



Year 5 / 6 Curriculum Overview 2022-2023

ENGAGEMENT – RESILIENCE – INTEGRITY

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Title: ?Casa o Fuera? (Home or away?)</p> <p>Toro! Toro! By Micheal Morpurgo</p> 	<p>Title: The Tudor Monarchs: Who, What, When?</p> <p>Treason by Berlie Doherty</p> 	<p>Title: How did the Tudors shape modern Britain?</p> <p>The Queen's Fool by Ally Sherrick Shakespeare's Globe (I was there...)</p> 	<p>Title: Was Rome built in a day?</p> <p>Roman Tribune. Newspaper from history Thieves of Ostia by Caroline Lawrence</p> 	<p>Title: Would you like to be a Roman Gladiator?</p> <p>Warrior Heroes – The Gladiator's Victory by Benjamine Hulme-Cross</p> 	<p>Title: Can you save our school?</p> <p>Boy in a tower by Polly Ho-Yen</p> 
<p>Concepts: Community, belonging, rights and wrongs, freedom, family, animal rights, friendship</p>	<p>Concepts: Responsibility, justice, rights and wrongs, hope, journey</p>	<p>Concepts: Separation, family, friendship, journey, trials and tribulations, acceptance</p>	<p>Concepts: Mystery, courage, friendship, bravery, inequality, human right,</p>	<p>Concepts: Freedom, friendship, loyalty, sacrifice</p>	<p>Concepts: Changes in the future, society, mental health, sci fi, love, friendship, loyalty, sacrifice</p>
<p>Experiences:</p> <ul style="list-style-type: none"> Spanish Hook Day Year 6 residential 	<p>Experiences:</p> <ul style="list-style-type: none"> Todor workshop in school 	<p>Experiences:</p> <ul style="list-style-type: none"> Tudor Christmas 	<p>Experiences</p> <ul style="list-style-type: none"> Visit Roman Baths 	<p>Experiences</p> <ul style="list-style-type: none"> Roman Day in school 	<p>Experiences</p> <ul style="list-style-type: none"> Play Local field work
<p>Significant people:</p> <ul style="list-style-type: none"> Picasso Dali Gaudi 	<p>Significant people:</p> <ul style="list-style-type: none"> Henry VIII Elizabeth I 	<p>Significant people:</p> <ul style="list-style-type: none"> Sir Walter Raleigh Sir Frances Drake 	<p>Significant people:</p> <ul style="list-style-type: none"> Victruvius Roman architect 	<p>Significant people:</p> <ul style="list-style-type: none"> Julius Caesar Sir Issac Newton 	<p>Significant people:</p> <ul style="list-style-type: none"> Actress/Actor linked to play

<p>Science: Living things and habitats</p> <p>Describe how living things are classified into broad groups. Similarities and differences including micro organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Science: Evolution and inheritance</p> <p>Recognise that living things change over time, fossils. Offspring, vary and not identical to parents. Adaptation to suit environment and linked to evolution.</p>	<p>Science: Animals including humans</p> <p>Circulatory system Functions of heart blood vessels and blood.</p> <p>Main body parts and major internal organs (digestive)</p>	<p>Science: Animals including humans</p> <p>Diet, exercise, drugs and lifestyle. Nutrients in water transported into animals including humans,</p>	<p>Science: Forces</p> <p>Gravity, water resistance and buoyancy. Levers pulleys and gears. (Link to D&T)</p>	<p>Science: Properties and changes of materials</p> <p>Compare and group together materials based on their properties including hardness, solubility, transparency, conductivity and response to magnets.</p> <p>Knowledge of solids liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Reversible and irreversible changes</p>
<p>History:</p>	<p>History: Tudors (the monarchy) The changing power of monarchs.</p>	<p>History: Tudors Significant turning point in British history – church of England. Changes in an aspect of social history – leisure and entrainment (Shakespeare) Exploration and colonization</p>	<p>History: Romans Roman Empire and daily lives of roman people/culture/technology/beliefs</p>	<p>History: Romans (invasion of Britain) Hadrian's wall British resistance (Boudicca) Romanization of Britain</p>	
<p>Geography: Place Knowledge: comparing Spain to the UK physical and human geography of a region.</p> <p>Locational Knowledge: using maps to focus on Europe. Key physical and human features and major cities</p>	<p>Geography:</p>	<p>Geography:</p>	<p>Geography Human geography: types of settlement and land use.</p>		<p>Geography: Map and field skills: use six-figure grid references and OS maps to build knowledge of the UK and wider world.</p> <p>Use field work to observe measure and record human and physical features.</p>

<p>Design technology: Spanish Food</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown and processed.</p>	<p>Design and Technology: <i>Tudor money pocket.</i></p> <p><i>Develop sewing and stitching skills to create a Tudor money pocket.</i></p> <p><i>Use research to design a functional product fit for purpose.</i></p>	<p>Design and Technology:</p>	<p>Design and Technology: <i>Roman food</i></p> <p>Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques.</p>	<p>Design and Technology: <i>Levers and pulleys.</i></p> <p><i>Roman siege engines eg onager (catapult) ballista (giant crossbow).</i></p> <p><i>Understand and use mechanical systems in their products.</i></p> <p><i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</i></p> <p><i>Understand how key events and individuals in design and technology have helped shaped the world.</i></p>	<p>Design Technology:</p>
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<p>Art: Spanish Great Artists: Picasso Dali Gauddi</p> <p>Explore great Spanish artists, architects and designers in history.</p>	<p>Art:</p>	<p>Art Portraits - developing drawing and painting techniques Tudor artist focus eg Hans Holbine / Levina Teerlinc / Nicolad Hilliard</p>	<p>Art Roman mosaics Art and design techniques with a range of materials. Look at designers from history.</p>	<p>Art</p>	<p>Art: Making props for school play</p>
<p>Computing: Programming: CHOICE Ping my Scratch game</p> <p>Online Safety: I am kind and responsible</p>	<p>Computing: Multimedia: CHOICE My Minecraft Story</p> <p>Online Safety: I am healthy</p>	<p>Computing: Handling Data: CHOICE: Check out my websites</p> <p>Online Safety: I am safe and secure</p>	<p>Computing: Programming: CHOICE: My animated sprites</p>	<p>Computing: Multimedia; Choice: Making my buildings</p>	<p>Computing: Handling Data: CHOICE: Changing my materials</p> <p>Handling Data: Checking my fitness (2 sessions)</p>
<p>Music: Charanga: Make you feel my love (Yr5)</p>	<p>Music: Charanga: You've got a friend (Yr6)</p>	<p>Music: Charanga: Dancing in the street (Yr5)</p>	<p>Music: Charanga: Music and Me (Yr6)</p>	<p>Music: Charanga: Ukelele 2</p>	<p>Music: Production</p>

	<p>P.E. Fitness</p> <p>Circuits/Aerobics/Athletics/Cross Country</p>	<p>P.E Orienteering</p>	<p>P.E Flexibility, Strength, Control and Balance</p> <p>Dance, Gymnastics, Indoor Athletics, Fitness</p>	<p>P.E Team Games: Attacking and Fielding Invasion</p> <p>Football/Hockey/Netball/Handball /Rugby/Dodgeball</p>	<p>P.E Team Games: Attacking and Defending</p> <p>Football/Hockey/Netball</p>	<p>P.E Team Games: Striking and Fielding Rounders/Cricket</p>
	<p>MFL – French: At school</p>	<p>MFL – French: The Tudors</p>	<p>MFL – French: Regular verbs</p>	<p>MFL – French: The Romans</p>	<p>MFL – French: Irregular verbs</p>	<p>MFL – French: Me in the world</p>
	<p>R.E. All religions: Justice and Poverty: Can religions help to build a fairer world? Q16</p> <p>Beliefs in action in the world</p>	<p>R.E. All religions: How and why do believers care for others and the world? Q15</p>	<p>R.E How can we make Wiltshire/my town a more respectful place? Q11</p> <p>Being Special (Religion, family and community)</p>	<p>R.E What matters to Christians about Easter? Q2</p> <p>Beliefs and Questions</p>	<p>R.E Why do some people believe in life after death and what difference does it make? Q10</p> <p>Special Times (Journey of life and death)</p>	<p>R.E Why is pilgrimage important to some religious believers? Q9</p> <p>Special Times (Worship, pilgrimage and special places)</p>
Year 5	<p>RSE/PSHE: Being Me</p> <p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p>	<p>RSE/PSHE: Celebrating Differences</p> <p>Cultural differences and how they can cause conflict</p> <p>Racism Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>RSE/PSHE: Dreams and Goals</p> <p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>RSE/PSHE: Healthy Me</p> <p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>RSE/PSHE: Relationships</p> <p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMARRT internet safety rules</p>	<p>RSE/PSHE: Changing Me</p> <p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>
Year 6	<p>RSE/PSHE: Being Me</p> <p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-social behaviour</p> <p>Role-modelling</p>	<p>RSE/PSHE: Celebrating Differences</p> <p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p>	<p>RSE/PSHE: Dreams and Goals</p> <p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p>	<p>RSE/PSHE: Healthy Me</p> <p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>	<p>RSE/PSHE: Relationships</p> <p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p>	<p>RSE/PSHE: Changing Me</p> <p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>