





ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP

YEAR GROUP 5/6 YEAR B





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLASS TOPIC	A Kingdom United (Y5)	Britten's Got Talent (Y6)	Heroes & Villains (Y6)	Inventors & Inventions (Y5)	Beside the Seaside (Y6)	Beside the Seaside (Y6)
AUTHOR STUDY/CLASS READ	Beowulf by Michael Morpurgo 	The Wizard of Oz by L. Frank Baum.	Jane Eyre by Charles Dickens & Jane Eyre retold by Gill Tavner. Shakespeare stories	Cogheart	Short story <ul style="list-style-type: none"> Kidnapped by Pie Corbett on the Teach Primary website (here). Extracts <ul style="list-style-type: none"> Carrie's War by Nina Bawden 	Class Performance and production
GENRES	Legends from the British Isles Persuasion 	Classic fiction Poetry – Songs and Lyrics Persuasion: A Formal Review	Older literature Information text hybrid Poems with imagery	Novel as a theme Magazine: information text hybrid	Story told with flashbacks Balanced argument/debate Written response to the poem in another text type and form, e.g. <i>newspaper report, series of diary entries, letter of complaint, accident report, cartoon strip.</i>	Novel as a theme Autobiography (fictional character) Poems based on a theme
MULTI-MODAL WRITING/	Write own legend – make into a book	Create house/building as part of story setting for	Y5 Shakespeare	Invent a mechanical or	Create an advert for Blackpool incorporating video of	End of year performance – playscript



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<p>CROSS-CURRICULAR</p> 	<p>(aged & wooden binding)</p>	<p>new chapter of Wizard of Oz – multi-modal writing</p>	<p>Workshops (Mrs Brice)</p> <p>Debate – pride of Britain style presentations for own hero – class vote (democracy link)</p>	<p>mechanical to inspire own story</p> <p>Class magazine – edit, photography, selling techniques</p>	<p>own DT fairground ride or illuminations panorama. Voice over using puppet pals.</p>	<p>Sea poems displayed with artwork of seascapes</p>
<p>OUTDOOR LEARNING</p> 		<p>Work on light/rainbows outdoors for Science</p>	<p>Use stage for poetry performance</p>			<p>athletics</p>
<p>LOCAL LINK</p> 	<p>Local legends</p>		<p>Link with local Heartbeat charity; use of locally produced food for DT</p>		<p>Blackpool study</p>	
<p>NATIONAL LINK</p> 	<p>UK legends – Finn MacCool – the Giant's Causeway UK Geography</p>				<p>Seaside towns in UK</p>	



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GLOBAL LINK 	Legends from all over the world		World food	Inventions from around the world	Comparing British seaside holidays to holidays abroad – now and in Victorian times. Link to own holiday experiences.	
VISITS/VISITORS 		Visit from MP	Heartbeat workshop		Manchester Science Museum	Blackpool Tower & circus
MATHS (Lancs planning) 	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



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<p>SCIENCE</p> 		<p>Light</p> <ul style="list-style-type: none"> -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 and then to our eyes -use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them 	<p>The Human Circulatory System</p> <ul style="list-style-type: none"> 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 	<p>Forces and falling objects</p> <ul style="list-style-type: none"> -explain that unsupported objects will 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. 	<p>Electricity</p> <ul style="list-style-type: none"> -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, 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.
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<p>GEOGRAPHY</p> 	<p>UK cities, countries and key features research: -name and locate countries and cities in the united kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time. -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<p>Relate different maps to each other and to aerial photos. Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>			<p>Focus on Blackpool & location of other seaside resorts. Location of first railways & reasons. Human geography, land use, economic activity, OS mapwork Name and locate counties and cities of the United Kingdom (<i>revision</i>). Relate different maps to each other and to aerial photos. -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
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<p>HISTORY</p> 	<p>Britain's settlement by AngloSaxons and Scots (including place names) Continue to Develop chronologically Secure knowledge and understanding of British, Local and world History. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. Etc.</p>	<p>Benjamin Britten in timeline context</p>	<p>Early Islamic civilization – Baghdad c AD900 -a non-European society that provides contrast with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c AD900, Mayan civilisation c.AD 900, Benin (west Africa) c. Ad 900-1300.</p>	<p>Victorian Holidays & the railway boom. Aspect of British history beyond 1066 - leisure and entertainment Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Pupils should be taught about an aspect of local history (focus: Blackpool)</p>		
<p>MUSIC</p> 	<p>Charanga Y6 Aut 1 'Happy'</p>	<p>Benjamin Britten Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.</p>	<p>Charanga Y6 Spring 1 'A New Year Carol'</p>	<p>Charanga Y6 Spring 2 (New Unit)</p>	<p>Charanga Y6 Summer 1 'You got a friend' Investigate sounds of the seaside and compose background</p>	<p>Songs for end of year production</p>



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		Understanding of the history of music, including Britten; performing			music for their seaside resort advert.	
COMPUTING/ICT 	IT / DL - digital research Understand computer networks including the internet; such as the world-wide web; and the opportunities they 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,	Anti-bullying week – social media, digital footprint, staying safe online use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Lego Coding – 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	Coding – Purple Mash design, write and debug programs that accomplish specific goals, 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	IT / DL - digital research Understand computer networks including the internet; such as the world-wide web; and the opportunities they 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,	Age restrictions online use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



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	and be discerning in evaluating digital content			some simple algorithms work and to detect and correct errors in algorithms and programs	and be discerning in evaluating digital content	
PSHE/HRSE 	<p>Rules, rights & responsibilities</p> <p>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>Dangers of 'health villains'</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>Changes & Choices</p> <p>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</p>



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			- smoking, drugs etc			menstrual cycle. Science link – vaccinations, allergies.
ART 		Painting inspired by music Key Skill: Mastery of painting Learn about great artists, architects and designers in history. Kandinsky	Portraits & self-portraits – drawing, painting Rembrandt, Van Dyck, Picasso, Modigliani, contemporary portraits in the National Portrait Gallery website		Seascape drawing, painting & collage with textiles element Study of artists' work inspired by the sea. Drawing and painting developed into collage / batik / felt making Key Skill: Mastery of collage To continue to create sketch books to record their observations and use them to review and revisit ideas	
DT 			Food chefs, food heroes, designing a healthy menu/ eat wellplate Design a meal	Mechanical Systems – Cams, Pulleys and gears -know about great artists, architects and designers in history.	Create a fairground ride or Blackpool illuminations panorama with movement and lights – cams, pulleys, gears	
PE	Net and wall skills	Dance -Perform dances using a range of	Gymnastics develop flexibility,	Invasion games -Use running,	Fielding & Striking play competitive games, modified	Athletics - use running, jumping,



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	<p>use running, jumping, throwing and catching in isolation and in combination -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>movement patterns. - compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>strength, technique, control and balance [for example, through athletics and gymnastics) - compare their performance with previous ones and demonstrate improvement to achieve their personal best</p>	<p>jumping, throwing and catching in isolation and in combination. -Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. - compare their performance with previous ones.</p>	<p>where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - compare their performance with previous ones and demonstrate improvement to achieve their personal best</p>	<p>throwing and catching in isolation and in combination Develop flexibly, strength, technique, control and balance - compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p>
<p>MFL</p> 	<p>Salut unit 'The Environment'</p>	<p>Salut unit 'In France'</p>	<p>Salut unit 'seasons'</p>	<p>Salut unit 'Actions'</p>	<p>Salut unit 'Holidays'</p>	<p>Salut unit 'A School Trip'</p>
<p>R.E.</p>	<p>Creation (Genesis), feast of St Francis/ St Vincent de Paul</p>	<p>Christmas/advent Remembrance</p>	<p>Eucharist</p>	<p>Easter</p>	<p>Ascension/Pentecost/ Confirmation</p>	<p>Marriage</p>



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