St. Michael's C of E Primary School
Cycle B Curriculum Map – Year 5/6

		Autumn	Spring	Summer
Readin	**Word reading**	NC Appendix 1 (NC P35)		
	Comprehension	Texts include wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books / textbooks and dictionaries (NC p35/36).		
Writing	**Transcription**	Spelling programme NC Appendix 1		
	Composition	Writing: writing narrative and non-narrative. NC P39		
	VGP	NC Appendix 2		
Speaking and Listening		12 statutory statement NC P17		
Maths		Number and place value, addition and subtraction, multiplication and division, fraction (decimals and percentages), measures, geometry: position, direction and motion and statistics.		
		Year 5 – Properties and changes of materials Year 5 – Animals including humans Year 5 – Living things and their habitats.	Year 6 – Animals including humans. Year 6 – Evolution and inheritance	Year 6 – Electricity Working scientifically - Space
Computing		**Online Safety and Digital Literacy** · Discuss how to reduce the risks posed by using Social Media by managing their friends lists and privacy settings. · Be able to maintain a healthy balance of online and offline activities and know that some activities may affect their emotional wellbeing. · Discuss how to report concerns on-line. · Effectively use a search engine to find multiple criteria using AND/OR to refine searches **Information Technology** · To be able to share their work from their personal folder to work collaboratively with others. · Know how to use software to create and effective poster or leaflet. · Be able to select the best program for the task. · Independently, prepare an effective presentation to show their learning to others, which includes some elements of timing or sequence. For instance, in Keynote, PowerPoint, iMovie **Computer Science** · Use customisation to change a working program to change its effect for instance backgrounds and sprite in scratch) - Uses loops to achieve goals (Scratch–shapes, letters) · Use conditional sentences (when/then) to program objects (Kodu, Scratch, Microbit	**Online Safety and Digital Literacy** · Discuss the risks posed to them by using Social Media, including understanding that people may not be who they say they are. · Discuss that it is irresponsible to share images of friends on-line without their permission. · Discuss how to compare information from different websites and know that some sites may show bias · Know that it is illegal to post or view 'rude' images of children. **Information Technology** · Using software know how to add data into a prepared spreadsheet to answer simple questions. For instance, using Excel · Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set of numbers. **Computer Science** · Be able to explain what a program will do and accurately predict the effect of changes. · Be able to reliably modify existing algorithms and code to change the effect of the program. · Use conditional sentences using mathematical expressions when constructing conditionals e.g. trigger winning when (If loops >5 then…)	**Online Safety and Digital Literacy** · Discuss how to validate information found through searches by checking more than one source. · Discuss that some news is 'fake.' · Discuss that a balance of online and offline activities is important to maintain good health. **Information Technology** · Know how to use the main features of office software to produce suitable documents and presentations for an audience. · To create and sequence a video, add sound effects, transitions and title/subtitles.. · To be able to use two or more programmes to create a final piece of work. (eg, edit a picture before inserting into a document). · Know how to edit a picture. For instance in Paint.net **Computer Science** · Uses variables, conditional sentences (when/then), external triggers and loops to achieve set goals (creating game in Scratch, an interactive slides in Powerpoint or Keynote for instance to create an interactive story, Creating a game in Kodu with a scoring system, Creating an electronic die with a Microbit) · Be able to make an efficient program by using an effective algorithm and techniques such as loops and procedures
History		World War I	The Vikings Struggle for the Kingdom of England	Ancient Mayans
Geography		Introduction to biomes terrestrial	Grassland	Tropical forest
D.T.		Mechanisms – Wind Turbines	Bird house / Bug hotels.	Materials – Textiles – Design and make a bag.
Art and Design		Ray Lonsdale (Bradford Brothers/Tommy)/George Segal	William Morris	Tom McGuiness/Norman Cornish

Music	Learn to play the recorder Teach and revise elements below: Pitch, rhythm/duration, beat, tempo, volume. Learn: Timbre/sonority, texture. Revise note names and rests, treble clef, bar, bar lines, time signature.	Learn to play the recorder Controlling the sound through technique. Playing and performing as an ensemble.	Learn to play the recorder Graphic Score - Rhythm work – The Good, the Bad and the Ugly (1st 10 bars): listen and compare 3 different recordings, then – groups perform the 3 different strands (drums, ARGH! and Wah) as in the original soundtrack. Discuss the use of music and how this was appropriate for use for a film score.
P.E.	Handball Invasion (Wide attack) Football Gymnastics (Assessing Level 4/5)	Invasion (Calling the Shots) Games (Pairs play) Games (What a Racket) Dance (Assessing Level 4/5)	Games (Zone Cricket) Dance (Masquerade) QAA (Search and rescue) Athletics (Relay)
RSHE	**Relationships - What will change as we become more independent?** Different relationships, changing and growing, adulthood, independence, moving to secondary school - PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16 **Relationships - How do friendships change as we grow?** Different relationships, changing and growing, adulthood, independence, moving to secondary school - PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16	**Health and wellbeing - How can we keep healthy as we grow?** Looking after ourselves; growing up; becoming independent; taking more responsibility - PoS refs: H1, H2, H3, H4, H5, H6, H7,H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10 **Health and wellbeing - How can we keep healthy as we grow?** Looking after ourselves; growing up; becoming independent; taking more responsibility - PoS refs: H1, H2, H3, H4, H5, H6, H7,H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10	**Living the wider world - How can the media influence people?** Media literacy and digital resilience; influences and decision-making; online safety - PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23 **Living the wider world - How can the media influence people?** Media literacy and digital resilience; influences and decision-making; online safety - PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23
R.E.	U2.11 Why do some people believe in God and some people not? Incarnation U2.4 Was Jesus the Messiah?	Gospel U2.5 What would Jesus do? Salvation U2.7 What difference does the resurrection make for Christians? (Y6)	U2.12 Why is pilgrimage important to some religious believers? People of God U2.3 How can following God bring freedom and justice?
MFL	To remember key language of the classroom and basic greetings To revise numbers 1-10 and days of the week To learn numbers 11 - 31" To consolidate numbers 1-31 To learn the months of the year" To ask and answer 'What date is it today?' To learn the names of the seasons To join in with a Spanish song" To learn how to ask for and say your birthday To sing Happy Birthday in Spanish" To listen and follow a video clip with unfamiliar vocabulary To learn some typical exclamations in Spanish To use language of days, dates, and celebrations to make a birthday party invitation To learn about a typical celebratory custom from Mexico To learn new Christmas vocabulary To learn a Christmas song	To learn the words for key shapes To combine colour and other adjectives with shapes To learn how to describe where things are in a picture To use the language to describe pictures To create own picture and description To learn the nouns for parts of the face To combine adjectives and nouns to describe faces To use the language to describe faces To learn the nouns for parts of the body To design and describe a monster picture	To learn nouns for family members To use the alphabet to spell names To learn the alphabet To ask and answer 'Do you have?' 'What is s/he called?' and 'How do you spell that?' To learn adjectives for describing hair & eyes To use language for describing hair & eyes To use language to describe his/her hair and eyes To use language to describe his/her hair and eyes To listen and follow the story of the Giant Turnip To re-tell the story with actions To use the language from this term to describe an invented or famous family To use the language from this term to describe an invented or famous family