




















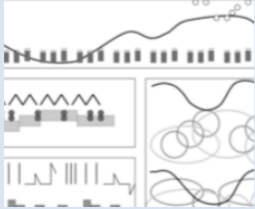





















Etwall Primary School- Curriculum Overview- CYCLE B						
Year 5/6						
	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
<b>English</b>	Fiction: Science -fiction  Non-fiction: Letters Biography  Poetry: Non-form poem	Fiction: Fantasy  Non-fiction: Newspaper reports Balanced argument  Poetry: Haiku	Fiction: Spooky  Non-fiction: Persuasion Recount  Poetry: Blackout poem			
<b>Year 5 (WRM)</b>	- Place Value - Addition and Subtraction	- Multiplication and Division - Fractions A	- Multiplication and Division - Fractions B	- Decimals and Percentages - Perimeter and Area - Statistics	- Properties of shape - Position and direction	- Decimals - Negative numbers - Converting units - Volume
<b>Year 6 (WRM)</b>	- Place Value - Four operations	- Fractions A and B - Converting units	- Ratio - Algebra - Decimals	- Fractions, Decimals and Percentages - Area, perimeter and volume - Statistics	- Shape - Position and direction	Themed projects, consolidation and problem-solving
<b>Humanities</b>	<b>Gods and Mortals</b> <i>(Ancient Greeks)</i>  Children learn about the Greek Era, what the Ancient Greeks believed, the Olympic games, Alexander the Great and the myth of the Trojan War. We will investigate the impact the Ancient Greeks had on the modern world and how this can still be seen today. 	<b>Local History and Local Geography – Peak District</b>  Children will be using maps to learn where the Peak District is and what it is. They will be able to explain how and why the landscape has changed over millions of years. They will also discover the importance of the River Dove and where this is located. 	<b>Chocolate!</b> <i>(Mayan civilisation)</i>  While discovering the importance of chocolate to the Mayan Society, children will also learn about the Mayan civilisation, the Mayan counting system and hieroglyphics. 	<b>Extreme Earth</b> <i>(Natural Disasters)</i>  Children will be finding out about different layers of the Earth are called, along with the different layers of the soil. They will also be investigating what volcanoes are and how they are formed. They will be finding out about tornadoes, tsunamis and earthquakes and the impact of these natural disasters on humans. 	<b>Raid, Invade and Stayed</b> <i>(Vikings and Anglo-Saxons)</i>  Children will learn about where the Vikings came from and how they got to Britain. They will investigate King Alfred and King Guthram and what they did. They will find out what Danelaw and Danegeld is. They will find out what life was like for the Anglo-Saxons and the Vikings. 	
<b>Art</b>	<b>Art and Design</b>  Developing design, drawing, craft, painting and art appreciation skills; designing a hat, creating zentangle patterns and prints, painting in an impressionist style and exploring the work of Edward Hopper 	<b>Make my Voice Heard</b>  Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message 	<b>Photography</b>  Developing photography skills – composition, colour, light, abstract image, underlying messages and capturing and presenting images in different ways. 		<b>Still Life</b>  Creating a variety of still life pieces influenced by different artists, using a range of mediums and showcasing work in the form of a memory box. 	
<b>Science</b>	<b>Earth and Space</b>  Children can describe the movements of the Sun, earth and moon and the effect these have on day and night, seasons and phases of the moon. They	<b>Properties and changes of materials</b> <i>(Chemistry)</i>  Children further develop their knowledge of solids, liquids and gases and look at	<b>Light</b> <i>(Physics)</i>  Children recall facts about how shadows are formed and how we can change shadows. They learn how to understand how our eyes see. Children investigate reflection, refraction and the colours in white light.		<b>Animals, including humans</b> <i>(Biology)</i>  Children recap the main body parts and internal organs. They investigate different food groups and find out	<b>Evolution and Inheritance</b> <i>(Biology)</i>  Children recognise that living things have hanged over time and how we

	<p>learn to investigate the planets in the solar system and discover how these theories have changed.</p> 	<p>how mixtures can be separated. They study reversible and irreversible changes. They compare and group together everyday materials.</p> 		<p>why a variety of foods is good for our health. Children will find out how the heart pumps blood around the body and how nutrients and water are transported in the human body. Children will find out what happens to the heart during exercise and why. Finally, children will investigate the effects of tobacco, alcohol and other drugs.</p> 	<p>know this. They recognise that living things produce offspring of the same kind, although they are not normally identical. Children identify hoe animals and plants are adapted to suit their environment in different ways.</p> 	
<p><b>DT</b></p>	<p><b>Structures: Playgrounds</b></p> <p>Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.</p> 	<p><b>Mechanical Systems: Automata toys</b></p> <p>Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements</p> 	<p><b>Electrical Systems: Steady Hand Game</b></p> <p>Understand what is meant by fit for purpose design and form follows function. Design and develop a steady hand game using a series circuit, including housing and backboard.</p> 	<p><b>Food: Come Dine With Me</b></p> <p>Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.</p> 		
<p><b>RE</b></p>	<p><b>Why do some people think God exists?</b></p> <p>Children give examples of ways in which believing in god is valuable to the life of Christians and ways in which this is challenging. They learn to thoughtfully express ideas about the impact of believing or not believing in God on someone's life. They present different views on why people believe in god, or not, including their own views.</p> 	<p><b>What difference does it make Ahimsa, Grace, and/or Ummah?</b></p> <p>Children will make connections between beliefs and behaviour in different religions. They will discuss the challenges of being a Hindu, Christian or Muslim in Britain today. They will make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. They will consider similarities and differences between beliefs and behaviour in different faiths.</p> 	<p><b>Is it better to express your beliefs in art and architecture or in charity and generosity?</b></p> <p>Children will learn to make connections between examples of religious creativity. (buildings and art) They will suggest reasons why some believers see generosity and charity as more important than buildings or art.</p> 	<p><b>What do religions say to us when life gets hard?</b></p> <p>Children learn to express their ideas about how and why religion can help believers when times are hard. They can give some examples of Christian, Hindu and non-religious beliefs about life after death. They can explain some of the differences and similarities between these beliefs.</p> 		
<p><b>PE</b></p> <p>Pupils develop physical, social, emotional and thinking whole child objectives across all units</p>	<p><b>Fitness</b></p> <p>Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most</p>	<p><b>Netball</b></p> <p>In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding</p>	<p><b>Yoga</b></p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p>	<p><b>Badminton</b></p> <p>Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves &amp; others safe. Pupils will develop character and control</p>	<p><b>Tennis</b></p> <p>In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p>	<p><b>Cricket</b></p> <p>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to</p>



<p>improvement using the scores they have collected.</p>  <p><b>Rounders</b></p> <p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> 	<p>of the importance of fair play and honesty while self managing games.</p>  <p><b>Dance</b></p> <p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p> 	 <p><b>Outdoor and Adventurous Activities</b></p> <p>Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils learn to orientate and navigate using a map.</p> 	<p>through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p>  <p><b>Hockey</b></p> <p>In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games.</p> 	 <p><b>Athletics</b></p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> 	<p>work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>  <p><b>Gymnastics</b></p> <p>In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> 	
<p><b>Music</b></p>	<p><b>Film music</b></p> <p>Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p> 	<p><b>Looping and remixing</b></p> <p>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops, and learn how to play a well known song before putting a dance music spin on it to create their own versions</p> 	<p><b>Composition to represent the festival of colour</b></p> <p>Children explore the associations between music, sounds and colour, building up to composing and, as a class, performing their own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil. Holi celebrations include people throwing and smearing each other with vibrant, multi-coloured paints and powders.</p> 	<p><b>Advanced rhythms</b></p> <p>Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.</p> 	<p><b>Musical theatre</b></p> <p>In this topic, children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, as well as exploring how music can be used to tell a story, learning about performance aspects as they use songs to convey emotions</p> 	
<p><b>PSHE</b></p>	<p><b>Being Healthy</b></p> <p>Children learn about balanced and healthy lifestyles and what influences our choices have on these. They discuss how to ask for help if they are worried about their physical or mental health.</p> 	<p><b>Relationships</b></p> <p>Children recognise that there are different types of relationships and the difference between healthy and unhealthy relationships. They can discuss and show healthy friendships and recognise that these can change over time.</p> 	<p><b>Exploring Emotions</b></p> <p>Children identify the everyday things that affect their feelings and can talk about this with varied vocabulary. They recognise strategies that they could use to respond to feelings and how to seek support for themselves and for others.</p> 	<p><b>Difference and Diversity</b></p> <p>Children identify strategies to respond to hurtful behaviours and how their own behaviour can affect other people. They discuss diversity and the benefits of living in a diverse community. They understand and can challenge prejudices.</p> 	<p><b>Being Responsible</b></p> <p>Children recognise reasons for laws and rules; and the consequences of not adhering to these. They understand what human rights are. They understand the importance of compassion and ways of protecting the environment.</p> 	<p><b>Bullying Matters</b></p> <p>Children recognise the importance of seeking support if they feel lonely or excluded. They can identify positive strategies to help solve disputes. They recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable. They identify strategies to respond to unwanted touch.</p> 

<b>Computing</b>	<p><b>Basic Skills</b></p> <p>Join us as we develop our computing skills. Explore how amazing computers are and discover some of the fantastic things that they can be used for.</p> 	<p><b>Web Design</b></p> <p>Join us as we become web designers. Researching what a website, webpage and browser are. Children will plan and create a web page using Google sites.</p> 	<p><b>Online Safety</b></p> <p>Children take part in a themed national online safety week.</p> 	<p><b>Data and Spreadsheets</b></p> <p>Children use google software to design a party. They investigate what a spreadsheet is and the different types of data.</p> 	<p><b>Programming</b></p> <p>Join us as we develop our programming skills. Explore how to design an interactive quiz in response to a given task and implement it as a program.</p> 
<p><b>Latin</b> <b>(2022-23 is our first year of teaching Latin)</b></p>	<p><b>The Origins of Language</b></p> <p>This unit helps to contextualize the English language in relation to Latin and Greek and sets out how parts of our culture are rooted in the Ancient World.</p> 	<p><b>Present Tense Words</b></p> <p>This unit looks at some simple verbs and verb endings. We discover some of the Greek gods.</p> 	<p><b>Verbs and Adverbs</b></p> <p>We make some Roman mosaics, as well as learn the role of adverbs in English and Latin.</p> 	<p><b>Subject and Object Nouns</b></p> <p>We discover the rules of subject and object in both Latin and English and learn about the Roman army.</p> 	<p><b>Simple Sentences in Latin</b></p> <p>This unit focuses on how to reading and practise saying sentences in Latin. We also read our final story from Roman literature as part of this unit.</p> 