

YEAR 5/6 Bournmoor Primary School Curriculum Grid 2019/20

		<b>Autumn</b> 	<b>Spring</b> 	<b>Summer</b> 
<b>Subject</b>		<b>THE VICTORIANS</b>	<b>WORLD WAR II</b>	<b>EARTH'S MYSTERIES AND WONDERS</b>
<b>Writing</b>	<b>Transcription</b>	Spelling: see National Curriculum Appendix 1		
	<b>Composition</b>	Writing: narrative and non-narrative see National Curriculum Programme of Study Page 46-48		
	<b>VGP</b>	Vocabulary, Grammar and Punctuation: see National Curriculum Appendix 2		
<b>Reading</b>	<b>Word reading</b>	See National Curriculum Page 43 and 44		
	<b>Comprehension</b>	Texts include a range of fiction i.e. myths and legends and stories from other cultures, plays, poetry non-fiction texts and information books plus dictionaries		
<b>Speaking and Listening</b>		12 statutory statements: see National Curriculum page 17		
<b>Maths</b>		Place Value, Addition and Subtraction, Multiplication and Division, Geometry – Shape, Time, Graphs, Money, Fractions, Length and Height, Weight and Volume, Capacity/Volume/Mass and Temperature and 3-D Shape		
<b>Science Year 5</b>	<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals</li> </ul> <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth and other planets, relative to the Sun in the solar system</li> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Use the idea of the Earth rotation to explain day and night and the apparent movement of the Sun across the sky</li> </ul>	<p><b>Properties and Changes of Materials</b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties and response to magnets</li> <li>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>Give reason based on evidence from comparative and fair tests for the particular uses of everyday materials</li> <li>Demonstrate that dissolving, mixing and changes of states are reversible changes</li> <li>Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible</li> </ul>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction that act between moving surfaces</li> <li>Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>	
<b>Animals, including humans</b> - Describe the changes as humans develop to old age				
<b>Science Year 6</b>	<p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changes over time and that fossils provide information about living that inhabited the earth millions of years ago</li> <li>Recognise that living things can produce offspring of the same kind but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that lights travel in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>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</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them</li> </ul>	<p><b>Animals, including Humans</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the ways their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals including humans</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit</li> <li>Compare and give reasons for variations in how components function</li> <li>Use recognised symbols when representing simple circuits in a diagram</li> </ul>	

	characteristics					
	<b>Working scientifically should underpin every lesson – PLAN, DO and REVIEW</b>					
<b>History</b>	<b>The Victorians</b> Study the Victorian era and the impact of railways on Britain.		<b>World War Two</b> Learn about the Battle of Britain and its significance on British history.			
<b>Geography</b>	<b>Field Work</b> Develop fieldwork skills e.g. observe, measure and record geographical data.				<b>Earth's Mysteries and Wonders: Cultures and nature</b> Develop locational knowledge by exploring the Earth. Use atlases and globes to understand human and physical geography.	
<b>PSHE</b>	<b>A New Adventure and Team</b> Classroom charters, rights & responsibilities/ aspirations & targets Role Models <b>Turn that Frown Upside Down</b> Self-Image Dealing with stressful situations	<b>Be Friendly, Be Wise</b> Feeling the pressure Barriers to friendship  <b>We've Got Rights!</b> Democracy and Laws	<b>Living Long, Living Strong</b> Healthy lifestyle choices: judging risk  <b>CRC Articles 6 &amp; 24</b> <b>Drugs</b> Peer pressure VSA Help, advice & support <b>CRC Articles 24, 17 &amp; 19</b>	<b>Safety First</b> Personal safety: risk and choices Cycling Safety <b>CRC Articles 17, 27, 19</b>  <b>Celebrate Diversity</b> <b>CRC Articles 2, 7, 8, 14 &amp; 29</b>	<b>Our World</b> Media influences Inequalities – local and global communities <b>CRC Article 2, 6, 29</b>	<b>Lucinda and Godfrey School Nurse</b> Growing and Changing <b>CRC Articles 17, 24, 19, 29</b> <b>Money, Money, Money!</b> Enterprise and world of work <b>CRC Articles 6, 17, 24, 27, 29</b>
	<b>PSHE includes: 'Value of the Month' and whole school events</b>					
<b>RE</b>	What do Sikhs believe and how are these beliefs expressed?	What are the themes of Christmas?	What do we know about the Bible and why is it important to Christians?	Why are Good Friday and Easter Day the most important days for Christmas?	What do we know about Christianity?	
	<b>R.E. is based upon the Durham Agreed Syllabus</b>					
<b>Music</b>	<b>Charanga Unit</b> I'll Be There	<b>Charanga Unit</b> Classroom Jazz 2	<b>Charanga Unit</b> A New Year Carol	<b>Charanga Unit</b> Happy!	<b>Charanga Unit</b> You've Got a Friend	<b>Charanga Unit</b> Reflect, rewind and replay
<b>DT</b>	<b>Mechanisms</b> Making and designing a zoetrope		<b>Structure</b> Build an Anderson Shelter		<b>Food Technology</b> Cooking foods from around the world and understanding where food comes from	
<b>PE</b>	SAQ O&A Robinwood Swimming	Net and Wall Dance	Gymnastics Attack and Defence		Striking and Fielding	Athletics Swimming
<b>French</b>	<b>Space and Planets</b> Give a description of a planet and make statements about the position of a planet Classifying nouns, adjectives and verbs		<b>At the Café</b> Drinks, snacks and ice-creams with quantities of food Transactional language for a café - seeking clarification of meaning		<b>Our Environment</b> Telling the time, school life and places around town	
<b>Art</b>	<b>Painting and Sketching</b> Creating portraits inspired by Victorian artists		<b>Pattern, Printing and Textiles</b> Embroidery work based on World War II insignias		<b>Sculpture</b> Sculpting masks based on Native American designs	
<b>Computing</b>	<b>Digital Literacy</b> E-safety <b>Computer Science</b> Programming and coding IT - Word documents		<b>Digital Literacy</b> E-safety <b>Computer Science</b> Programming and coding IT - Word documents		<b>Digital Literacy</b> E-safety <b>Computer Science</b> Programming and coding IT - Word documents	