction	Decimals and Percentages Algebra Measure – Imperial and Metric	Measure – Perimeter, Area and Volume Ratio and Proportion	Geometry – Properties of Shape Problem Solving	Problem Solving Statistics

<b>History</b> World war 2  	<b>Science</b> Electricity/Light  	<b>Science</b> Animals incl Humans Yr 5/6 units  	<b>Geography</b> European Region V Manchester  	<b>Science</b> Evolution and Inheritance	<b>History/Geography</b> Discrimination and Slavery  
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## Learning Adventure Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>		<p><b>Bright Sparks! Electricity/Light</b></p> <p>Conductors have free electrons and when electrical current flows through a conductor, the electrons move like people in a queue. A chemical reaction inside a cell produces the charged particles that can flow around a circuit. That an electrical current can only flow if there is complete circuit. The symbols for the components in an electrical circuit. Children can: Draw and build simple circuits. Fix broken circuits so that a bulb will light up. Use recognised symbols when representing a simple circuit in a diagram 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. Identify light sources Draw on a diagram the correct path of the ray of light for a person to see an object Describe how the size of a shadow changes as an opaque object is moved closer or further away from a light source. To be able to explain that white light is made of different colours of light. Draw lines on a diagram to explain how a person sees an object through a periscope. Use the idea that light travels in straight lines to explain how we see things. 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.</p>	<p><b>Are you a survivor? Evolution and Inheritance</b></p> <p>Children can explain why living things have specific adaptations that help them survive in their habitats. Explain the process of evolution. The children are able to explain the difference between inherited and acquired characteristics. Explain how fossils are created. To be able to explain what has been discovered through studying fossils. Recognise that living things have changed over time Understand that living things produce offspring of the same kind, but they are not identical to their parents Identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution.</p>		<p><b>The Wonder of it all! Animals including humans</b></p> <p>To be able to name the major parts of the circulatory system. Conduct scientific investigations over a longer period of time, gathering data, finding averages and making predictions. Present findings of the scientific investigations in charts and graphs Describe the changes as humans develop to old age. Identify and name the main parts of the human circulatory system. Describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function Explain how nutrients and water are transported within animals, including humans</p>	

		Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.			
<b>Geography</b>	<b>Keep Calm and Carry on</b> Locate European countries invaded		<b>Gateway to the World</b> Name and locate at least 10 European countries and their capital cities Name and locate the lines of longitude and latitude Begin to use 6 figure grid references to locate specific countries on a world map Compare the human and physical features of Manchester and Barcelona Visit Manchester to complete fieldwork activity		<b>Is Slavery a thing of the past?</b> To use a map to identify key places in relation to the slave trade To describe key aspects of the slave trade including trade links To follow the route of the Atlantic Passage and know how slaves were transported to other countries <b>ENTERPRISE PROJECT(YR6)</b>

<b>History</b>	<b>Keep calm and carry on</b> What life was like during WW2 and the impact it had on the key roles of men and women. What effect the air raids and evacuations had on Britain at that time. Articulate key events, dates and people involved in WW2 To describe the impact of evacuation The significance of the Holocaust – how it shaped future society.			<b>Is Slavery a thing of the past?</b> Which countries were slaves transported from and why? What conditions did the slaves encounter during the Atlantic passage. The role of key individuals – Martin Luther King, William Wilberforce and Nelson Mandela in the fight against discrimination The impact the slave trade had on the development of British Life – future perceptions ENTERPRISE PROJECT(YR6)
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<b>Art</b>	<b>John Piper – Painting</b> To share 5 facts about the work of the World war 2 artist – John Piper Create a personal style of painting which draws on the ideas of John Piper Demonstrate the ability to use acrylic paint effectively Use a colour palette by combining colours to enhance the mood of their work		<b>Landscape Art Lowry</b> Discuss why Lowry painted urban Landscapes and the impact he had on British art Demonstrate how Lowry used perspective in his paintings Identify at least 5 key facts about Lowry's life Create landscape artwork in the style of Lowry using perspective and appropriate techniques		<b>Collage Freedom Quilts</b> Explain the purpose of freedom quilts Discuss the role of art as an essential aspect of history, society, culture and human experience. Talk about which pattern they have chosen for their quilt and why Use batik to create a square of the freedom quilt which shows a personal response to freedom
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<p><b>Design Technology</b></p>		<p><b>Structures Anderson Shelters</b></p> <p>Create an Anderson shelter based on a 3D wooden framework          Demonstrate their ability to use hand tools safely and proficiently          Identify, use and modify the joining techniques for their shelter          Evaluate against original criteria and suggest modifications</p>		<p><b>Food Technology European Traybake</b></p> <p>Create a tray bake linked to a European country of their choice          Research and follow a recipe          Identify ingredients and equipment required to be successful          Evaluate their product identifying strengths and areas for development.</p>		<p><b>Mechanisms Moving dinosaur</b></p> <p>Design and make a free standing dinosaur with moving parts          To know that mechanisms control movement.          Construct mechanisms and/or structures as detailed in the design template by using levers, pulleys and gears to produce movement.</p>
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## Discrete Curriculum Elements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Music</b>	<p>Think about the meaning of songs.</p> <p>Compare two songs of the same style, noting differences and similarities.</p> <p>Listen respectfully to others' thoughts on music.</p> <p>Use musical terms when talking about music.</p> <p>Discuss how different musical elements work together in songs.</p> <p>Talk about the music and how it makes you feel.</p> <p>Sing together in unison and as backing vocals.</p> <p>Enjoy singing solo and listen to the group while singing.</p> <p>Show good posture when singing.</p> <p>Follow a leader when singing.</p> <p>Try rapping and singing solo.</p> <p>Listen to others and stay aware of how you fit in the group.</p> <p>Sing in tune.</p> <p>Play an instrument with correct technique in the song.</p> <p>Learn an instrumental part that suits your level (easy, medium, or melody).</p> <p>Rehearse and perform your part in the song.</p> <p>Listen to and follow musical instructions.</p> <p>Lead a rehearsal session.</p> <p>Improvise with instruments during a performance, following challenges for Bronze, Silver, or Gold levels.</p> <p>Create simple melodies with up to five notes and rhythms that fit the song style.</p> <p>Understand and explain the main note and structure of a melody.</p> <p>Reflect on and make decisions about how the melody fits with the song.</p> <p>Record your composition using any appropriate method.</p> <p>Choose what to perform and create a performance program.</p> <p>Communicate the meaning of the lyrics clearly.</p> <p>Discuss how to make the best use of the performance venue.</p> <p>Record and compare your performances.</p> <p>Talk about the performance: what went well and what could be improved.</p>					

<p><b>Religious Education</b></p>	<p><b>How do people use sources of authority to determine beliefs? (Christianity)</b>          Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God'. Know and identify how Christians seek to live to advance the Kingdom on earth.</p>	<p><b>Are pilgrimage journeys important? How have they changed over time? (Christianity/Hinduism)</b>          Outline and compare key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Name 3 reasons people believe/don't believe in God. Compare &amp; contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers</p>	<p><b>What do people believe about the origins of the world? (Christianity)</b>          Investigate by gathering, selecting, organising or refining questions and ideas about religious/non religious viewpoints through the exploration of creation. Suggest lines of enquiry and plan investigations into religious/non religious viewpoints.</p>	<p><b>How do Hindu's make sense of their world? (Hindu Dharma)</b>          Analyse &amp; evaluate Hindu beliefs about reincarnation, vegetarianism &amp; caring for the environment Explain the Hindu idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied. Identify key Hindu symbols and explain their meaning, eg Aum, Swastika. Describe various forms of worship that happen in the Hindu Temple.</p>	<p><b>Why is light important? (Hindu Dharma)</b>          Describe how and suggest why Hindus celebrate Diwali and Holi. Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu.</p>	<p><b>What does it mean to be human? (World Faiths)</b>          Compare &amp; contrast what motivates people of a religious faith and a non-religious belief to work together to impact UK society and the wider world. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p>
<p><b>MFL</b></p>	<p><b>Daily routine</b>          Recall personal information and ask and answer questions Participate in brief conversations about themselves and others. Revisit and extend "talk" about myself and my feelings, emotions and physical descriptions Recall and revisit 0-60 Question to ask the time Understand and say several o'clock time phrases Say and write a sequence of daily routine sentences Ask and answer some question about own daily routine</p>	<p><b>Homes and houses</b>          Understand brief descriptions of items in a house Use a sequence of simple sentences with nouns and adjectives to describe a house Ask and answer where something is, using prepositions of place. Understand cultural knowledge: house and castles in Spain</p>	<p><b>Playing and enjoying sport</b>          Say and write nouns for sport Identify cognates and semi-cognates Express a like/dislike of a sport Identify and attempt to use parts of the present tense of jugar Give an opinion Say and write a description of a sport Understand cultural knowledge: handball in Spain</p>	<p><b>Funfair and favourites</b>          Understand information about a theme park e.g Funfair ride nouns Describe funfair rides in simple sentences. Express opinions of rides in extended sentences using conjunctions and adjectival phrases. Say a simple statement about favourite things Write a simple statement about favourite things Cognates and semi-cognates Explain favourite things (with familiar language from previous topics) Understand cultural knowledge: feria de abril</p>	<p><b>Café culture</b>          Understand a target language menu. Ask for 3 drinks politely Ask for 3 snacks politely Ask politely for a typical target language breakfast items Participate in short café roleplays Understand euros and recall of numbers 0-100 participate in a roleplay: at the café/ in the hotel Asking for and understanding a simple menu Understand cultural knowledge: Tapas/Café culture in Spain understand traditional Spanish breakfast foods</p>	<p><b>Performance time</b>          Revisit and extend roleplay language to create a café sketch and performance Nature nouns (nature trail/ scavenger hunt) Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/ likes and dislikes Language Puzzle: using language detective skills to explore another language.</p>

<p><b>Physical Education</b></p>	<p><b>Team Games</b>          In games, children learn the importance of warming up, cooling down, and following safety principles during exercise.          Use running, jumping, throwing and catching in isolation and in combination.          Use a range of skills, actions and tactics when playing games and identify the effect on their bodies and how they can improve their performance.          Throwing, catching, and dribbling skills are developed and applied in game situations, with emphasis on speed, accuracy, and ball control.          Children work on maintaining and regaining possession of the ball in team games, demonstrating spatial awareness and effective decision-making.          They learn to link skills fluently, such as passing and receiving while on the move, and understand how exercise benefits health, fitness, and well-being.</p>	<p><b>Dance</b>          In dance, children understand the importance of warming up, cooling down, and following safety principles during exercise.          They learn to identify and repeat movement patterns of a chosen dance style, composing individual, partner, and group dances that reflect this style.          Children focus on using space effectively, showing changes in pace and timing, and expressing creativity in their movements.          They smoothly link motifs and transitions, ensuring their actions align with the rhythm of the music.          Through self and peer evaluation, they refine their sequences, using complex dance vocabulary to compare and improve performances.          Confidently, they perform longer, more complex sequences with control, fluency, and precision.          Learn the dance style - Charleston</p>	<p><b>Gymnastics</b>          In gymnastics, children understand the importance of warming up and cooling down to promote health, fitness, and well-being.          They create complex sequences involving a range of movements such as travelling, balancing, jumping, vaulting, and stretching.          With precise and controlled body placement, they confidently use equipment, including vaults, in their routines.          Throughout their performances, they consistently apply skills with strength, technique, and flexibility.          Children perform various jumps, rolls, and leaps, while also developing balance techniques on apparatus and in partner work.          They link actions to form complex sequences, often performed to music, and evaluate their own and others' performances to suggest thoughtful improvements</p>	<p><b>Team Games</b>          Play competitive games, and apply basic principles suitable for attacking and Defending.          Compare their performances with previous ones and demonstrate improvement to achieve their personal best.          Children can demonstrate the use of different shots or throws in a game.          Use a variety of ways to dribble a ball and pass a ball with speed and accuracy in a game situation.</p>	<p><b>Athletics</b>          In athletics, children learn the importance of warming up and cooling down, along with essential safety principles when preparing for exercise.          They practice accelerating from various starting positions, refining their sprinting technique with a focus on effective starts and reaction times.          Children identify the suitable pace for different distances to maintain sustained runs, demonstrating stamina and its significance for runners.          They improve their jumping techniques, performing standing long jumps, triple jumps, and vertical jumps with confidence, while ensuring safe landings and accurate measurements.          Additionally, children develop throwing skills, performing pull throws and heave throws, and work on techniques to increase distance and accuracy.          Through participation in competitive activities, they evaluate their performances, suggest improvements, and support peers in enhancing their skills.          Overall, they confidently apply a range of athletic techniques with precision and control while understanding the health benefits of regular exercise.</p>	<p><b>Striking and Fielding</b>          Use running, jumping, throwing and catching in isolation and in combination          Children can begin to strike a bowled ball in an intended direction and into space, playing cooperatively with teammates.          They practise various techniques for hitting a ball, including mastering tennis strokes such as the backhand and overhead serve.</p>
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<b>Computing</b>	<b>SOW Shape and weather</b> Programming -Logo shapes, variables Multimedia- Create weather forecast, film, visual and audio. Handling data -prediction modelling, rainfall data presentation. Lego WeDo –Cleaning the Ocean s& Space Exploration <b>E Safety-</b> risks of sharing online.		<b>SOW Sound</b> Scratch -design games, with sound, intro x, y axis. Use with Lego WeDo. Datalogger. Handling data, investigating insulators. Adding sound. Lego WeDo –Wildlife Crossing <b>E Safety-</b> considering copyright	<b>SOW Inside your Insides</b> Research, multimedia, digital imagery, greenscreen filming, Handling Data, Online Surveys and sharing results. Lego WeDo -animal senses. <b>Online safety-</b> Online Reliability		
	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 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 .					
<b>PSHE + RSE</b>	<b>Money in the Future</b> To understand that finance plays an important role in people’s lives and realise that future wants and needs may be met through saving. Money decisions have an affect on wellbeing and future economics. To recognise the links between learning and finance. To recognise ways the government uses money to provide for needs and local community. To understand pensions and insurance and their importance. To know money in different countries has different values.	<b>Democracy and Government</b> To have a knowledge of what democracy is and about the basic institutions that support it locally and nationally – UK system of government and how individuals and communities contribute to this To describe some of the different beliefs and values in society, To demonstrate respect and tolerance towards people different from themselves. Know why and how rules and laws are made and enforced. Understand that there are different systems of government – local and national.	<b>Me and my place in the world</b> That differences and similarities between people arise from a number of factors. Including cultural, ethnic, racial and religious diversity, gender and disability Identify ways of resisting negative peer pressure around issues affecting their health and wellbeing.	<b>Celebrate the past and welcome the future</b> To know where individuals, families and groups can ask for help or get support. To know some ways of managing pressure. Use simple relaxation techniques. Reflect on and celebrate achievements	<b>Safe and Healthy in the future</b> To recognise what makes a healthy lifestyle, what affects mental health and how to make informed choices that keep themselves safe. Make judgements and decisions. List some ways of resisting negative peer pressure around issues affecting their health and well-being Describe some of the effects and risks of these.	<b>Relationship and Reproduction</b> To recognise what constitutes a possible, healthy relationship, To be aware of the different types of relationship, including those between friends and families, civil partnerships and marriage. Describe the life process of reproduction in humans.