



### Year 5 and 6 Key Skills Curriculum Map

Year B **Year 5** **Year 6** **Both**

	<u>Topic Titles</u>	<u>English</u>	<u>Science</u>	<u>Geography</u>	<u>History</u>	<u>Music</u>	<u>RE</u>	<u>PSHE</u>	<u>DT</u>	<u>Art</u>	<u>PE</u>	<u>ICT</u>
<b><u>Term 1</u></b>	Where do we belong?	Refugee Boy, Benjamin Zephaniah  Who are refugees and migrants? Michael Rosen	Great British Scientists	The United Kingdom	Britain's settlement by Anglo Saxons and Scots	Taught by Mrs Ham	God (core learning)	Relationships	Great British Dishes: Covid depending	Printing	Taught by Miss Golding  Country dancing	Coding
<b><u>Term 2</u></b>	Fitness Fanatics		Animals including humans (y6 circulatory system, diet, exercise, water transportation)		Medicine and Disease	Taught by Mrs Ham	Incarnation (digging deeper)	Health and wellbeing	Cooking and Nutrition		Taught by Miss Golding  Zumba	Digital Literacy
<b><u>Term 3</u></b>	Asia: Chinese Inventions	The three Hares: The Jade Dragonball  Pinocchio, Carlo Collodi	Working scientifically	China	Shang Dynasty	Taught by Mrs Ham	Hinduism	Living in the wider world	Chinese Inventions		Taught by Miss Golding  Chinese dance	Computer Science



<b>Term 4</b>	Historic Hurst Green	Local history books	Light (y6)	Hurst Green		Taught by Mrs Ham	Salvation (Core learning)	Relationships		Drawings of local buildings	Taught by Mr Draper	Information Technology
<b>Term 5</b>	Groovy Greeks	Greek myths by Geraldine McCaughrean  Odysseus Who let the Gods out, Maz Evans	Working scientifically	Greece	Ancient Greece	Taught by Mrs Ham	Hinduism	Health and wellbeing	Design and make a model labyrinth  Model of Parthenon	Greek masks  Greek vases  Soap sculptures	Taught by Miss Golding  Greek dancing	Newspaper articles: The Trojan Horse  Aesop's Fables: digital storybook
<b>Term 6</b>	Commotion in the Ocean	Floodworld, Tom Huddleston  We are all Greta, Valentina Gianella	Forces (y5)	Water world		Taught by Mrs Ham	Kingdom of God (digging deeper)	Living in the wider world		Ocean printing	Taught by Miss Golding	Leaver's presentations

Maths Year 5												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	Number – Place Value			Number – Addition and Subtraction		Statistics		Number – Multiplication and Division		Perimeter and Area		Consolidation
<b>Spring</b>	Number – Multiplication and Division			Number - Fractions						Number – Decimals and Percentages		Consolidation



<b>Summer</b>	Number - Decimals	Geometry – Properties of Shapes	Geometry – Position and Direction	Measurement – Converting Units	Measurement - Volume	Consolidation
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Maths Year 6												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	Number – Place Value		Number – Addition, Subtraction, Multiplication and Division				Fractions				Geometry – Position and Direction	Consolidation
<b>Spring</b>	Number - Decimals		Number - Percentages		Number - Algebra		Measurement – converting Units	Measurement – Perimeter, Area and Volume		Number - Ratio		Consolidation
<b>Summer</b>	Geometry – Properties of Shapes		Problem Solving			Statistics		Investigations				Consolidation

<b>Art</b>	<b>Drawing and Painting</b>	<b>Printing</b>
	To use a range of materials to produce line, tone and shade. Selects appropriate media and techniques to achieve a specific outcome.	To create printing blocks by simplifying an initial sketch book idea.  To use a relief of impressed method.  To create prints with three overlays. Work into prints with a range of media, e.g. pens, colour pens and paints.



	Information Technology	Computer Science	Digital Literacy
<b>Computing</b>	<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.</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 that the Internet may contain material that is irrelevant, biased, implausible and inappropriate.</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> <p>Recognise acceptable/unacceptable behaviour online and am confident in reporting.</p>

	Design	Make	Evaluating/Technical Knowledge	Cooking and Nutrition
<b>Design Technology</b>	To generate ideas through brainstorming and identify a purpose for their product.	To use a wider range of appropriate material, tools and techniques.	To evaluate a product against the original design specification.	To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens.



	<p>To draw up a specification for their design.</p> <p>To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p>To use results of investigations, information sources, including ICT when developing design ideas.</p> <p>Model their ideas using prototype and pattern pieces</p>	<p>To measure and mark out accurately.</p> <p>To use different tools and equipment safely and accurately</p> <p>To cut and join with accuracy to ensure a good-quality finish to the product.</p>	<p>To evaluate it personally and seek evaluation from others.</p> <p>Evaluate how learning from science and Mathematics can help design and make products that work.</p>	<p>To have a basic understanding of how food is grown, reared or caught in the UK.</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> <p>Use a range of techniques when such as peeling and chopping.</p> <p>To weigh and measure dry ingredients and liquids accurately.</p>
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<b>Geography</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
	<p>Know more about the features of a variety of places around the world from local to global.</p>	<p>Understand more about the links between different places and that some places depend on each other.</p>	<p>Describe and begin to explain geographical patterns and a range of physical and human processes.</p> <p>Recognise that these interact to affect the lives and activities of people living there.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their</p>



			Understand how people can both improve and damage the environment.	<p>knowledge of the United Kingdom in the past and present.</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>
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History	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
	<p>Make comparisons between different times in history.</p> <p>Make appropriate use of dates and specialist terms.</p> <p>Begin to describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.</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>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>Begin to identify 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 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>Use historical terminology appropriate to the topic.</p> <p>Make use of dates to structure their work.</p> <p>Begin to form arguments.</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>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>Use a variety of ways to communicate knowledge and understanding including extended writing.</p>
<b>History Topics</b>				
	<ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots: Anglo Saxon art and culture</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> </ul>			

	<b>Listening</b>	<b>Performing</b>	<b>Composing</b>
<b>Music</b>	<p>Identify the tempo and Dynamics using musical vocabulary.</p> <p>Identify instruments by timbre if appropriate (Female, Electric etc).</p> <p>Identify Calls &amp; 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>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</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 for fitness.</p> <p>Comment on their own work and the work of others.</p>	<p>Perform actions in a fluent and consistent performance</p> <p>Create sequences and adapt</p> <p>Know and understand the basic principles of warming up and why it is important</p> <p>Understand why physical activity is good for overall health</p> <p>Evaluate and improve their own and other work</p> <p>Combine and perform gymnastic actions, shapes and balances fluently</p> <p>Develop their own sequences demonstrating control and balance.</p>	<p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing</p> <p>Use running, jumping and throwing; investigated in small groups different ways of performing these activities</p> <p>Use 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>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>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>Are able to identify key strengths of a performer when running, jumping and throwing.</p>
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<p><b>Science</b></p>	<p><b>Animals including humans (y6)</b>          Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.          Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function          Describe the ways in which nutrients and water are transported within animals, including humans</p> <p><b>Electricity (y6)</b>          Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p>
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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

### **Light (y6)**

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 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.

### **Forces (y5)**

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

### **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.

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.



	<p>Can take repeat measurements where appropriate.</p> <p>Can record data and results using diagrams with labels.</p> <p>Can record data and results using tables.</p> <p>Can record data and results using bar and line graphs.</p>
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	<b>Language Skills</b>
<b>Languages</b>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>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.</p>