



Year 5 and 6 Key Skills Curriculum Map

Year A **Year 5** **Year 6** **Both**

	<u>Topic Title</u>	<u>English</u>	<u>Science</u>	<u>Geography</u>	<u>History</u>	<u>Music</u>	<u>RE</u>	<u>PSHE</u>	<u>Art</u>	<u>DT</u>	<u>Computing</u>	<u>French</u>
<u>Term 1</u>	Vikings and Anglo-Saxons	Odd and the Frost Giants, Neil Gaiman Anglo-Saxon Boy, Viking Boy	Working scientifically	Exploring Scandinavia	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Taught by Mrs Ham Big Sing	Creation / fall	Relationships	Batik: Viking designs Viking art: designs, knots, animal heads Watercolour Christmas cards: aurora borealis	Healthy meal – Swedish meatballs	Publishing newspaper reports Researching Viking topic/ art	
<u>Term 2</u>	Festivals: Vikings	Beowulf, Michael Morpurgo	Working scientifically	Exploring Scandinavia	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Taught by Mrs Ham	Incarnation / people of God (Core Learning)	Health and wellbeing	Sewing Christmas decorations for craft fair	Pin, sew, stitch Christmas decorations for craft fair Gingerbread houses		
<u>Term 3</u>	Darwin		Evolution and inheritance			Taught by Mrs Ham	Judaism	Living in the wider world	Collage: animal adaptation			
<u>Term</u>	Know		Living things	Our local		Taught	Salvation	Relationships		Bird House		



4	Your Place		and their Habitats (y6)	area		by Mrs Ham	(Core learning)			Builders		
Term 5	To infinity and beyond		Earth and Space (y5)			Taught by Mrs Ham	Judaism	Health and wellbeing	3D models from fabric: Planet sculptures			
Term 6	Explorers		Animals including humans (y5)			Taught by Mrs Ham	Kingdom of God (Core learning)	Living in the wider world		Shelters		
Maths												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction		Statistics		Number – Multiplication and Division		Perimeter and Area		Consolidation
Spring	Number – Multiplication and Division			Number - Fractions					Number – Decimals and Percentages		Consolidation	
Summer	Number - Decimals				Geometry – Properties of Shapes			Geometry – Position and Direction	Measurement – Converting Units	Measurement - Volume	Consolidation	

Art	3D Work and Collage	Textiles
	<p>To explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour.</p> <p>To select and use materials to achieve a specific outcome.</p>	<p>To use fabrics to create 3D structures.</p> <p>To use different grades of threads and needles.</p> <p>To experiment with batik techniques.</p>



	<p>To look at 3D work from a variety of genres and develop own responses through experimentation.</p> <p>To recreate images in 2D and 3D, looking at one area of experience.</p>	<p>To experiment with a range of media to overlap and layer creating interesting colours, textures and effects.</p>
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	Information Technology	Computer Science	Digital Literacy
<p>Computing</p>	<p>Confidently use a range of software tools.</p> <p>Use technology to present their work, showing an increasing degree of skill and using advanced features of software and tools. (e.g. using non-linear presentation tools such as Prezi).</p> <p>Select tools which they can use to help them achieve a specific aim and justify these choices to others.</p> <p>Continue to use, search, enter data into and create their own databases continue to use technology, including spreadsheets to create graphs and present data in different ways.</p> <p>Understand the importance of evaluation and adaptation of individual features to enhance the overall product.</p>	<p>To design and create a simple program that completes a given task including controlling or simulating a physical system.</p> <p>To use decomposition (breaking up code into smaller parts) to make debugging easier and quicker.</p> <p>To use variables in coding.</p> <p>To explain how increasingly complex algorithms work.</p> <p>Use selection (IF statements) to alter the way my programs run.</p> <p>Understand how search engines order their results.</p>	<p>Use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data.</p> <p>Recognise acceptable/unacceptable behaviour online and am confident in reporting.</p> <p>Recognise that the Internet may contain material that is irrelevant, biased, implausible and inappropriate.</p> <p>Recognise trustworthy sources of information on the internet.</p> <p>Understand issues of copyright and how they apply to their own work.</p> <p>To use the internet to communicate (email, video conferencing, blogs, forums) or collaborate (wikis, collaborative editing).</p>



	Design	Make	Evaluating/Technical Knowledge	Cooking and Nutrition
Design Technology	<p>To communicate their ideas through detailed labelled drawings to develop a design specification.</p> <p>To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>To plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>To carry out research, using surveys, interviews, questionnaires and web-based resources.</p> <p>To identify the needs of individuals and groups.</p>	<p>To select tools, materials, components and techniques appropriate to the task.</p> <p>To assemble components to make working models.</p> <p>Follow procedures for safety.</p> <p>To construct products using permanent joining techniques.</p> <p>To make modifications as they go along.</p> <p>To pin, sew and stitch materials together to make a product.</p> <p>Demonstrate resourcefulness when tackling practical problems.</p>	<p>To evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>To record their evaluations using drawings with labels.</p> <p>To critically evaluate the quality of their design, manufacture and fitness for purpose of their products as they design and make.</p> <p>To show an awareness of how much products cost to make, how innovative and sustainable they are.</p> <p>To use science and mathematical knowledge to help plan and make products.</p> <p>To know that materials have both functional properties and aesthetic properties.</p>	<p>Understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p>To know that seasons may affect the food available.</p> <p>To know that food is processed into ingredients that can be eaten or used in cooking.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading and kneading.</p> <p>To weigh and measure dry ingredients and liquids accurately.</p> <p>To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens.</p> <p>To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source.</p>



Geography	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	<p>Know more about the features of a variety of places around the world from local to global and in different parts of the world.</p> <p>Identify the position and significance of latitude and longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime / Greenwich Meridian and time zones (including day and night)</p>	<p>Understand about links and relationships between different places and that make places dependent on each other.</p>	<p>Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places.</p> <p>Describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places.</p>	<p>Use maps, atlases, globes and digital / computer mapping (e.g. Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid reference with teaching of latitude and longitude in depth Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

History	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
	<p>Make comparisons between different times in history. Make appropriate use of dates and specialist terms.</p> <p>Begin to describe/ compare significant features from time periods and know how Britain</p>	<p>Identify and describe key features and their impact on today's society.</p> <p>Understand why some civilisations have been successful and why others have not.</p>	<p>Begin to identify/ recognise primary and secondary sources.</p> <p>Use evidence to build up a picture of life in the time studied.</p> <p>Identify different views and begin to suggest different reasons why</p>	<p>Use historical terminology appropriate to the topic / which is mostly accurate</p> <p>Make use of dates to structure their work.</p> <p>Begin to form arguments.</p>



	<p>has influenced and been influenced by the wider world.</p>	<p>Have some awareness of historical concepts and make some connections, draw some contrasts and analyse some trends.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Identify features of and make links between past societies and periods.</p> <p>Understand about beliefs, behaviour and characteristics of people.</p> <p>Compare one aspect of life with the same aspect in another period.</p> <p>Attempt to explain historical concepts such as causation of events.</p>	<p>they have occurred.</p> <p>Evaluate sources and identify those that are useful to the task.</p> <p>Show awareness of different viewpoints.</p>	<p>Record and communicate knowledge in different forms – work independently and in groups showing initiative.</p> <p>Plan and carry out individual investigations.</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p>
History Topics				
	<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 			



	Listening	Performing	Composing
Music	<p>Identify the tempo and Dynamics using musical vocabulary / accurately.</p> <p>Identify instruments by timbre if appropriate (Female, Electric etc).</p> <p>Identify Calls & Responses.</p>	<p>Accurately play correct notes on tuned instruments.</p> <p>Perform with increasing dexterity.</p> <p>Sing with expression dynamics and sustain longer notes.</p>	<p>Compose rhythms and notes individually in sections of music.</p> <p>Compose as a class, judging if a note 'sounds' right or in time.</p> <p>Understand basic pitch and rhythmic notation.</p>

	Games	Dance	Gymnastics	Athletics
PE	<p>Travel with a ball showing changes of speed and directions using either foot or hand</p> <p>Use a range of techniques when passing, eg high, low, bounced, fast, slow</p> <p>Hit the ball with purpose, varying speed, height and direction</p> <p>Hit the ball from both sides of the body Judge how far they can run to score points</p> <p>Dribble effectively around obstacles.</p>	<p>Explore ideas from different dance styles</p> <p>Compose dances expressively</p> <p>Organise their own warm up and cool down to suit activities</p> <p>Understand why it is important to warm up</p> <p>Explore, improvise and combine movements.</p> <p>Create structure in sections of dance using a range of movement patterns.</p> <p>Understand why dance is good</p>	<p>Perform actions in a fluent and consistent performance</p> <p>Combine and perform gymnastic actions, shapes and balances fluently.</p> <p>Create sequences and adapt</p> <p>Develop their own sequences demonstrating control and balance.</p> <p>Know and understand the basic principles of warming up and why it is important</p> <p>Understand why warming up and cooling down is important.</p> <p>Understand why physical activity is good for overall health</p>	<p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing</p> <p>Used running, jumping and throwing; investigated in small groups different ways of performing these activities</p> <p>Used a variety of equipment, ways of measuring and timing and compared the effectiveness of different styles of runs, jumps and throws.</p> <p>Develop flexibility, strength, technique, control and balance through athletics.</p>



	<p>Show precision and accuracy when sending and receiving.</p> <p>Perform skills with accuracy, confidence and control.</p> <p>Combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>Play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game use different ways of bowling.</p> <p>Play competitive games (modified where appropriate) showing tactical awareness of attacking and defending and some knowledge of rules and scoring.</p> <p>Respond consistently in the games they play, choosing and using skills which meet the needs of the situation and learn how to evaluate and recognise their own success.</p>	<p>for fitness.</p> <p>Comment on their own work and the work of others.</p>	<p>Evaluate and improve their own and other work</p> <p>Evaluate their own work and the work of others and suggest ways to improve.</p>	<p>Can sustain pace over short and longer distances.</p> <p>Able to run as part of a relay team working at their maximum speed.</p> <p>Can perform a range of jumps and throws demonstrating increasing power and accuracy.</p> <p>Are able to identify key strengths of a performer when running, jumping and throwing.</p>
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Science

Earth and Space (y5)

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.

Animals including humans (y5)

Describe the changes as humans develop to old age

Evolution and Inheritance (y6)

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, but normally offspring vary and are not identical to their parents.

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Living things and their habitats (y6)

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Give reasons for classifying plants and animals based on specific characteristics.

Working scientifically

Can use results to draw a simple conclusion.

Can use results to make a prediction for further values.

Can identify difference, similarities and changes related to simple scientific ideas.

Can use test results to make further predictions which will feed into further comparative and fair tests.

Can report findings from an enquiry both orally and in writing.

Can make a conclusion based on a test.

Can explain results from an enquiry.

Can identify a degree of trust within an enquiry.

Can suggest improvements to be made to an investigation.

Can take accurate measurement using standard units.

Can gather data to answer a question.

Can record data to answer a question.

Can report findings using simple scientific language.

Can report findings using drawings.



	<ul style="list-style-type: none">Can report findings using labelled diagrams.Can report findings using a table.Can use results to draw a simple conclusion.Can take accurate and precise measurements using scientific equipment.Can take repeat measurements where appropriate.Can record data and results using diagrams with labels.Can record data and results using tables.Can record data and results using bar and line graphs.
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Language Skills	
Languages	<ul style="list-style-type: none">Listen attentively to spoken language and show understanding by joining in and responding.Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words.Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.Speak in sentences, using familiar vocabulary, phrases and basic language structures.Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.Present ideas and information orally to a range of audiences.Read carefully and show understanding of words phrases and simple writing.Appreciate stories, songs, poems and rhymes in the language.Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a



dictionary.

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and 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.