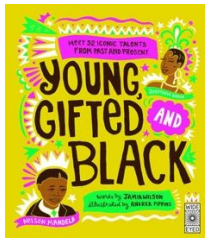
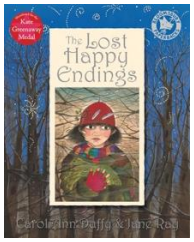
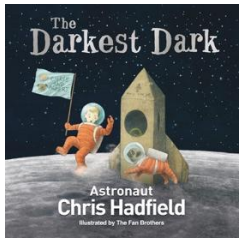
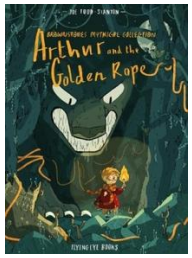
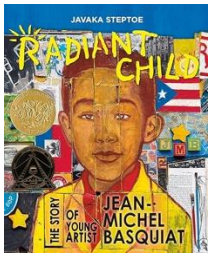
Saighton Church of England Primary School and Pre-School Curriculum Map – Year 5/6

Cycle 1	Autumn The Key to Freedom		Spring Out of this World		Summer Our Wonderful World	
Key areas for Spiritual focus	- RE: Advent and waiting - History: The Slave Trade - Music: Performing together		- RE: What is the nature and character of God? - Science: Earth and Space - Art: Pastel representations		- RE: Sacred texts - Geography: Our Wonderful World - PE: Working with others	
English Pathways to write	Young, Gifted and Black by Catherine Johnson 	The lost Happy Endings by Carole Ann Duffy 	The Darkest Dark by Chris Hadfield 	Arthur and the Golden Rope by Joe Todd-Stanton 	The Brilliant Deep by Kate Messner 	Radiant Child by Javaka Steptoe 
Maths Maths - No Problem	Year 5 Number and Place Value: Numbers to 1 000 000 Calculations: Addition and Subtraction Calculations: Multiplication and Division Calculations: Word Problems Statistics: Graphs	Year 6 Number and Place Value: Numbers to 10 Million Calculations: Four Operations on Whole Numbers Fractions, Decimals and Percentages: Fractions Fractions, Decimals and Percentages: Decimals	Year 5 Fractions, Decimals and Percentages: Fractions Fractions, Decimals and Percentages: Decimals Fractions, Decimals and Percentages: Percentage Geometry – Properties of Shapes: Geometry	Year 6 Measurement: Measurements Word Problems Fractions, Decimals and Percentages: Percentage Ratio and Proportion: Ratio Algebra: Algebra Measurement: Area and Perimeter Geometry – Properties of Shapes: Geometry	Year 5 Geometry – Position and Direction: Position and Movement Measurement: Measurements Measurement: Area and Perimeter Measurement: Volume Number and Place Value: Roman Numerals	Year 6 Geometry – Position and Direction: Position and Movement Statistics: Graphs and Averages Number and Place Value: Negative Numbers Measurement: Volume Geometry – Properties and Shapes: Geometry Geometry – Position and Direction: Position and Movement

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 5/6

Religious Education Questful RE	6.4 Jesus: Who was Jesus? Who is Jesus? Buddhism Hinduism Islam Judaism Sikhism **5** (3+2) 6.2 Advent: How do Christians prepare for Christmas? **5** SU7: Change the world **4** (4)	6.6 God: What is the nature and character of God? Have you discovered any beliefs about God in common across different faiths? Hinduism Islam **8** (5+3) 5.9 St Paul: How did the news of Jesus resurrection spread around the world? **6**	5.1 The Bible: How and why do Christians read the Bible? Why are sacred texts so important to people of faith? Hinduism Islam Judaism Sikhism **14** (12+2)
Science	<u>Working Scientifically</u> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Using test results to make predictions to set up further comparative and fair tests. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments.		
	Forces • 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.	Earth and Space • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • 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. Light • recognise that light appears to travel in straight lines	Animals, including humans • describe the changes as humans develop to old age • 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.

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		• 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 objects that cast them.	
History	• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 We will be studying the Transatlantic Slave Trade. We will learn about the living conditions of a slave on a plantation, explore the journey of a slave and the abolition of slavery.	• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 When learning about Earth and Space, we will explore the Apollo 11 moon landing and its significance in British History.	Geography-based term
Geography	• 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 human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America We will be learning about the Transatlantic Slave trade, the migration of slaves from South to North America and the slave triangle between Africa, Britain and The United States of America.	• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) We will be exploring the physical geography of our planet and the similarities and differences in the physical geography of Earth and other planets in the solar system.	• 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 human characteristics, countries, and major cities • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied We will explore a range of environments around the world, learning about natural phenomena and how places have changed over time.

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Art		• improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • learn about great artists, architects and designers in history		
		We will explore silhouettes and shadow play to create cut paper artwork depicting historical narratives relating to slavery Focus Artist: Lotte Gutzlaff – silhouettes and shadow play	We will use oil pastels to create artwork depicting planets of the solar system. Focus Artist: Vincent van Gogh – Oil pastels	We will using digital technology to create vector drawings. We will then use these skills to redesign labels to use in our classroom. Focus Artist: Steven Baris – Geometric abstract
D&T		• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures We will use materials from around the forest to make egg parachutes.	• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] We will create moving models of the Earth, Moon and Sun to demonstrate how our solar system works	• understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. During health week, we will consider what a healthy, balanced diet looks like. We will use this knowledge to design and make healthy foods and meals.
PSHE	Heartsmart	Get HeartSmart	'No Way Through' isn't True	Too much Selfie isn't Healthy
	SEAL	New Beginnings	Going for Goals	Relationships
	Christian Values Focus	Wisdom Friendship	Love Hope	Community Trust
Computing Teach Computing		Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		
		• 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	• 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	• use sequence, selection, and repetition in programs; work with variables and various forms of input and output

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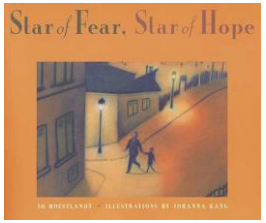
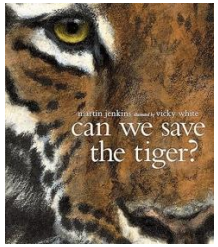
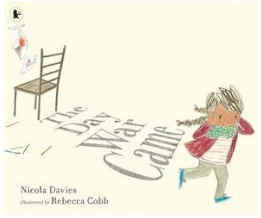
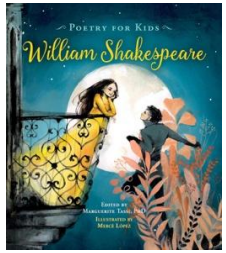
	accomplish given goals, including collecting, analysing, evaluating and presenting data and information Data and information – Flat file databases (5)	accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Creating Media – Web page creation (6)	• 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 Creating Media – Introduction to vector graphics (5)
Music	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations We will explore a range of music in preparation for our Christmas performance. We will look carefully at the staff notation of selected pieces of music and use it to inform our performance.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • improvise and compose music for a range of purposes using the inter-related dimensions of music We will create a piece of music to accompany footage of the Apollo 11 moon landing using body percussion and a range of instruments.	• Listen with attention to detail and recall sounds with increasing aural memory • Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression We will use our musical knowledge and skills when preparing for our end of year performance.
French	*Quelle heure est-il?* What time is it? We will learn how to tell the time in French and sequence events in the school day. We will also learn about the names of different subjects in French.	*Quel temps fait-il aujourd'hui?* What's the weather like today? We will learn how to describe the weather in French and explore a variety of French cities.	*C'est bon pour la santé* Being healthy We will learn the French names for fruits and vegetables and express our likes and dislikes. We will also learn the names for body parts and sing about them.
PE	<u>Fundamentals of PE</u> Children will develop their understanding of how PE and physical activity has an impact on their health. They will investigate and explain how their body changes before, during and after physical activity.	<u>Invasion Games</u> Children will refine skills and tactics with control and accuracy for a range of invasion games and activities. These skills will be carefully planned, applied and evaluated in game situations.	<u>Summer Sports</u> The children will have the opportunity to further refine and apply their skills to summer sports and games. They will be take part in athletic events and explain why taking part in such activities is good for their health.

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	• Fundamental skills: running, jumping and throwing. • Know, adapt and use rules fairly. • Individual sports. • Team sports. • Introduction to tactics. • Introduction to planning. • Know how strength, speed and stamina can be identified. • Health and fitness. • Circuit training. <u>Swimming</u> Children will learn to swim using a range of strokes including front crawl, backstroke and breaststroke. They will learn how to perform safe self-rescue in different water-based situations and explain the importance of water safety.	• Revisiting invasion games. • Using space. • Planning a range of actions, skills and techniques with control, accuracy and fluency for success. • Remember, repeat and perform longer sequences of movement including changes in speed, level and direction and good quality movements. • Possession. • Attacking. • Defending and blocking. Principles of possession.	• Individual and team summer sports. • Athletics. • Track and field. • The Olympics. • Advanced team tactics. • Advanced Cricket. • Advanced Rounders. <u>Swimming</u> Children will apply their swimming skills and knowledge of invasion games to water polo games. • Possession. • Attacking. • Defending and blocking. • Principles of possession. • Using space. Tactics.

*Areas highlighted in green have been identified as opportunities for courageous advocacy

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 5/6

Cycle 2	Autumn WW2		Spring Home Sweet Home		Summer This is Me!	
Key areas for Spiritual focus	- RE: Faith - History: World War 2 - Music: Music throughout History		- RE: The Eucharist - Science: Living things and their habitats - Music: Melody writing		- RE: Loss, death and Christian hope - History: Ancient Egypt - Science: Ourselves	
English Pathways to write	Star of Fear, Star of Hope by Jo Hoestlandt 	Can We Save the Tiger? By Martin Jenkins 	The Day War Came by Nicola Davies 	The Selfish Giant by Oscar Wilde and Ritva Voutila 	Manfish by Jennifer Berne 	Poetry for Kids by William Shakespeare 
Maths Maths - No Problem	Year 5 Number and Place Value: Numbers to 1 000 000 Calculations: Addition and Subtraction Calculations: Multiplication and Division Calculations: Word Problems Statistics: Graphs	Year 6 Number and Place Value: Numbers to 10 Million Calculations: Four Operations on Whole Numbers Fractions, Decimals and Percentages: Fractions Fractions, Decimals and Percentages: Decimals	Year 5 Fractions, Decimals and Percentages: Fractions Fractions, Decimals and Percentages: Decimals Fractions, Decimals and Percentages: Percentage Geometry – Properties of Shapes: Geometry	Year 6 Measurement: Measurements Word Problems Fractions, Decimals and Percentages: Percentage Ratio and Proportion: Ratio Algebra: Algebra Measurement: Area and Perimeter Geometry – Properties of Shapes: Geometry	Year 5 Geometry – Position and Direction: Position and Movement Measurement: Measurements Measurement: Area and Perimeter Measurement: Volume Number and Place Value: Roman Numerals	Year 6 Geometry – Position and Direction: Position and Movement Statistics: Graphs and Averages Number and Place Value: Negative Numbers Measurement: Volume Geometry – Properties and Shapes: Geometry Geometry – Position and Direction: Position and Movement

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 5/6

Religious Education Questful RE	6.7 People of faith: how does having faith affect people's lives? How does having faith affect people's lives? Buddhism Hinduism Islam **9** (4+5) 5.7 How is Christmas celebrated around the world? **5**	6.1 Life as a journey: Is every person's journey the same? Islam Judaism Hinduism **10** (6+4) 6.3 The Eucharist: Why do Christians celebrate the Eucharist? **3**	5.6 Loss, death and Christian Hope: Is death an end or a beginning? How do people of World Faiths mark the end of life? Buddhism Hinduism Islam Humanism **6** (4+2) 6.3a The Exodus: Why is the exodus such a significant event in Jewish and Christian History? Judaism **6** (4+2)
Science	<u>Working Scientifically</u> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Using test results to make predictions to set up further comparative and fair tests. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments.		
	Properties and changes of materials • compare and group together everyday materials on the basis of 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 decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular	Living things and their habitats • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. Evolution and inheritance • recognise that living things have changed over time and that fossils provide	Animals, including humans • describe the changes as humans develop to old age • 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. Electricity

	uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	information about living things that inhabited the Earth millions of years ago • 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. •	• 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.
History	• a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 We will be learning about World War 2 and life in wartime Britain. We will explore evacuation, the Blitz, rationing, propaganda and the roles men and women took on during the war. Whilst learning about the War, we will think about the impact on our local community.	• a non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900 We will explore the what life was like in the Early Islamic Civilisation and learn about buildings, worship and its influence on life today.	• the achievements of the earliest civilizations – Ancient Egypt We will explore the Ancient Egyptian Civilisation. We will learn about Egyptian Gods, the afterlife, hieroglyphs and settlement around the river Nile.
Geography	• 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 human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	• 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 human characteristics, countries, and major cities • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• 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 human characteristics, countries, and major cities • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world We will be locating significant countries from World War 2. We will also be exploring cities in Britain where children were evacuated from and consider why they moved to other locations	We will be exploring migration across Europe and the world, including Britain.	We will be looking at how the Egyptians used their land and the River Nile. We will also be comparing how the use of the land has changed from Ancient Egyptian times to the present day.
Art	• improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • learn about great artists, architects and designers in history		
	We will study the work of Henry Moore and make clay sculptures relating to World War 2 Focus Artist: Henry Moore – Sculpture	We will make kinetic art based on the story of the Selfish Giant. Focus Artist: Alexander Calder - Mobiles	We will study clothing and headdresses worn in ancient Egypt and use mixed media and collage skills to design and make our own. Focus Artist: Kathy Ferguson – Mixed media
D&T	Encourage pupils to use creativity and imagination to design and make products that solve real and relevant problems. Through a variety of practical and engaging projects, children develop key skills in designing, making and evaluating while building technical knowledge and understanding of materials, structures, mechanisms, and food.		
	• apply their understanding of how to strengthen, stiffen and reinforce more complex structures We will create Anderson Shelters and test their durability.	• understand and use mechanical systems in products (for example, gears, pulleys, cams, levers and linkages) We will use levers and linkages to make our 'Selfish Giant' mobiles move. We will also use these during computing sessions to create videos.	• understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

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				During health week, we will consider what a healthy, balanced diet looks like. We will use this knowledge to design and make healthy foods and meals.
PSHE	Heartsmart	Don't forget to let love in	Don't rub it in, rub it out!	Fake is a mistake!
	SEAL	Getting on and falling out Good to be me	Say no to bullying	Changes
	Christian Values Focus	Love Friendship	Courage Justice	Truth Compassion
Computing Teach Computing		Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		
		• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Computing Systems and Networks – Systems and Searching (5)	• 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 Creating media – Video production (5)	• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Link to PSHE – online safety and transition to secondary school
Music		• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. • listen with attention to detail and recall sounds with increasing aural memory We will explore a range of music throughout History with a particular focus on the most popular music from the time of World War 2.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations We will explore a range of music in preparation for our Easter performance. We will look carefully at the staff notation of selected pieces of music and use it to inform our performance.	• Listen with attention to detail and recall sounds with increasing aural memory • Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression We will use our musical knowledge and skills when preparing for our end of year performance.

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French	*Est-ce que tu as animal?* Do you have a pet? We will learn how to describe a variety of animals in French. We will also sing songs about our pets.	*Qu'est-ce que tu aimes faire?* What do you like doing? We will learn how to talk and write about our hobbies and interests in French. We will also learn how to describe the places we live.	*L'heure du conte!* Story time! We will explore a range of popular children's stories in French. We will listen carefully to these stories and translate them into English.
PE	<u>Fundamentals of PE</u> Children will develop their understanding of how PE and physical activity has an impact on their health. They will investigate and explain how their body changes before, during and after physical activity. • Fundamental skills: running, jumping and throwing. • Know, adapt and use rules fairly. • Individual sports. • Team sports. • Introduction to tactics. • Introduction to planning. • Know how strength, speed and stamina can be identified. • Health and fitness. • Circuit training. <u>Swimming</u> Children will learn to swim using a range of strokes including front crawl, backstroke and breaststroke. They will learn how to perform safe self-rescue in different water-based situations and explain the importance of water safety.	<u>Invasion Games</u> Children will refine skills and tactics with control and accuracy for a range of invasion games and activities. These skills will be carefully planned, applied and evaluated in game situations. • Revisiting invasion games. • Using space. • Planning a range of actions, skills and techniques with control, accuracy and fluency for success. • Remember, repeat and perform longer sequences of movement including changes in speed, level and direction and good quality movements. • Possession. • Attacking. • Defending and blocking. Principles of possession.	<u>Summer Sports</u> The children will have the opportunity to further refine and apply their skills to summer sports and games. They will be take part in athletic events and explain why taking part in such activities is good for their health. • Individual and team summer sports. • Athletics. • Track and field. • The Olympics. • Advanced team tactics. • Advanced Cricket. • Advanced Rounders. <u>Swimming</u> Children will apply their swimming skills and knowledge of invasion games to water polo games. • Possession. • Attacking. • Defending and blocking. • Principles of possession. • Using space. Tactics.

*Areas highlighted in green have been identified as opportunities for courageous advocacy