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

		Autumn	Spring	Summer
Reading	**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	**Handwriting**	Kinetic Letters		
	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.		
Science		Working Scientifically Earth and Space	Living Things and their Habitats Light	Evolution and Inheritance Animals, including humans
		Working Scientifically – throughout the year.		
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 online. • 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 Google Slides or iMovie. **Computer Science** • Use customisation to change a working program to change its effect (For example, 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 Google Sheets. • Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set of numbers (link to Maths LTP). **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. • Discuss that hacking or misusing someone else's account is illegal. • Discuss that search results can be manipulated by sponsorship and advertising. **Information Technology** • Know how to use the main features of google 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. (For example, 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. For example, when creating a game in Scratch, an interactive slide in Google Slides, creating a game in Kodu with a scoring system or

			when 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	**Ancient Mayans** **Person:** Pakal the Great **Event:** Building of the Pyramids	**The Vikings and the Struggle for the Kingdom of England** **Person:** Ragnor Lothbrok **Event:** Raid on Lindisfarne	**World War I** **Person:** Bradford Brothers **Person:** Edward Cooper (Stockton) **Event:** Killing of Franz Ferdinand
Geography	**Introduction to biomes terrestrial** **Tundra** **Taiga** • Boreal Forest **Temperate Deciduous Forest** **Chaparral** **Fieldwork** • Do we live in a biome?	**Grassland** – Eurasia – Steppes; South America – Pampas; South Africa – Veldts **Temperate Desert** **Alpine** • Mountainous **Scrubland** **Savannah**	**Tropical rainforest** **Tropical Deciduous rainforest** **Fieldwork** • Land pollution
	Geographical skills and fieldwork – on going across the year		
D.T.	**Mechanisms** • Wind Turbines	**Structures** • Bird House/Bug Hotel	**Materials** • Textiles – Design and make a bag
Art and Design	**Ray Lonsdale / George Segal** Focus – Sketch and sculpt	**William Morris / Mohamed Melehi / Traditions Turkish and Islamic Designs** Focus – Collage	**Tom McGuiness / Norman Cornish** Focus – Paint (different types)
Music	Recorder Pulse Singing Rhythms with musical notations Musical Performance	Recorder Composing and Improvising Pulse Singing	Recorder History of Music Musical Performance
	Music Specialist teacher in every other week.		
P.E.	**Games** • Wide Attack/Netball (Invasion) • Handball (Target) • Football (Invasion) **Gymnastics** • Assessing Level 4/5	**Games** • Pairs Play (Striking and Fielding) • What a Racket (Net/Wall) • Calling the Shots (Invasion) **Dance** • Assessing Level 4/5	**Games** • Kwik Cricket (Target) **Dance** • Masquerade – Assessing Level 4/5 **OAA** • Search and Rescue • Orienteering Against the Clock **Athletics** • Relay • Distance Challenge • Three Jump Challenge • Furthest Line
	Children to participate in intra-school and interschool competitions and events throughout the year.		
PRHSE	**Relationships** • What will change as we become more independent? • How do friendships change as we grow? **British Values** • Individual Liberty • Mutual Respect • Tolerance **UNCRC** • Article 5	**Health and Wellbeing** • How can we keep healthy as we grow? **British Values** • Mutual Respect • Individual Liberty • Rule of Law **UNCRC** • Article 24 • Article 34	**Living in the Wider World** • How can the media influence people? • How can the media influence people? **British Values** • Rule of Law • Individual Liberty • Democracy **UNCRC** • Article 17

	• Article 12 • Article 13		
Spanish	Revisit classroom language (Y5) (Y6) To ask and give the time (Y5) To describe what to have for breakfast (Y5) To communicate likes and dislikes (Y5) To write what people have for breakfast (Y5) Verbs associated with eating meals (Y5) Using dictionaries for new words (Y5) Weather (Y6) Describe typical climates (Y6) Counties and flags (Y6) Features of Spain (Y6) Read about Spain (Y6)	Using dictionaries for new words (Y5) Sports (Y5) Give opinions for sports (Y5) Use verbs in the present tense (Y5) Writing about sports (Y5) Pronouns (Y5) Verbs endings (Y5) Instructions (verbs) (Y5) Describe a picture – writing (Y6) Spanish poems (Y6) Listen to Spanish description of festivals (Y6) Read short Spanish tests (Y6) Give opinions (Y6) Answer questions about the San Fermin festival (Y6) To describe a festival in the UK	Express like and dislike (Y5) Gustar / encantar with singular and plural nouns (Y5) Instruments (Y5) Sing a popular children's song (Y5) Adjectives (Y5) Using adjectives for describing likes or dislikes (Y5) Research task – holiday destinations (Y6) Describe holiday destination (Y6) Writing a holiday postcard (Y6)