

Swifts Curriculum Year B

YEAR GROUP 5/6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Whole Class Reading Secrets of the Sun King		Whole Class Reading Wolf Brother or Stig of the Dump		Whole Class Reading Nowhere Emporium	
KEY TOPIC/VALUE	Ancient Egypt Materials and their properties		Stone Age to Iron Age Evolution and Inheritance		Earth and Space Forces	
ENGLISH	<p><u>Myths – Shu and Tefnut</u> 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>Stories about creation of the world and the lives of the Egyptian gods and goddesses</p> <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 Accident’</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>Poetry – Cats</u> 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 <p>Learn by heart: Macavity, Owl and Pussycat</p> <p><u>Persuasive writing</u> Argument and debate Cats v Dogs</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>Formal and informal language <u>Letter</u> to friend about meeting Stig</p> <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning 		<p><u>Narrative</u> Portal story - Pandora</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>Describe ‘other world’ setting ref. Alice in Wonderland, Narnia, Land of Roar Watch Avatar trailer and describe Pandora</p> <p><u>Non-fiction writing:</u> Animal fact-file of one of the creatures on Pandora use exemplification materials and 2018 SAT Add well-chosen detail to interest the reader</p> <p><u>Persuasive writing</u> Holiday brochure for Pandora</p>	

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ENGLISH	<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 Dracula's Whitby</p> <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>Discovery of tomb of Tutankhamun 'Interview' Write HC's diary entries Dairy of the Killer Cat</p>	<p><u>Narrative</u> - Describe characters</p> <p>Extended noun phrases</p> <p>Write dialogue between two characters</p> <ul style="list-style-type: none"> Punctuate direct speech use dialogue to convey character and advance the action Use grammar and vocabulary to create impact ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>Narrative</u></p> <p>Warning Story</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>Non-Fiction</u></p> <p>Research famous astronomers and physicists and comment on their contribution to our understanding of the Universe e.g. Galileo, Copernicus, Prof Brian Cox, Stephen Hawking</p> <p>Children should:</p> <ul style="list-style-type: none"> summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary <p><u>Biographies</u></p> <ul style="list-style-type: none"> retrieve, record and present information from non-fiction noting and developing initial ideas, drawing on reading and research where necessary identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p><u>Autobiographies</u></p> <ul style="list-style-type: none"> Write in a variety of genres and forms using a wide range of devices to build cohesion within and across paragraphs 	

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ENGLISH	<p><u>Non-fiction</u>- presenting information for Topic book having discussed/researched subjects e.g. Mummification</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 Topic book having discussed/researched subjects e.g. Iron Age Hillforts</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 Topic book having discussed/researched subjects e.g. How rockets take off</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 • proof-read for spelling and punctuation errors 					

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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	

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SCIENCE	<p>MATERIALS AND THEIR PROPERTIES Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 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 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 		<p>EVOLUTION AND INHERITANCE</p> <ul style="list-style-type: none"> Explain the scientific concept of inheritance. Adaptation: Identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation. Theory of Evolution: Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace Evidence for Evolution: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of human beings. Adaptation, Evolution and Human Intervention <p>ELECTRICITY (SPRING 2)</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. 		<p>EARTH AND SPACE Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>FORCES Pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	

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HISTORY	<p>All pupil should: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>Pupils should be taught about: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the following: Ancient Egypt To include:</p> <ul style="list-style-type: none"> • Who Were the Ancient Egyptians? • Importance of gods and goddesses • The work of Egyptologists and discovery of Tutankhamun • Pharaohs, Pyramids and mummification • Inventions and influences • Everyday life 		<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: changes in Britain from the Stone Age to the Iron Age To include:</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture 		<p>All pupils should: know and understand significant aspects of the history of the wider world... and achievements and follies of mankind</p> <ul style="list-style-type: none"> • Learn about the Appollo missions and the Space Race <p>All pupils should: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> • Learn about the claims, and ‘evidence’ that moon landings were fake <p>Learn about influential figures</p> <ul style="list-style-type: none"> • Copernicus • Galileo • Prof. Brian Cox 	

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GEOGRAPHY	<p>Pupils should: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To include:</p> <ul style="list-style-type: none"> • Where is Egypt? • Importance of River Nile • Fertility of land • Trade 		<p>Pupils should: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>To include:</p> <ul style="list-style-type: none"> • Time periods (Stone, Bronze, Iron Age) • How landscape and climate changed • When people arrived and migrated • Change in land use - beginning of farming • Introduction of trade and protections of wealth (leading to Hill forts) 		<p>Pupils should: 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> <p>To include:</p> <ul style="list-style-type: none"> • Earth from space • Day and night • The seasons • The influence of the moon on the tides 	

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ART & DESIGN	<p>DRAWING & PAINTING</p> <p>Become proficient in drawing, painting, sculpture and other techniques</p> <p>Proportions of body – tomb paintings Proportions of face – King Tut and Nefertiti Canopic jars -mod roc Relief pictures using tin foil</p> <p>Paul Klee</p>	<p>SHAPE and COLOUR</p> <p>TEXTILES – sewing (Christmas crafts)</p>	<p>PATTERN</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>Gustave Klimt Patterns on clay</p>	<p>MARK MAKING</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Cave art</p>	<p>SKETCHING</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>COLLAGE Henri Rousseau</p>	<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>Printing and marbelling to make space scenes</p> <p>Aurora Borealis</p>
	MUSIC	<p>Cyclic patterns (Yr 5 Music Express Unit 1) Christmas carols and songs old and new</p>		<p>Untuned Cats and Melodic Mice (Yr5 Music Express Unit 5) Composition – put poem to music</p>		<p>Journey Into Space (Yr 5 Music Express Unit 3) Holst's The planets</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 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. 						

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COMPUTING	<ul style="list-style-type: none"> • Are responsible, competent, confident and creative users of information and communication technology. • 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"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>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>Animation of Owl and the Pussycat</p>		<ul style="list-style-type: none"> • 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>Espresso Coding</p> <p>Animation of 'five little men in a flying saucer'</p>	

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PE	<p>GYMNASTICS and DANCE 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>FITNESS and GAMES 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>ATHLETICS and GAMES 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	<p>Greetings, Introductions, (name, age, home, family)</p> <ul style="list-style-type: none"> Weather listen attentively to spoken language and show understanding by joining in and responding <p>Songs</p> <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 		<p>Food and shopping.</p> <ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures <p>Colours</p> <ul style="list-style-type: none"> present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing use dictionary and write from memory 		<p>School – days of the week and favourite subjects</p> <ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 	