






ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP 2019/2020

YEAR GROUP 5/6 YEAR A





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLASS TOPIC	Survival! (Y6)	Food Glorious Food (Y5)	Earthlings (Y5)	Super Sleuth (Y6)	Amazon Adventure (Y5)	Faster, Higher, Stronger (Y5)
AUTHOR STUDY/CLASS READ 	The Explorer by Katherine Rundell	Oliver Twist – Charles Dickens	George's Secret Key to the Universe by Stephen Hawking	Foul Play by Tom Palmer. Whodunit? Detective Stories Chosen by Philip Pullman.	Running Wild by Michael Morpurgo	Short Stories – Greek Myths
GENRES 	Fiction Non-fiction (Fact file) Biography	Stories with historical settings Films and play scripts Classic narrative poetry. Instruction writing	Science Fiction Information booklets Shakespeare	Detective / crime fiction Report Writing Newspaper report	Explanation text Narrative Persuasive Discussion	Myths Reports Poems with figurative language Play scripts
MULTI-MODAL WRITING/ CROSS-CURRICULAR 	Survival Story – DT make a raft/vehicle used in story Design a species – fact file – use Modroc to make 3D model of species (DT) Habitat corners	Recipe book Y5 Performance Poetry Workshops – Mrs Brice	Papier mache planets for exciting writing Space Journals Y5 Shakespeare Workshops (Mrs Brice)	Crime scene report – forensic study of crime scene in school – interviews and newspaper reports (IT)	Rainforest layers model with explanation text	End of year performance - playscript



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OUTDOOR LEARNING 	Survival Day – Survival Skills, den building etc.	Popcorn/marshmallows in millennium – irreversible changes (Science)	Alien Landing in Millennium Shakespeare - amphitheatre			athletics
LOCAL LINK 	Compare and contrast local area to story setting (rainforest).	Local food suppliers	Alston Observatory	Classify plants around school – church garden, millennium	Plants in local area	Preston Sports Arena
NATIONAL LINK 		UK Parliament week Jamie Oliver's School Meal Campaign	British Space developments – Tim Peake		National efforts on global warming/deforestation & nature reserves in UK	The Olympics stadium that was built in London for the 2012 Olympics and how it has been used after.
GLOBAL LINK 	Countries all around the World- Focus on countries within the class novel Exploring the world around us, those with various climates/environments	Focusing on countries that provide the UK with Fairtrade foods.	Time Zones in different countries		Global warming & deforestation	Where and when the Olympics began. Look at the country that the next Olympics will be in.



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VISITS/VISITORS 	Blackpool Zoo visit – Evolution & Inheritance Workshop	Visit to Kirkham's Cheese Dairy Visit from MP	Visit to Alston Observatory	Forensic Scientist visit - workshop		Tower Wood; Preston Sports Arena/ Formby Sculptures
MATHS 	Place Value of whole numbers Place Value - decimals Written Addition & Subtraction (including within statistics) Geometry - angles Geometry and measures – perimeter	Multiplication & Division Fractions Area Time Measures within topic – recipes/cooking	Negative numbers Addition & Subtraction Multiplication (factors, multiples) Measures – length, mass, capacity Reflection & Translation Geometry - angles	Division 2D & 3D shape Add & Subtract Fractions Area & Volume Statistics & measures	Place value – decimals Fractions Time & Statistics Geometry Addition & Subtraction Multiplication & Division (incl squares & cubes)	Place Value Written Calculations Fractions & Percentages Measures Area & Volume
SCIENCE 	Evolution and inheritance -recognise that living things have changed over time and that fossils provide information about living	Standalone unit on material properties – comparative / fair tests of everyday materials. Materials – reversible and	Earth and space -describe the movement of the earth, and other planets, relative to the sun in the solar system. -describe the	Classification - describe how living things are classified into broad groups according to	Life cycle changes in animals and plants; naturalists (e.g. David Attenborough) -Describe the differences in life	Animals including humans – growth and development of humans -Describe the



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	<p>things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> -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. 	<p>irreversible changes.</p> <ul style="list-style-type: none"> -Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. -know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. -use knowledge of solids, liquids and gases to describe how mixtures might be separated, including through filtering, sieving and evaporating. 	<p>movement of the moon relative to the earth.</p> <ul style="list-style-type: none"> -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. 	<p>common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <ul style="list-style-type: none"> -give reasons for classifying plants and animals based on specific characteristics. 	<p>cycles of a mammal, an amphibian, an insect and a bird</p> <ul style="list-style-type: none"> -Describe the life process of reproduction in some plants and animals. 	<p>changes as humans develop into old age.</p> <ul style="list-style-type: none"> -Describe the life process of reproduction in some plants and animals.
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		<p>-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials</p> <p>-demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>-explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</p>				
<p>GEOGRAPHY</p> 	<p>World's countries and key features – research</p> <p>-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and</p>	<p>World food – where does food come from?</p> <p>-locate the worlds countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their</p>	<p>-use the eight points of a compass, four and six figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world.</p> <p>- use fieldwork to observe,</p>	<p>Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to</p>	<p>Contrasting region - Amazon Basin, rainforest, biomes-locate the worlds countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on</p>	<p>Ancient Greece (including sport)</p> <p>-Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied.</p>



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	<p>human characteristics, countries, and major cities</p>	<p>environmental regions, key physical and human characteristics, countries and major cities.</p> <p>- human geography, including types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water.</p>	<p>measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>build their knowledge of the United Kingdom and the wider world</p>	<p>their environmental regions, key physical and human characteristics, countries and major cities.</p>	
<p>HISTORY</p> 	<p>Explorers through history – Percy Fawcett ('The Explorer' class novel link)</p>	<p>A local History Study Archives for St Francis school – what were school dinners like in the early days of our school? Photo evidence, interviews with Grandparents who attended school</p>		<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great 		<p>Ancient Greece (including the olympics)</p> <p>-Ancient Greece – A study of Greek life and achievements and their influence on the western world.</p>



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		– primary/secondary sources		and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066		
MUSIC 	Charanga Y5 Aut 1 'Livin' on a prayer'	Charanga Y5 Aut2 'Classroom Jazz 1'	Charanga Y5 Spring 1 'Make you feel my love'	Charanga Y5 Spring 2 'Fresh Prince of Bel-Air'	Charanga Y5 Summer 1 'Dancing in the Street'	Charanga Y5 Summer 1 'reflect, Rewind, Replay' & Western Classical Music Songs for end of year production
COMPUTING/ICT 	IT / DL - digital research Understand computer networks including the internet; such as the world-wide web; and the opportunities they	Anti-bullying week – social media, digital footprint, staying safe online use technology safely, respectfully and responsibly; recognise	Lego Coding – space rovers select, use and combine a variety of software (including internet services) on a range of	Coding – Purple Mash design, write and debug programs that accomplish specific goals,	IT / DL - digital research Understand computer networks including the internet; such as the world-wide web; and the opportunities they	Age restrictions online use technology safely, respectfully and responsibly; recognise



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	<p>offer for communication and collaboration select, use and combine a variety of software on a range of digital devices to design and create a range of programs to present data and information; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>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</p>	<p>including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output <input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>offer for communication and collaboration select, use and combine a variety of software on a range of digital devices to design and create a range of programs to present data and information; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
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<p>PSHE/HRSE</p> 	<p>Rules, rights & responsibilities The importance of self-respect, mutual respect of others in society, our rights as humans/children, responsibility towards others.</p> <p>Life Education Caravan</p>	<p>UK Parliament Week</p> <p>Anti-bullying week What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes – how they can be unfair; differences and similarities between people; equalities.</p>	<p>Safety Week</p> <p>How can I stay safe online and using social media? Recognising risks of relationships online; harmful content & contact, how to report; benefits of limiting screen time; how to stay safe around water and call for help; basic first aid</p>	<p>How can I help myself and others? Effects of bullying on mental wellbeing; where and how to seek support over concerns about own or others mental wellbeing</p>	<p>How can money affect us? Finance and its role in people's lives – being a critical consumer, meaning of interest, loan, debt, tax, allocation of resources and the effect on communities and individuals, research and debate health & wellbeing issues.</p> <p>Bikeability – road safety</p>	<p>Changes & Choices What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; taking responsibility for our own health and wellbeing. Changes in adolescent body – facts about puberty and the menstrual cycle. Science link – vaccinations, allergies.</p>
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<p>ART</p> 	<p>Camouflage in the natural world – photography, sketching, 3d models of creatures created for a specific habitat (Science link) using Modroc, habitat corners (paint/collage)</p> <p>Drawing Painting 3d Collage Digital media Rousseau</p>	<p>Still Life Drawing Painting Georgia O'Keefe, Cezanne Andrew Talbot (local artist)</p>	<p>Drawing and painting developed into abstract paintings. Oil & ink/water planet painting (Science link) Papier mache planets</p> <p>Drawing Painting Printing 3D</p>	<p>Fingerprint art – scraping paint, printing</p> <p>Drawing Painting Cheryl Song</p>	<p>3D Textiles – jungle pictures Collage Digital media</p>	<p>Figure drawing developed into 3D sculpture Drawing 3D Degas Antony Gormley</p>
<p>DT</p> 		<p>Food – food from another culture, variety of cooking techniques.</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>□ prepare and cook a variety of predominantly savoury dishes using a range of cooking</p>	<p>Design & Make Space Rovers</p>		<p>3D Textiles – Combining fabrics</p>	



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		<p>techniques</p> <ul style="list-style-type: none"> □ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 				
<p>PE</p>	<p>Net and wall skills</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>-play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Gymnastics develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics)</p> <p>- compare their performance with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Dance</p> <p>-Perform dances using a range of movement patterns.</p> <p>- compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Astronaut Training – circuits: strength & stamina</p>	<p>Invasion games</p> <p>-Use running, jumping, throwing and catching in isolation and in combination.</p> <p>-Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>- compare their performance with previous ones.</p>	<p>Fielding & Striking</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>- compare their performance with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Athletics</p> <p>- use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibly, strength, technique, control and balance</p> <p>- compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p>



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						OAA – Towerwood experience take part in outdoor and adventurous activity challenges both individually and within a team
MFL 	European Languages Day – French Day – carousel of activities & run a French café listen attentively to spoken language and show understanding by joining in and responding -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	Food – Salut unit 'Eating out' -explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -Speak in sentences, using familiar vocabulary, phrases and basic language structures	Salut unit 'Family' -Read carefully and show understanding of words, phrases and simple writing -appreciate stories, songs, poems and rhymes in the language -describe people, places, things and actions orally* and in writing	Salut unit 'Jobs' Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Animals & descriptions -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Salut unit 'Hobbies' -Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of highfrequency verbs; key



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						features and patterns of the language; how to apply these
R.E. 	Creation (Genesis), feast of St Francis/ St Vincent de Paul	Christmas/advent Remembrance	Eucharist	Easter	Ascension/Pentecost/ Confirmation	Marriage
NOTES						