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| **Logo  Description automatically generated with medium confidence**Class 5 Curriculum Map 2022-23Year 5 & 6Logo  Description automatically generated with medium confidence | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2**  | **Summer 1**  | **Logo  Description automatically generated with medium confidenceSummer 2**  |
| **Value Focus** | **Humility** | **Joyfulness**  | **Honesty**  | **Equality** | **Trust** | **Helpfulness** | **Forgiveness** | **Diversity/****Tolerance**  | **Courage** | **Empathy**  | **Respect** | **Hope** |
| Flag of Great Britain - Wikipedia | **Democracy** | **The Rule of Law** | **Individual Liberty** | **Mutual Respect** | **Tolerance** | **Recap & Revisit** |
| UNICEF-Child Rights Connect child-friendly CRC is now available! – Child  Rights Connect | Family | Health | Protection From Harm | Privacy | Identity | Freedom of Thought | The Arts | Government Responsibility | Non-discrimination | Reparation | Education | Access to Information |
| **PSHE:** | **Being Me in My World**Identifying goals for the yearGlobal citizenshipChildren’s universal rightsFeeling welcome and valuedChoices, consequences and rewardsGroup dynamicsDemocracy, having a voiceAnti-social behaviour | **Celebrating difference**Perceptions of normalityUnderstanding disabilityPower strugglesUnderstanding bullyingInclusion/exclusionDifferences as conflict,difference as celebrationEmpathy | **Dreams and Goals**Personal learning goals, in andout of schoolSuccess criteriaEmotions in successMaking a difference in the worldMotivationRecognising achievementsCompliments | **Healthy Me**Taking personal responsibilityHow substances affect the bodyExploitation, including ‘county-lines’ and gang cultureEmotional and mental healthManaging stress | **Relationships**Mental healthIdentifying mental health worries andsources of supportLove and lossManaging feelingsPower and controlAssertivenessTechnology safetyTake responsibility with technologyuse | **Changing Me**Self-imageBody imagePuberty and feelingsConception to birthReflections about changePhysical attractionRespect and consentBoyfriends/girlfriendsSexting |
| **RE:** | **Theme:** **Beliefs and Practices** Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam  | **Theme: Christmas Concept: Incarnation** Key Question: How significant is it that Mary was Jesus’ mother? Religion: Christianity  | **Theme: Beliefs and Meaning Concept: Salvation** Key Question: Is anything ever eternal? Religion: Christianity | **Theme: Easter Concept: Gospel** Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity | **Theme: Beliefs and moral values** Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam |
| **Events:** | Macmillan CoffeeMorning (25th September)Black History Month (October) | Remembrance Sunday(11th November)Anti-Bullying Week(16th-21st November)Children In Need (13th November) | Safer Internet Day(9th February)Children’s Mental Health Week(February 2023) | World Book Day (4th March)World Maths Day(March 2023)Comic Relief (March 2021)British Science Week (March 2023) | Walk to School Week | Sports Day (July2023) |
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| **Cultural Capital:****(Development of self: Personally Socially** **Physically Spiritually** **Morally** **Culturally) to enable social mobility)** |

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| Transition ProgrammeBlack History WeekGlobal Learning Theme (Democracy)Election of School ParliamentRemembrance Day artworkAnti-Bullying WeekChildren in NeedOnline Safety in computing |

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| Safer Internet DayMental Health and wellbeing ProgrammeWorld Book DayWorld Maths DayComic ReliefRefugee workEmail work (Computing) |

 | Projects for the communitySports DaySRE Program |
| **History:** | **Ancient Greece**NC-a study of Greek life and achievements and their influence on the western world  | **Victorians- was it really a revolution?**NC-a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  | **The sinking of the Titanic** NC-a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  |
| **History Concept Lens** | **Kingdom** | **Monarchy** | **Trade** |
| **Geography** | **European Region** | **The United Kingdom** | **North America – The Rockies**  |
| **English:** | Character description Setting description Recount – biography | Narrative Historical Newspaper report Structured poems | Non -chronological reportExplanationAdventure narrative | Film narrative DiaryFree verse poetry | Visual poetryExplanationCharacter description | Speech campaignDilemma narrativePersuasion |
| **Whole-Class Reading Book** | A picture containing logo  Description automatically generated |  |  | Oranges in No Man's Land by Elizabeth Laird - 9781509802920 - Pan Macmillan | https://encrypted-tbn0.gstatic.com/images?q=tbn%3AANd9GcSilmLGod6uhzboIEiGO9Cyah9-UQeBTP1YF76wWJi7oOAHL5r4pWcKCT6IYa2mXLbLz7Y5PaCL&usqp=CAc | **Pig Heart Boy by Malorie Blackman review | Children's books | The ...** |
| **Maths:** | Place ValueFour operations Fractions, Decimals and PercentagesMeasurement  | Fractions, Decimals and PercentagesRatioMeasurementStatisticsGeometry  |  GeometryAlgebraFractions, Decimals and PercentagesFour operations  |
| **Science** | **Classification**Living things and habitats | **Evolution**The life and work of Charles DarwinIntroduction to evolutionAdaptation & survival of the fittestfossils |  **Heart & Lungs**The circulatory systemKeeping Healthy Transport of water and nutrients | **Forces**FallingDrag & FrictionSimple machines – force changers | **Electricity**Effect of changing voltageSymbols used in drawing circuitry | **Field Study**Sampling techniquesPopulations – annual changeReasons for change |
| **Science Experiments****investigation** | **Investigating Yeast**Observe the growth of yeast and the waste products of yeastInvestigate the things yeast needs to grow |  | **Investigating Pulse**Collect, graph and analyse breathing and heart rate data collected whilst exercising | **Investigating Friction**Planning & writing up an investigation focussed on how surface type may affect friction |  **Investigating Wires**Investigate the effect of length and thickness on the flow of electricity in a circuit | **Sampling Techniques**Using a range of sampling techniques to assist with field studies |
| **Science links with maths** | GraphingVolumeTime |  | Branching databases | LengthDistance | Units VoltsAmpsequations | DistanceAreafrequency |
| **Computing** | **Internet communication****Online Safety** | **Video production****Online Safety** | **Variables in games** | **Flat-file databases** | **3D modelling****Online Safety** | **Selection in quizzes** |

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| **Art & Design** | **Sculpture****Link with Ancient Greece** | **Painting**  | **Drawing**  |
| **Design & Technology** | **Textiles** Combing different fabric shapes (Tudor purse) | **Structures**Frame Structures | **Food**Celebrating culture and seasonality (breads and comparing food) |
| **Music** | **Reading & Composing Music (Level 2)**To learn to read pitch and rhythm to create, notate and improve own compositions and other pieces of music from around the world and the great composers. | **The Big Sing**TechniqueExpressionAccuracy | **Music Through Time**Knowledge & UnderstandingMusical ElementsMusical ContextsMusical Language  |
| **PE** | Hockey | Dance | Gymnastics | Cricket | Maypole | Athletics |
| **French** | **School Subjects and opinions (progressive)**  Repeat and recognise the vocabulary for school subjects.   Say what subjects they like and dislike at school.    Say why they like/ dislike certain school subjects.   Tell the time (on the hour) in French | **The Olympics (intermediate)** Learning Olympic history (looking at the ancient Olympics and the beginnings of what we now refer to as the modern Olympic games), a selection of Olympic sports, how to say 'I play' and 'I do not play' a sport using the verb 'faire' and we also introduce the children to a selection of famous Olympians (examining how we express sports and nationality using correct grammar).  | **My Home** **(Intermediate)**  Say whether they live in a house or an apartment and say where it is.   Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.   Tell somebody in French what rooms they have.  |