

Long Term Curriculum Overview – Oak Class Y5/6 (2022-2023)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Crime Stoppers</b> <b>Crime and Punishment</b> <i>Changes in crime and punishment from 1066 to modern day.</i>		<b>Hola Mexico!</b> <i>Legacy of the Mayans and Modern day Mexico</i>		<b>Brain Smart</b> <b>The Art of Being Human</b> <i>Healthy body, healthy mind.</i>	
<b>Hook</b>	Crime Scene		Letter from a travel vlogger		Challenge set by Mrs Hanratty re healthy schools	
<b>Outcome</b>	Rogues Gallery Art Exhibition		Mexico Fiesta Kitchen		Skills Workshop	
<b>Enrichment</b>	Police visit		Visit to Montazuma Chocolate Shop		Visit to Science Centre	
<b>Text Drivers suggestions</b>	The Highwayman- Alfred Noyes Oliver Twist- Charles Dickens  Street Child- Berlie Doherty		Pax- Sara Pennypacker Return to Sender- Julia Alvarez What The Moon Saw- Laura Resau		The Eye of the Wolf- Daniel Pennac A Stage Full of Shakespeare Stories- Angela McAllister	
<b>English</b>	<b>Write to inform</b> Explanation of - Crimes through the ages -Write a biography of Elizabeth Fry/Dr Banardo -Write instructions for making a periscope -Write an eye witness account -Write a newspaper report	<b>Write to Persuade</b> -Write a job advert for a highway man -Write a prosecution speech <b>Write to Entertain</b> Write a play script Write a narrative poem Letter writing	<b>Write to Inform</b> -Write non-chronological reports - Write instructions to make Mexican food -Letter of Complaint <b>Write to Inform and Persuade</b> -Write travel guides on Mexico <b>Write to Entertain</b> -Play scripts based on Mayan legends	<b>Write to persuade</b> -Write an advert to promote traditional Mexican drinking chocolate - Write a balanced argument <b>Write to entertain</b> Write own Ancient Mayan Myth	<b>Write to Inform</b> - Explanation texts on body systems - <b>Write to Inform and Persuade</b> - Write a leaflet on an aspect of healthy living	<b>Write to Entertain</b> -Shakespeare style play script - <b>Poetry writing</b> Haiku/ Sonnets <b>Write to Persuade</b> -Write an advert advertising a new brand and style of trainers <b>Write to Inform</b> - Write a biography of Charles Darwin -Write a magazine article based on nutrition
<b>Maths</b>	<b>White Rose Maths</b> Number Place Value Four operations Prime numbers Statistics	<b>White Rose Maths</b> Number-Four operations Prime numbers Statistics	<b>White Rose Maths</b> Fractions Decimals Percentages Algebra Geometry ,Angles and shape		<b>White Rose Maths</b> -Converting units -Area and perimeter -Volume -Measures -Fractions ,decimals and percentages	<b>White Rose Maths</b> -Fractions, decimals and percentages -Four operations

<p><b>Science</b></p>	<p><b>Light (Y6) and Sound (Y4)</b></p> <ul style="list-style-type: none"> <li>- recognise that light appears to travel in straight lines</li> <li>- 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</li> <li>- 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</li> <li>- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> <li>- identify how sounds are made, associating some of them with something vibrating</li> <li>- recognise that vibrations from sounds travel through a medium to the ear</li> <li>- find patterns between the pitch of a sound and features of the object that produced it</li> <li>- find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Electricity (Y4 + Y6)</b></p> <ul style="list-style-type: none"> <li>- identify common appliances that run on electricity</li> <li>- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> </ul>	<p><b>Living Things and their habitats (Y6)</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<p><b>Evolution and Inheritance (Y6)</b></p> <ul style="list-style-type: none"> <li>- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b>Animals including humans (Y6)</b></p> <ul style="list-style-type: none"> <li>- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p>
-----------------------	--	---	--

	<ul style="list-style-type: none"> <li>- recognise some common conductors and insulators, and associate metals with being good conductors.</li> <li>- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>- 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</li> <li>- use recognised symbols when representing a simple circuit in a diagram.</li> </ul>		
<b>Science</b> <b>(Longitudinal study)</b>	<p><b>Do we all start and end life in the same way?</b>  Working scientifically UKS2:</p> <ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• 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</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>		
<b>Computing</b> <b>(Computing)</b>	<p><b>Online safety</b>  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Programming</b>  We are adventure gamers developing an interactive game  Design and create a range of programs, systems and content that accomplish given goals</p> <p><b>Computational thinking</b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection, and repetition in programs; work with Use logical reasoning to explain how some simple algorithms</li> </ul>	<p><b>Creativity- We are artists.</b>  <b>Fusing Geometry and Art</b></p> <ul style="list-style-type: none"> <li>• Develop an appreciation between of the links between geometry and art</li> <li>• Become familiar with the tools and techniques of a vector graphics package</li> <li>• Develop an understanding of turtle graphics</li> <li>• Experiment with the tools available, refining and developing their work as they apply their own criteria as they evaluate it and receive feedback from their peers</li> <li>• Develop some awareness of computer generated art, in particular fractal-based landscapes</li> </ul> <p><b>Computer networks</b></p> <ul style="list-style-type: none"> <li>• We are web developers</li> <li>• Create a website about cyber security</li> <li>• Develop research skills to decide what information is appropriate</li> </ul>	<p><b>Communication</b>  <b>We are bloggers- Sharing opinions and experiences</b></p> <ul style="list-style-type: none"> <li>• Become familiar with blogs as a medium and genre of writing</li> <li>• Create a sequence of blog posts on a theme</li> <li>• Incorporate additional media</li> <li>• Comment on the posts of others</li> <li>• Develop a critical, reflective view of a range of media, including text</li> </ul> <p><b>Productivity</b>  <b>We are architects- creating a virtual space</b>  Understand the work of architects, designers and engineers working in 3D  Develop familiarity with simple with a simple CAD tool  Develop spatial awareness by exploring and experimenting with a 3D virtual environment  Develop greater aesthetic awareness</p>

	work and to detect and correct errors in algorithms and programs	<ul style="list-style-type: none"><li>• Understand how some elements of how search engines search and rank results</li><li>• Question the plausibility and quality of information</li><li>• Develop and refine their ideas and text collaboratively</li><li>• Develop their understanding of online safety and responsible use of technology</li></ul>	
--	--	--	--

<b>Geography</b>	<b>UK</b> Locational Knowledge What and where are the human and physical features in the UK?		<b>Use maps, atlases and satellite images to locate the Chihuahuan Desert.</b> Mexico study – environmental regions, key human and physical characteristics, countries and major cities			
<b>History</b>	<b>Crime and Punishment</b> changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century		<b>Mayans</b> A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300			
<b>Art</b>	<b>Portraits</b> Create a range of portraits using different media Use colour to portray emotions Artist study – The Great Masters Create portraits inspired by: Picasso Leonardo Da Vinci	<b>Where Maths Meets Art</b> A study of Line Pattern and Shape Artist Study- Mondrian	<b>Collage-</b> Cinco de Mayo Huichol Yarn Collage Mexican 'Day of the Dead'/'Dia de Los Muertos' decorated skulls. <b>Pottery-</b> Mexican pinch pots Design a Day of the Dead Planter Printing	<b>Artist Study-</b> Diego Rivera- Mexican muralist <b>Painting/Drawing</b> A study of <b>Mayan Art-</b> What does their art tell us about their life and culture?	<b>Drawing-</b> Drawing Human figures Charcoal bodies	<b>Painting-</b> Humans in Action <b>Artist Study-</b> Keith Harding Leonardo Da Vinci-revisited
<b>DT</b>	<b>Mechanisms- Investigate and model linkages</b> <b>Create a moving poster/greetings card/ litter picker</b> -Explore working mechanisms and identify components -Design and make a working grabber/litter picker using understanding of mechanisms -Evaluate effectiveness of finished design Design and make a pressure alarm sensor system		<b>Research and make an authentic Maya drinking chocolate.</b> Design and make a new brand of Maya drinking chocolate. Design packaging and all promotional materials -Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques Design and prepare tacos, Salsa, guacamole and savoury tamales		<b>Use visual based programming software to design a game base on Healthy Living theme</b> Use Scratch and Kodu to make a game, controlling the movement and responses of different elements of the game	
<b>RE</b> (Understanding Christianity and Living Difference)	WR: Buddhism Suffering - The four noble truths	Remembrance UC: Incarnation 2b.4 Was Jesus the Messiah?	UC: Creation 2b.2 Creation and science: conflicting or complimentary?		WR: Buddhism Festivals - Wesak	
<b>PE</b>	<b>Dance/football</b> -Striking and fielding	<b>Netball/Tag Rugby</b> -Passing and receiving	<b>Football/ Hockey</b> - basic control skills	<b>Lacrosse</b> -Throwing on the run	<b>Rounders/Cricket</b> -Batting skills	<b>Athletics</b> -Run short distances

	-Collaborate as a team to choose, use and adapt rules in a game.  <b>Dance – Intergr8</b>	Cradling and scooping -Play to agreed rules -lead others in a game situation  <b>Dance – Intergr8</b>	- Send the ball with accuracy and keep possession of the ball -Build attacking play - Make a team and communicate a plan -Evaluate skills to aid improvement <b>Dance – Intergr8</b>	-Catching on the run - Offensive and defensive strategy  <b>Dance – Intergr8</b>	-Bowling skills -Throwing skills -Fielding techniques  <b>Dance – Intergr8</b>	-Run long distance -Javelin throw -Jump in different ways -Take part in a relay  <b>Dance – Intergr8</b>
<b>Music</b>	A Bao Qu (5) Pitch and Structure	Calypso Sparkle Dimension Focus; Pitch and Texture	Play musical Instruments Simple chords Musical notation Class performance		Quiet Confidence (6) Dimension focus: texture and dynamics Short Ride in a fast machine (6) Dimension focus; duration and structure	
<b>PSHE (SCARF)</b>	Me and My relationships	Valuing difference	Keeping myself safe	Rights and Responsibilities	Being My Best A healthy body: Drugs and alcohol	Growing and Changing
<b>French</b>	Notre ecole (our school) Notre monde (The world around us)		Le Passe et le present (Then and now) Ici et la ( Out and about)		Monter Un café (setting up a café) Quoi de neuf? (what's in the news?)	