



# ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

## CURRICULUM MAP 2020/21

### YEAR GROUP 5/6 YEAR B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLASS TOPIC	A Kingdom United	Britten's Got Talent	Heroes & Villains	Inventors & Inventions	Beside the Seaside	Beside the Seaside
<p><b>Living, Feeling, Dreaming</b></p> <p><b>Big Question</b></p> 	Are people united? What is Nationality?	How can we foster our own talents and those of others?	What is a hero?	Why should we be in awe of early inventions and technology way ahead of its time?	Do we like to be beside the seaside?	What part do humans play in protecting the seas?
<p><b>Ethical/world thinking</b></p> 	Explore the struggle of some communities and study the need for equality and acceptance. Link to Black History Month.	Explore influencers and the effect seeing people as role models has on current life, especially with regard to social media. Is this reality and are we losing sight of humility and moral thinking? Is all as it seems?	Are true heroes obvious? Who do we consider to be heroes and why? Who are heroes who have shaped society and was this always for the better?	Some inventions are unbelievable to have been made by such early civilisation. Our technology moves forward quickly but how much do we owe to early inventors?	Explore plastic pollution and the effects of this on sealife and ecology of the ocean.  Which sea animals are at risk of extinction and what can we do?	How are we going to make a difference as future citizens to change the huge issue of pollution?

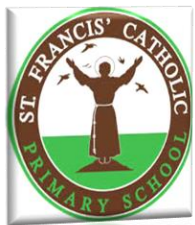


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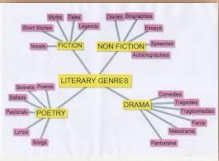
<p><b>Extraordinary Ending</b></p> 	<p>Display for school. Create own legend books and clay eyes. Write to the local artist to publish our work and gain artist feedback.</p>	<p>Talent show to celebrate our diverse gifts, talents and uniqueness.</p>	<p>Shakespeare performance for school.</p>	<p>Lego coding inventions. Use the technology to create own inventions and crate a whole school display.</p>	<p>Visit the beach and litter pick. Take pictures of before and after our pick.  Create an IMovie for the website and Seesaw to raise awareness about plastic pollution/recycling.</p>	<p>Visit the beach again, in the same mile spot as last half term. Explore pictures of before and after the first litter pick and litter pic again to see how much plastic pollution has returned.</p>
<p><b>Interest generator</b></p> <p><b>Hook to inspire/topic launch/ Stickability- what will we remember?</b></p> 	<p>Explore the awe and wonder of eyes. Explain the involvement of the local artist and working toward the finished product of submitting our work to her.</p>	<p>Explore a timeline of music through the ages. Children share their own favourite musicians.</p>	<p>Watch a Shakespeare play</p>	<p>Visit Liverpool Museum to explore early civilisations and inventions.</p>	<p>Jellyfish and coral tank installed in school for the half term.  Edutanks talk on sealife and coral.</p>	

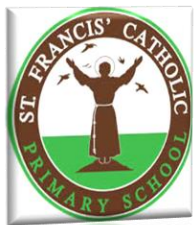


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<p><b>AUTHOR STUDY/CLASS READ</b></p> 	<p><b>Beowulf</b> - Michael Morpurgo</p>	<p><b>The Wizard of Oz</b> – L. Frank Baum.</p>	<p><b>Jane Eyre</b> - Charlotte Bronte &amp; <b>Jane Eyre</b> - retold by Gill Tavner.</p> <p><b>Shakespeare plays</b> – William Shakespeare</p>	<p><b>Cogheart</b> - Peter Bunzl</p> <p><b>Stories from - One Thousand and One Nights</b></p>	<p><b>Short story</b></p> <ul style="list-style-type: none"> <li>▪ Kidnapped by Pie Corbett on the Teach Primary website (<a href="#">here</a>).</li> </ul> <p><b>Extracts</b></p> <ul style="list-style-type: none"> <li>▪ <b>Carrie's War</b> - Nina Bawden</li> </ul> <p><b>Bill Peet: An Autobiography</b> – Bill Peet</p>	<p><b>Why the Whales Came</b> - Michael Morpurgo</p> <p><b>A Sea Dirge</b> - Lewis Carroll on the Poem Hunter website (<a href="#">here</a>).</p> <p><b>Picnic</b> - Judith Nicholls on the Children's Poetry Archive website (<a href="#">here</a>).</p> <p><b>Seashell</b> - James Berry on the Children's Poetry Archive website (<a href="#">here</a>).</p>
<p><b>GENRES</b></p> 	<p>Legends from the British Isles</p> <p>Persuasion</p>	<p>Classic fiction</p> <p>Poetry – Songs and Lyrics</p> <p>Persuasion: A Formal Review</p>	<p>Older literature</p> <p>Information text hybrid</p> <p>Poems with imagery</p> <p>Reviews</p>	<p>Novel as a theme</p> <p>Magazine:</p> <p>Information text Hybrid</p> <p>Historical story from another culture</p>	<p>Story told with flashbacks</p> <p>Balanced argument/ debate</p> <p>Written response to the poem in another text type and form.</p>	<p>Novel as a theme</p> <p>Autobiography (fictional character)</p> <p>Poems based on a theme</p>

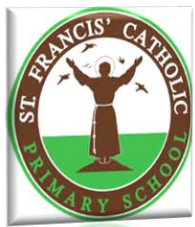


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<p><b>MULTI-MODAL WRITING/ CROSS-CURRICULAR</b></p> 	<p>Write own legend – make into a book (aged &amp; wooden binding)</p>	<p>Create house/building as part of story setting for new chapter of Wizard of Oz – multi-modal writing</p>	<p>Y5 Shakespeare Workshops (Mrs Brice)</p> <p>Debate – pride of Britain style presentations for own hero – class vote</p> <p>Food magazine review</p> <p>Persuasive menus</p>	<p>Invent a mechanical or mechanism to inspire own story</p> <p>Class magazine – edit, photography, selling techniques</p>	<p>Create an advert for Blackpool incorporating video of own DT fairground ride or illuminations panorama. Voice over using puppet pals.</p>	<p>End of year performance – playscript</p> <p>Sea poems displayed with artwork of seascapes</p>
<p><b>OUTDOOR LEARNING</b></p> 		<p>Investigate light and rainbows outdoors for Science</p>	<p>Performance poetry on the outdoor amphitheatre</p>	<p>Falling objects – science investigation from the play equipment</p>		
<p><b>LOCAL LINK</b></p> 	<p>Local Lancashire legends</p> <p>Local cities</p> <p>Lancashire Giant</p>		<p>Link with local Heartbeat charity; use of locally produced food for DT</p>	<p>Look at local inventors – such as Nick Park</p>	<p>Blackpool study – historical, physical and human influences.</p>	

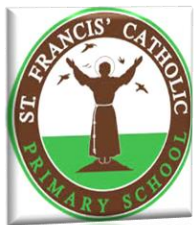


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<p><b>NATIONAL LINK</b></p> 	<p>UK legends – Finn McCool – the Giant's Causeway</p> <p>UK geography – cities</p>	<p>Famous British music composers</p>	<p>Famous chefs in the UK and their impact on food and culture</p>	<p>Famous inventions and inventors from the UK</p>	<p>Seaside towns across the UK</p>	
<p><b>GLOBAL LINK</b></p> 	<p>Legends from all over the world</p> <p>World geography</p>		<p>World food and our place in it.</p>	<p>Invention and famous inventors from around the world</p>	<p>Comparing British seaside holidays to holidays abroad – now and in Victorian times. Link this to own holiday experiences.</p>	
<p><b>VISITS/VISITORS</b></p> 		<p>Visit from MP</p>	<p>Heartbeat workshop</p>		<p>Manchester Science Museum</p>	<p>Blackpool Tower &amp; circus</p>
<p><b>MATHS</b></p> 	<p>Place Value of whole numbers Place Value - decimals Written Addition &amp; Subtraction (including within statistics)</p>	<p>Multiplication &amp; Division Fractions Area Time</p>	<p>Negative numbers Addition &amp; Subtraction Multiplication (factors, multiples) Measures – length, mass, capacity</p>	<p>Division 2D &amp; 3D shape Add &amp; Subtract Fractions Area &amp; Volume Statistics &amp; measures</p>	<p>Place value – decimals Fractions Time &amp; Statistics Geometry Addition &amp; Subtraction</p>	<p>Place Value Written Calculations Fractions &amp; Percentages Measures Area &amp; Volume</p>



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	Geometry - angles Geometry and measures – perimeter	Measures within topic – recipes/cooking	Reflection & Translation Geometry – angles		Multiplication & Division (incl squares & cubes)	
<p style="text-align: center;"><b>SCIENCE</b></p> 		<p><b>Light</b> - Recognise that light appears to travel in straight lines</p> <p><b>Reflections</b> - 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.</p> <p><b>Shadows</b> - Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them</p>	<p><b>The Human Circulatory System</b></p> <p>-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. Research famous scientists that have impacted on modern medicine.</p>	<p><b>Forces and falling objects -</b></p> <p>Explain that unsupported objects will fall towards the earth because of the force of gravity acting between the earth and the falling object.</p> <p>-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</p>	<p><b>Electricity</b> - 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</p> <p>-use recognised symbols when representing a simple circuit in a diagram.</p>	



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				effect.	
<b>WORKING SCIENTIFICALLY</b>	<p>By exploring the work of scientists.</p> <p>Through scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>By observing / measuring changes to breathing, heart beat and or pulse rates after exercise.</p> <p>By <b>exploring</b> falling paper cones or cup-cake cases.</p> <p>By <b>designing and making [exploring]</b> a variety of parachutes.</p> <p>By <b>carrying out fair tests</b> to determine which designs are the most effective.</p> <p>By <b>exploring</b> resistance in water by making and testing boats of different shapes.</p> <p>By <b>designing and making [creating/inventing/designing]</b> artefacts that use simple levers, pulleys, gears and/or springs and explore their effects.</p>				
<b>GEOGRAPHY</b> 	<b>UK cities, countries and key features -</b> 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			<b>World Mapping – Islamic Golden Age mapping</b>	<b>Blackpool &amp; other seaside resorts. Location of first railways &amp; reasons.</b> Identify human and physical geography land use, economic activities – using a range of maps. 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



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	<p>patterns; and understand how some of these aspects have changed over time.</p> <p>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>				
<p><b>HISTORY</b></p> 	<p><b>Britain's settlement by Anglo Saxons and Scots</b></p> <p>Develop chronologically Secure knowledge and understanding of British, Local and world History. To note connections, contrasts and trends over time</p>	<p><b>Benjamin Britten –</b></p> <p>Investigate the era from which influenced his composition.</p>		<p><b>Early Islamic civilization – Baghdad c AD900 -</b></p> <p>A non-European society that provides contrast with British history. Investigate the famous inventors of the Islamic Golden Age and their impact on modern science and history.</p>	<p><b>Victorian Holidays &amp; the railway boom.</b></p> <p>Aspect of British history beyond 1066 - leisure and entertainment</p> <p>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.</p>





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	and develop the appropriate use of historical terms.			Investigate the lifestyle, literature and culture of the era. Compare and contrast to what the UK was like at this time in history.	Learn about our local seaside resort of Blackpool.	
	<b>BLACK HISTORY MONTH</b>					
<b>MUSIC</b>	<b>Lancashire SOW – National Anthems</b> – Listen to and appraise national anthems of the UK. Write and compose anthem for St. Francis.	<b>Lancashire SOW UNIT - Benjamin Britten -</b> 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. Understanding of the history of music, including Britten; performing <b>Link to Charanga Unit – Benjamin Britten</b>		<b>Charnaga – Introduction to Keyboards 1</b>	<b>Charanga Y6 Summer 1</b> <b>'You've got a friend'</b> – Listen and appraise the music of Carol King as a female composer and her influence on modern day music  Investigate sounds of the seaside and compose background music for their seaside resort advert.	<b>Songs for end of year production</b>

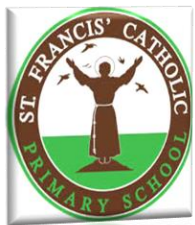


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<p><b>COMPUTING</b></p> 	<p><b>IT / DL - Digital Research -</b> Understand computer networks including the internet; such as the world-wide web; and the opportunities they offer for communication and collaboration select, use and combine a variety of software on a range of digital devices to design and create a range of programs to present data and information.</p>	<p><b>eSafety - Anti-bullying week –</b> 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</p>	<p><b>CP -Lego Coding –</b> 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</p>	<p><b>CP -Coding – Purple Mash</b> 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.</p>	<p><b>IT / DL - digital research</b> 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;</p>	<p><b>eSafety Age restrictions online -</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content.</p>
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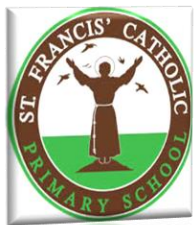


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<p><b>PSHE/HRSE</b></p> 	<p><b>Rules, rights &amp; responsibilities</b></p> <p>The importance of self-respect, mutual respect of others in society, our rights as humans/children, responsibility towards others.</p> <p>Life Education Caravan</p>	<p><b>UK Parliament Week</b></p> <p><b>Anti-bullying week</b></p> <p>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><b>Safety Week</b></p> <p>How can I stay safe online and using social media? Recognising risks of relationships online; harmful content &amp; 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' – smoking, drugs etc</p>	<p><b>How can I help myself and others?</b></p> <p>Effects of bullying on mental wellbeing; where and how to seek support over concerns about own or others mental wellbeing</p>	<p><b>How can money affect us?</b></p> <p>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 &amp; wellbeing issues.</p>	<p><b>Changes &amp; Choices</b></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 menstrual cycle. Science link – vaccinations, allergies.</p>
<p><b>ART</b></p> 		<p><b>Painting inspired by Music –</b></p> <p>Consider Kandinsky's abstract art work based on his reaction to</p>	<p><b>Portraits and self-portraits –</b></p> <p>Investigate the art of famous artists and their famous portraits. Drawing and painting of</p>			<p><b>Seascape drawing, painting &amp; collage with textiles element</b></p> <p>Study of artists' work inspired by the sea. Drawing and painting developed into collage / batik / felt making. Investigate and compare the seaside art work of Wallis and Lowry. Use materials to</p>

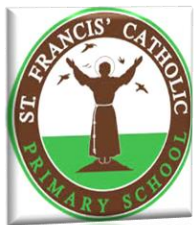


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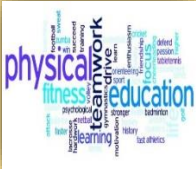


<p><b>Kandinsky</b> <b>Picasso</b> <b>Van Dyck</b> <b>Wallis</b> <b>Lowry</b></p>		<p>different types of music. Link to Britten music topic. Draw and paint, experimenting with different styles of mark making in reaction to different types of music.</p>	<p>Dyck, and Picasso, contemporary portraits in the National Portrait Gallery website. Create own drawings and painting influenced famous artists.</p>		<p>enhance art work – creating a seaside landscape piece of art work</p> <p>To continue to create sketch books to record their observations and use them to review and revisit ideas</p>
<p><b>DESIGN TECHNOLOGY</b></p> 			<p><b>Hero Chefs!</b> - Learn about influential chefs such as Jamie Oliver and their influence of the schools meals. Investigate schools meals, consider how they fulfil the eat well plate. Plan, prepare and create a healthy meal. Have a healthy 'bake-off' inviting families to</p>	<p><b>Mechanical Systems</b> – Create a motorised vehicle with gears and pulley. Investigate different materials and use of pulleys and gears to best fit the designed vehicle.</p>	<p><b>Mechanisms</b> - Create a fairground ride or Blackpool illuminations panorama with movement and lights – cams, pulleys, gears.</p>



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			taste food prepared			
<b>PHYSICAL EDUCATION</b> 	<b>Lancashire SOW Gymnastics Unit 1</b>  <b>Games – Invasion Games Rugby 1</b>	<b>Lancashire SOW Dance Unit – Highway Man</b>	<b>Games - Invasion Games Hockey</b>  <b>Lancashire SOW Dance Unit – Heroes and Villains</b>	<b>Games - Creative Games</b>  <b>Lancashire SOW Gymnastics Unit 2</b>	<b>Games – Striking and Fielding Cricket</b>	<b>Athletics</b>  <b>Lancashire SOW Dance Unit - Seaside</b>
<b>MODERN FOREIGN LANGUAGES</b> 	Salut unit 'The Environment'	Salut unit 'In France'	Salut unit 'seasons'	Salut unit 'Actions'	Salut unit 'Holidays'	Salut unit 'A School Trip'
<b>RELIGIOUS EDUCATION</b> 	<b>The Kingdom of God</b> Where is the Kingdom of God? Is it for everyone? What is it like?	<b>Justice</b> What is justice? Give an example of someone who has spoken out against injustice.	<b>Exploring the Mass</b> What is the New Covenant Jesus made with us? How can we live-out our part in this New	<b>Jesus, the Messiah</b> How do we know that Jesus is truly God and truly human?	<b>The Transforming Spirit</b> What was the mission that Jesus gave to the Apostles?	<b>Called to Serve</b> What is the Sacrament of Confirmation? How does the sacrament help a person who



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	<p>What are the values of the Kingdom?          What do we have to do in order to be in the Kingdom of God?          What can we do for the Kingdom?</p> <p style="text-align: center;"><b>St. Francis' Feast Day</b></p>	<p>Give an example of someone who works for justice.          Why is Christmas important for us?          What do you know about the mystery of the Incarnation?</p> <p style="text-align: center;"><b>CAFOD WORKSHOP</b></p>	<p>Covenant?          What are two of the most important parts of the Mass?          Explain how going to Mass can help us live our lives more fully. What is the Blessed Sacrament?</p>	<p>Why did Jesus make a New Covenant with us?          Why did some of the Jewish authorities not like Jesus?          When Jesus was arrested, couldn't he have worked a miracle and escaped?          Why did Jesus have to die on a cross?</p> <p style="text-align: center;"><b>CAFOD WORKSHOP</b></p>	<p>What happened at Pentecost?          How did the Holy Spirit help the Apostles?          What happened to Saul on the road to Damascus?          What can we learn from this event?          Who are the successors of St. Peter?</p>	<p>receives it?          Give two examples of some people who have received the gifts of the Holy Spirit.          What is the Sacrament of Marriage?          Who is the most inspirational person you have studied? Why?</p> <p style="text-align: center;"><b>CAFOD WORKSHOP</b></p>
<b>NOTES</b>	<p><b>Children from Years 3-6 will take part in UFA (University of the First Age) weekly activities for 1.5 hours per week. UFA enhances aspects of the curriculum, it is tailored to enhance love of learning within the curriculum. It allows school to delve deeper is part of the curriculum to cement learning. Children choose which UFA course they would like to take part in. The children go through a clearing system based on the uptake of courses. We try to ensure many aspects of the curriculum are included for variety of learning.</b></p>					