

YEAR 5/6 CURRICULUM OVERVIEW: CYCLE 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Around the World in 40 days...almost!	I spy with my little eye...	Supersonic Scientists		Brilliant Britain	
Literacy	Authors and texts Argument Formal/impersonal writing Poetry	Diary Information texts	Non-chronological reports Explanation texts Narrative (sci-fiction) Letter Balanced arguments Poetry		Narrative (Goodnight Mr Tom) Letter Diary Balanced argument Persuasion Stories with flashbacks	
Numeracy (aside from normal lessons)	Venn diagrams Pie charts Bar charts	Tables Analysing data	Venn diagrams Pie charts Bar charts Tables Analysing data		Coordinates Graphs Problem solving (linked to Enterprise tasks) Mean	
Science	Health & Lifestyles, incl. circulatory system	Light & Shadows; the eye Understand location and interaction of Sun, Earth & Moon	Introduce gravity, resistance & mechanical forces Forces, including gravity Electricity: investigating circuits Describe changes as humans develop & mature		Classify materials according to a variety of properties	
History					British History (taught chronologically) □ An extended period study, e.g. - The changing power of monarchs - Significant turning points in British history - Crime & punishment - Leisure Non-European society, i.e. - Islamic civilization, including Baghdad - Mayan civilization - Benin (West Africa)	
Geography	Study a region of Europe, and of the Americas Use 4- and 6-figure grid references on OS maps	Use fieldwork to record & explain areas	Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones Name & locate counties, cities, regions & features of UK Use fieldwork to record & explain areas		Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc	
Art	Improve mastery of techniques such as drawing, painting and sculpture with varied materials	Improve mastery of techniques such as drawing, painting and sculpture with varied materials	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. • Enhance digital media by editing (including sound, video, animation, still images and installations). 		<ul style="list-style-type: none"> Learn about great artists, architects & designers • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. 	

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			Use sketchbooks to collect, record, review, revisit & evaluate ideas	
DT	<ul style="list-style-type: none"> Cook savoury dishes for a healthy & varied diet 		<p>Use mechanical & electrical systems in own products, including programming</p> <p>Use annotated sketches, cross-section diagrams & computer-aided design</p>	<p>Use research & criteria to develop products which are fit for purpose and aimed at specific groups</p> <p>Analyse & evaluate existing products and improve own work</p>
PSHE	<p>To try new things.</p> <p>To work hard.</p>	<p>To concentrate.</p> <p>To push themselves.</p>	<p>To imagine.</p> <p>To improve.</p>	<p>To understand.</p> <p>To not give up.</p>
Modern Languages	<p>Listen & engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language & be understood</p>	<p>Develop appropriate pronunciation</p> <p>Present ideas & information orally</p>	<ul style="list-style-type: none"> Write short texts on familiar topics. Use knowledge of grammar (or pitch in Mandarin) Use dictionaries or glossaries to check words. 	<p>To understand the culture of the countries in which the language is spoken</p> <ul style="list-style-type: none"> Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.
Physical Education	<p>Play competitive games, applying basic principles</p>	<p>Develop flexibility & control in gym, dance & athletics</p>	<p>Games: developing skills</p> <p>Compare performances to achieve personal bests</p>	<p>Take part in Outdoor & Adventurous activities</p> <p>Use running, jumping, catching and throwing in isolation and in combination</p>
Music	<p>Perform with control & expression solo & in ensembles</p> <ul style="list-style-type: none"> Improvise & compose using dimensions of music <p>Follow scheme</p>	<p>Follow scheme</p>	<p>Follow scheme</p>	<p>Follow scheme</p>
Computing	<p>Understand uses of networks for collaboration & communication</p>	<p>Connecting and collaborating: Blogging</p>	<p>Scratch</p>	<p>Collecting and recording data</p> <p>Blogging (linked to literacy).</p>
RE	<p>Continue to follow locally agreed syllabus for RE</p>	<p>Follow scheme</p>	<p>Follow scheme</p>	<p>Follow scheme</p>