

Swifts Curriculum Year A

YEAR GROUP 5/6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Whole Class Reading Malamander		Whole Class Reading Who Let the Gods Out? By Maz Evans		Whole Class Reading Cogheart	
KEY TOPIC/VALUE	Rivers, Coastlines and Oceans	Volcanoes (South America)	Ancient Greeks		Victorians Inventors and Inventions	Local History
ENGLISH	<p><u>Journalistic writing</u> Read and respond to articles note features and style e.g. passive voice, formal language, quotes etc. write newspaper account of the attack on Mrs Fossil by The Malamander</p> <ul style="list-style-type: none"> • using passive verbs to affect the presentation of information in a sentence • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p><u>Narrative</u> - Describe settings and create atmosphere</p> <ul style="list-style-type: none"> • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Use stylistic devices to create effects <p>'Show don't tell' techniques Beach descriptions - Eerie-on-Sea</p>		<p><u>Myths – Theseus and Minotaur, Daedulus and Icarus, Heracles, Pandora's Box</u></p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, from our literary heritage, and books from other cultures and traditions <p>Stories about Greek Heroes and mythical creatures and the lives of the Greek gods and goddesses</p> <p>Identify and record references to Greek myths and culture within the class novel</p> <p>Aesop's Fables</p>		<p><u>Poetry</u> – High Victorian Poetry (including the works of Alfred Tennyson, Robert Browning and Elizabeth Barrett Browning) and the Pre-Raphaelites (including Dante Gabriel Rossetti, Christina Rossetti and William Morris).</p> <p><u>Narrative poetry and ballads</u> e.g. The Listeners</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	

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	<p>Short story involving finding mysterious box washed up on the shore</p> <p>The Lighthouse Short Video from Literacy Shed – use to write effective setting, building tension and creating atmosphere</p> <p><u>Persuasive writing</u></p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>Write leaflets advertising</p> <ul style="list-style-type: none"> Seegol's Diner The Grand Nautilus Hotel <p><u>Narrative</u></p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions <p>Traditional Tales: Three Wishes story using the theme of <i>'Be careful what you wish for'</i> (Linked to dire consequences of Captain K's wish)</p>		<p><u>Narrative</u> Write own version of Greek Myth</p> <p>Children should be taught to draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs <p><u>Personal Writing - Diaries</u></p> <p>Describe tone, language, purpose of diary</p> <ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction summarise the main ideas drawn from more than one paragraph, Write in a variety of genres and forms, taking account of different audiences and purposes <p>Write entries from p.o.v of main character, Elliot</p>			<p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions <p>Learn by heart- Victorian poems for children: Jabberwocky' by Lewis Carroll, or Edward Lear's The Jumblies</p> <p>The Tyger – William Blake</p> <p>From a Railway Carriage - RL Stevenson</p> <p>The Listeners – Walter De La Mare</p> <p>See selection at: https://www.bbc.co.uk/teach/school-radio/english-ks2-classic-poetry-1-talking-poetry/z6v247h</p> <p>Choose poem to turn into narrative e.g facing up to the Jabberwocky, or meeting the Tiger in the middle of the forest</p>

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ENGLISH	<p><u>Non-fiction</u>- presenting information for Geography/Topic book having discussed/researched subjects e.g. Rivers and coastlines and Sea creatures</p> <ul style="list-style-type: none"> • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 		<p><u>Non-fiction</u>- presenting information for History book having discussed/researched subjects e.g. Ancient Olympics</p> <ul style="list-style-type: none"> • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 		<p><u>Non-fiction</u>- presenting information for History book having discussed/researched subjects e.g. Inventions/Industrial Revolution and lives of the rich and poor in Victorian Britain</p> <ul style="list-style-type: none"> • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	
	<p>Children should be taught to evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p>proof-read for spelling and punctuation errors</p>					

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MATHS	<u>Week 1 Place Value</u> Numbers to 10,000, 100,000, 1 million, 10 million Compare and order any number Round any number Negative numbers <u>Week 3 Add and subtract</u> Add whole numbers Subtract whole numbers Inverse operation Multi-step addition and subtraction problems <u>Week 4 multiplication</u> <u>Week 5 and 6 division</u> Factors and common factors <u>Week 7</u> Common multiples Prime numbers Squares and cubes Order of operations	<u>Week 8-12 Fractions</u> Equivalent fractions Simplify fractions Improper to mixed numbers Mixed numbers to improper fractions Fractions on a number line Compare and order Add and subtract fractions Add mixed numbers Multiply fractions by integers Multiply fractions by fractions Divide fractions by integers Four rules with fractions Fractions of amount Fraction of amount find the whole <u>Week 13 Geometry</u> Translations and reflections Maths Shed Advent Calenbar	<u>Week 1 -2 Decimals</u> Decimals up to 2 decimal places Understand thousandths Multiply and divide by 10, 100 and 1,000 Multiply decimals by integers Divide decimals by integers Decimals as fractions Fractions to decimals <u>Week 3-4 Percentages</u> Understand percentages Fractions to percentages Equivalent FDP Order FDP Percentage of an amount <u>Week 5-6 Algebra</u> Find a rule Forming expressions Substitution Formulae Forming equations	<u>Week 7 Measure</u> Converting units Metric measures Convert and calculate with metric measures Miles and kilometres Imperial measures <u>Week 8-9</u> Shapes – same area Area and perimeter Area of a triangle Area of parallelogram Volume <u>Week 10 -11 (Year 6 ratio)</u> Using ratio language Ratio and fractions Introducing the ratio symbol Calculating ratio Using scale factors Ratio and proportion problems <u>Week 12 Statistics</u> Read, draw, solve problems involving line graphs and pie charts The mean	<u>Week 1-3 Geometry, Properties of shape</u> Measure with a protractor Calculate angles Vertically opposite angles Angles in a triangle missing angles Angles in special quadrilaterals Angles in regular polygons Draw shapes accurately Draw nets of 3-D shapes CONSOLIDATION OR INVESTIGATIONS SATS PRACTICE ARITHMETIC	<u>Measures and statistics</u> Kilograms and kilometres Milligrams and millilitres Metric units Imperial units Converting units of measure using line graph Use line graphs to solve problems Converting units of time Timetables Interpret charts Interpret tables

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SCIENCE	<p>PROPERTIES AND CHANGES OF MATERIALS (<i>FOCUS – solids, liquids and gases</i>)</p> <ul style="list-style-type: none"> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations 		<p>LIGHT AND SIGHT</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>LIVING THINGS AND THEIR HABITATS ANIMALS INCLUDING HUMANS</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. describe the changes as humans develop to old age. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. 		

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HISTORY	<p>Pupils should: construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Black History Month (October) Teach children about influential and well-known people from BAME backgrounds and the history of black oppression. Research and record information about people from:</p> <ul style="list-style-type: none"> • popular culture • politics (Martin Luther King and Nelson Mandela) • sport 		<p>Pupils should: continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> • Who Were the Ancient Greeks? • Expansion of Greek Empire under Alexander the Great • Ancient Greek Democracy • Gods and goddesses and their significance in religion and culture • Everyday life • Significant people, thinkers and mathematicians 		<p>All pupils should: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>Pupils should be taught about: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Learn about: Victorian Era</p> <ul style="list-style-type: none"> • Industrial revolution – inventions and inventors • Royal family • Everyday life <p>A local history study (Summer 2)</p> <ul style="list-style-type: none"> • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – <i>focus on the history of the school using archive material</i> 	

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GEOGRAPHY	<p>Pupils should</p> <ul style="list-style-type: none"> extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Learn about:</p> <ul style="list-style-type: none"> journey of river and features of upper, middle and lower course. coastal features e.g. headland, spit, arch, stack and stump Ring of Fire - tectonic plates 	<p>Pupils should:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Learn about:</p> <ul style="list-style-type: none"> where Greece is similarities and differences of states importance of trade routes expansion of Empire under Alexander the Great 			<p><i>Link to Local Study in History</i></p> <p>Pupils should:</p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Learn about:</p> <p>The history of the village</p> <ul style="list-style-type: none"> cider making brick works school since 1871 local historic buildings e.g. guildhall, church <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>(plot features/habitats) orienteering</p>	

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ART & DESIGN	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Use of mixed media to make pictures and collages</p> <ul style="list-style-type: none"> • <i>underwater picture</i> • <i>Remembrance pictures (sliced and completed)</i> • <i>Sea creatures - Wax resist, printing and sewing</i> <p>DT: Design and make coastline using clay Georgia O'Keefe (large flowers) Chuck Close (Nelson Mandela art work)</p>		<p>DRAWING & PAINTING</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <ul style="list-style-type: none"> • Proportions of body – Greek gods and goddesses • Proportions of face – Zeus • amphora jars from clay <p>DT: measure, cut and join balsa wood to make Pandora's Box</p>		<p>DESIGN FOCUS – William Morris</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>Create and print patterns based on designs by William Morris</p> <p>Victorian Dress (V and A Museum)</p>	
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p>					
MUSIC	<p>Children learn to play tunes on recorder</p> <p>Christmas carols and songs old and new</p>		<p>Children learn more about musical notation and staves</p> <p>Compose and play simple tunes to accompany drama (script for Daedalus and Icarus)</p>		<p>Children listen and respond to great composers – link to History topic Victorians:</p> <ul style="list-style-type: none"> • Edward Elgar • Vaughn Williams <p><u>Royal Albert Hall</u> was built in 1878</p>	

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COMPUTING	<ul style="list-style-type: none"> • Are responsible, competent, confident and creative users of information and communication technology. • Can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>General research</p> <ul style="list-style-type: none"> • Can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p style="text-align: center;">Internet safety</p>		<ul style="list-style-type: none"> • Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems <p>Become familiar with Apps e.g. Use Book Creator to retell Aesop's Fable – insert photos of drawings and add text. Share with younger children</p> <p>Use Movie Maker to film drama/animation based on Greek Myth</p>		<ul style="list-style-type: none"> • Can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems <p>Coding</p>	

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PE	<p>FITNESS and GAMES</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <p>Circuit training and cross country running.</p>		<p>GYMNASTICS and DANCE</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team (AUTUMN 1) <p>Team building games and trust games Improve and refine routines and sequences</p>		<p>ATHLETICS and GAMES</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <p>Athletics e.g. speed bounce, javelin throw Year 5 – SWIMMING Cricket coaching</p>	
FOREIGN LANGUAGE						