

Box CE VC Primary School Curriculum Map – Year 5 & 6

Subject	Yr	Autumn Term (terms 1 & 2)	Spring Term (terms 3 & 4)	Summer Term (terms 5 & 6)
	A	Mayan Civilisation - Mexico	Climate Change (Human) Biodiversity/ Global Citizenship	Evolution
	B	Benin Civilisation/ West Africa	Space (Physical) Biodiversity/ Global Citizenship	National Parks
English	A	Text: Rain Player Stories from other cultures, newspaper reports, setting descriptions, persuasion	Texts: Floodland Story writing - sci fi, newspaper reports, instructions	Text: Outlaw (Morpurgo), Diaries, non-chronological reports, Retell, story writing, letters, persuasion
	B	Text: Diary of Edo Princess; Ehi and Uki	Text: The Jamie Drake Equation	Text: Goodnight Mr Tom Letter writing, balanced argument, discussion Non-chronological report
Maths		Term 1 Week 1 Place Value Week 2 Place Value Week 3 Four operations Week 4 Four operations Week 5 Yr 5 Addition and Subtraction, Yr 6 Four operations Week 6 Decimals Week 7 Statistics Term 2 Week 1 Multiplication and Division Week 2 Multiplication and Division Week 3 Yr 5 Multiplication and Division, Yr 6 Decimals Week 4 Fractions Week 5 NFER progress tests Week 6 Fractions Week 7 Shape	Term 3 Week 1 Percentages Week 2 Yr 5 Decimals, Yr 6 Fractions Week 3 Addition and Subtraction Week 4 Yr 5 Multiplication and Division, Yr 6 Ratio Week 5 Yr 5 Multiplication and Division, Yr 6 Ratio Week 6 Yr 4 Shape, Yr 5 Position and direction Term 4 Week 1 Yr 5 Decimals, Yr 6 Percentages Week 2 Yr 5 Percentages, Yr 6 Statistics Week 3 Yr 5 Fractions, Yr 6 Algebra Week 4 Yr 5 Shape, Yr 6 Algebra Week 5 Measure NFER Week 6 Yr 5 Measure/convertng units	Term 5 Week 1 Yr 5 Statistics, Yr 6 Revision Week 2 Yr 5 Multiplication and Division, Yr 6 Revision Week 3 Yr 5 Decimals, Yr 6 Revision Week 4 Yr 5 Decimals, Yr 6 test week Week 5 Yr 5 Measure Term 6 Yr 6 Problem solving and transition Yr 5: Week 1 Addition and Subtraction Week 2 Multiplication and Division Problem Solving Week 3 Place Value Week 4 Yr 4 Decimals, Yr 6 Fractions Week 5 Yr 4 Measure, Yr 5 converting units

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				Week 6 Shape
Science	A	Forces and magnets	Properties and changes of materials	Animals including humans Evolution and inheritance
	B	Electricity and light	Earth and space	Plants Living things and habitats
D&T	A	<p>Mechanical systems Focus-Pulleys or gears e.g. controllable toy vehicle with gears/pulleys-dragster, sports car, lorry <i>(use of construction kits to develop understanding of gears/pulleys, building them into children's products)</i></p> <p>Cooking & Nutrition Celebrating Culture & Seasonality e.g. soup <i>(mixing to combine ingredients, rubbing in, kneading)</i></p>	<p>Structures Focus-Frame structures e.g. bird hide, parasol, park furniture, adventure playground equipment, kite <i>(techniques for building frame structures-joining straws, thin sectioned pieces of wood, triangulation, use of straws & square section wood to make small scale frame structures)</i></p>	<p>Cooking & Nutrition Celebrating Culture & Seasonality e.g. Global food <i>(mixing to combine ingredients, rubbing in, kneading)</i></p>
	B	<p>Textiles Focus-Combining different fabric shapes e.g. slippers, sandals, fabric advent calendar, fabric door stop <i>(possible fasteners- zip, ties, clasp, press studs, button, different stitches, finishing stitches-applique, embroidery, tie dye)</i></p> <p>Cooking & Nutrition Celebrating Culture & Seasonality e.g. seasonal meal <i>(mixing to combine ingredients, rubbing in, kneading)</i></p>	<p>Electrical systems Focus-More complex switches & circuits e.g. automatic nightlight, electrical board game, alarm for school PE shed <i>(switches & sensors-latching, micro, LDR, push to make, push to break, reed, tilt, standalone control boxes, example control programme, interface control box)</i></p>	<p>Cooking & Nutrition Celebrating Culture & Seasonality e.g. bread/pizza <i>(mixing to combine ingredients, rubbing in, kneading)</i></p>

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Computing Digital literacy Computer Science Information Technology	A	BBC Microbits Night Light Happy Birthday Guess the Number Rock Paper Scissors Die Roll	Knowsley Stocks and Shares (Y6) Using excel	Python	Knowsley Heroes and Villans (Y6) Scratch	Knowsley Appy Times Part 1 (Y6) Design technology	Knowsley Appy Times Part 2 (Y6) Coding for technology	
		Knowsley Y5 DC&T Video and class discussion	Knowsley DC&T Y6 Gaming and collaboration	Safer Internet Day	Knowsley DC&T Y6 Communicating online, social networking, sexting and grooming	SWGFL Y5 Picture perfect.	SWGFL Y6 Super Digital Citizen	
		B	BBC Microbits Game Counter Magic 8 Counter Spinner Looper	Knowsley Young Authors (Y6) Create e-book	Python	Knowsley Cars (Y5) Scratch	Knowsley Interactive Art Exhibition Augmented reality	Knowsley Let's Change the World- Inventors (Y5) Animation
	Knowsley Y6 DC&T Video and class discussion		Knowsley DC&T Y6 Copy right what is it?	Safer Internet Day	Knowsley DC&T Y5 Friend or foe?	SWGFL Y6 Selling stereotypes	SWGFL Y6 What's cyberbullying?	
	A		Why Should we study the Maya? HA + KSH Mayans Non-European Society - (West Africa - comparison to Saxons) A non-European society that <i>provides contrasts with British history at the same time</i> – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Continuity and Change Cause and consequence Similarities, difference and significance					Beyond 1066 HA + KSH Crime and Punishment from Anglo Saxons to present Or Education from Anglo Saxons to present <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The enquiry approach to History could be modelled briefly to the whole class then the pupils could choose their own aspect to investigate as a child led self-initiated transition unit.)</i>

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	<p><u>Key Vocab:</u> Chronological Millennium Century/ decade BC/ BCE AD/ CE Era Time period Similarities Differences Cause Consequence Prehistoric evidence Primary/secondary sources Achievements Ancient Modern Archaeology Archaeologist contrasts trends over time Influence Significant Impact advanced civilisations Mesoamerica Codex Chichen Itza</p> <p>Invasions expansion kingdoms settlements village life peasantry hierarchy laws and justice withdrawal Contexts cultural economic military political religious social history; short- and longterm timescales. civilization gender period/ era</p> <p>Achievements Influence Scholars Dynasties Symbolic renowned Conquer Navigation Civilisation Comparison Calendar Astronomy observatory wisdom community Impact merchants Archaeologists Complexity follies of mankind successful leader</p> <p>Why Should we study the Maya?</p> <p><u>Suggested texts:</u> The Curse of the Maya - Johnny Pearce & Andy Loneragan Rain Player David Wisniewski (picture book) The Chocolate Tree: A Mayan Folktale - Linda Lowery & Janice Lee Porter.</p>		<p><u>Key Vocab:</u> Chronological Millennium Century/ decade BC/ BCE AD/ CE Era Time period Similarities Differences Cause Consequence Prehistoric evidence Primary/secondary sources Achievements Ancient Modern Archaeology Archaeologist contrasts trends over time Influence Significant Impact (N.B. depends on the aspect or theme selected.) long arc of time Legacy turning point</p> <p>Invasions expansion kingdoms settlements village life peasantry hierarchy laws and justice withdrawal Contexts cultural economic military political religious social history; short- and longterm timescales. civilization gender period/ era</p> <p>Achievements Influence Scholars Dynasties Symbolic renowned Conquer Navigation Civilisation Comparison Calendar Astronomy observatory wisdom community Impact merchants Archaeologists Complexity follies of mankind successful leader</p> <p><u>Suggested Text:</u> Cogheart - Peter Bunzl Street Child - Berlie Doherty Treason by Bertie Doherty The Highwayman - Alfred Noyes & Charles Keeping A Photographic View of Crime and Punishment - Alex Woolf The Tulip Touch - Anne Fine Dick Turpin: Legends and Lies - Terry Deary & Stefano Tambellini</p>
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	<p>B</p> <p>How important is Eweka's story? HA + KSH Benin - Non-European Society (links to prior learning of the Romans last year in Chestnut - The Benin Empire began in 9th Century during which time the Anglo Saxons were settling in Britain after the Romans) A non-European society that <i>provides contrasts with British history at the same time</i> – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Continuity and Change Cause and consequence Similarities, difference and significance</p> <p>Key Vocab: Chronological Millennium Century/ decade BC/ BCE AD/ CE Era Time period Similarities Differences Cause Consequence Prehistoric evidence Primary/secondary sources Achievements Ancient Modern Archaeology Archaeologist contrasts trends over time Influence Significant Impact advanced civilisations</p> <p>Suggested Texts: Kingdom of Benin Short Stories: Ehi and Uki - Fidelia Nimmons Diary of An Edo Princess - Fidelia Nimmons</p>		<p>Beyond 1066 HA + KSH WW2- Europe. <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The enquiry approach to History could be modelled briefly to the whole class then the pupils could choose their own aspect to investigate as a child led self initiated transition unit.)</i></p> <p>Key Vocab: Chronological Millennium Century/ decade BC/ BCE AD/ CE Era Time period Similarities Differences Cause Consequence Prehistoric evidence Primary/secondary sources Achievements Ancient Modern Archaeology Archaeologist contrasts trends over time Influence Significant Impact (N.B. depends on the aspect or theme selected.) long arc of time Legacy turning point</p> <p>Suggested texts: Safe Harbour - Marita Conlon-McKenna</p>
<p>Geography</p>	<p>A</p> <p>Locational/map skills</p> <ul style="list-style-type: none"> - Areas of settlements - Identify and name the tropics of cancer and Capricorn as well as the arctic and 	<p>Collins - How is Climate Change affecting the world?</p>	<ul style="list-style-type: none"> - Know the countries which make up the European Union. - Explain why trade is not always fair and evaluate the potential benefits to the

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		<p>Antarctic circles.</p> <ul style="list-style-type: none"> - Explain and describe river changes from source to mouth with links to water cycle, wildlife and human activities. 			producer and consumer of people around the world (fair trade farmers).		
	B	<p>Trade Explain and justify what trade is and which it is important to countries around the world.</p> <p>Explain why trade is not always fair and evaluate the potential benefits to the producer and consumer of people around the world (fair trade farmers).</p>			Collins - Who are Britain's National Parks for? (A region of the United Kingdom)		
Art and Design	A	Drawing	Painting		Sculpture		
	B	Sculpture	Drawing		Painting		
Music	A	Timbre, texture, structure Unit 2 - Festivals of lights	Rounds and descants Unit 4		The American influence Unit 3		
	B	Singing in parts Unit 1 - Moving parts	Duration Unit 5 - Swinging		Since the 30s Unit 6		
PE	A	<p>Games - RealPE Year 5/6: Unit 1</p> <p>Games - Football</p>	<p>Games - RealPE Year 5/6: Unit 2</p> <p>Tag Rugby</p> <p>Dance - Detective Dance</p>	<p>Games - RealPE Year 5/6: Unit 3</p> <p>Gymnastics - Partner work synchronising and canon. VS</p>	<p>Games - RealPE - Year 5/6: Unit 4</p> <p>Games- Handball</p>	<p>Games - RealPE - Year 5/6: Unit 5</p> <p>cricket</p> <p>Sports Day Practice</p> <p>Athletics - athletic skills</p>	<p>Games - RealPE - Year 5/6: Unit 6</p> <p>Games - Rounders</p>
	B	<p>Games - RealPE- Year 5/6: Unit 1</p> <p>Games - Hockey</p>	<p>Games - RealPE - Year 5/6: Unit 2</p> <p>Gymnastics - Holes and barriers (VS)</p>	<p>Games - RealPE- Year 5/6: Unit 3</p> <p>Dance - The River (LCP KS2)</p> <p>Outdoor adventurous activities - navigation games (Stackpole Y6)</p>	<p>Games - RealPE- Year 5/6: Unit 4</p> <p>Games - Lacrosse</p>	<p>Games - RealPE- Year 5/6: Unit 5</p> <p>Cricket</p> <p>Sports Day Practice</p> <p>Athletics -</p>	<p>Games - RealPE- Year 5/6: Unit 6</p> <p>Rounders</p> <p>Dance - During the Blitz (LCP KS)</p>
RE	A	<p>UC concept: Incarnation: 'Was Jesus the Messiah?' unit 2B.4 Repeat unit - see</p>		<p>UC concept: Kingdom of God 'What kind of king is Jesus?' Unit 2B.8</p>	<p>UC concept: Creation 'Creation and science: conflicting or complementary?' Unit</p>		

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		'digging deeper' H Yr 5 What is the best way for a Hindu to show commitment to God? Repeat unit				2B.2 Repeat unit - see 'digging deeper' H Yr 5 Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	
	B	C Incarnation - Discovery RE Year 5 Is the Christmas story true? I Yr 6 What is the best way for a Muslim to show commitment to God?		C UC concept: Salvation 'What difference does the resurrection make for Christians?' Unit 2B.7 Repeat unit - see 'digging deeper'		C UC concept: God 'What does it mean if God is holy and loving?' Unit 2B.1 I Yr 6 Does belief in Akhirah (life after death) help Muslims lead good lives?	
PSHE & C	A	Valuing Difference 6- OK to be different	Being My Best Y6	Valuing Difference 6- Boys will be boys	Growing and Changing Y6 (Not What is HIV?)	Valuing Difference 6- We have more in common than not	Keeping Myself Safe Y6
	B	Valuing Difference 6- Respecting differences	Me and My Relationships Y6	Valuing Difference 5- Happy being me	Growing and Changing Year 5/6*	Valuing Difference 6- Tolerance and respect for others	Rights and Responsibilities Y6
French	A	Bon appetite, bonne Santé (Healthy Eating) Je suis le musician (I am the music man)		En route pour l'écolé (on the way to school) Scène de plage (Beach scene)		Le Retour du Printemps (The Return of Spring) Les planètes	
	B	Note école (Our school) Notre monde (The world around us)		Le passé et le présent (Now and then) Ici et là (Out and about)		Monter un café (Setting up a café) Quoi de neuf? (What's in the news?)	
School Garden		Dig over deep beds.		Sow veg seeds, direct or in the greenhouse.		Look after veg in deep beds, harvest and keep weed free.	
Values	A	Responsibility	Sharing (Generosity)	Trust	Forgiveness	Wisdom	Courage
	B	Perseverance	Peace	Truthfulness	Thankfulness	Compassion	Friendship

* Growing and Changing Year 5- Changing bodies and feelings. Growing up and changing bodies. Stop start stereotypes.
Growing and changing Year 6- Making babies. Is this normal?

Schemes of work:

- **Phonics** - Letters and Sounds
- **Writing genres** - Writing Exciting Sentences, The Ultimate Guide to Non-Fiction Writing, 50 Ways to retell a Story - Alan Peat

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- **Spelling** - Hampshire Recovery Curriculum, Spelling Shed
- **Grammar and punctuation** - Writing Exciting Sentences
- **Reading** - Big Cats, Reading Vipers
- **Maths** - White Rose, NCETM and Ready to Progress Wiltshire mastery documents, Nrich, TT Rock Stars, Numbots, Number Sense Maths
- **Science** - Kent Science Scheme of Work
- **Design Technology** - School scheme of work
- **Art** - Drawing is a Class Act, Painting is a Class Act by Meg Fabian and the 'Steps in Art' books
- **Computing** - Knowsley computing scheme of work, SWGfL, BBC Dance Mat Typing
- **Geography** - Geographical Association, Collins
- **History** - History Association, Key Stage History
- **Languages KS2** - French, Rising Stars
- **Music** - Sounds of Music
- **PE** - REAL PE, Val Sabin and LCP
- **PSHE** - SCARF
- **RE** - Understanding Christianity, Discovery RE