

**Long Term Curriculum Overview Year 5/6 2019 - 2020**

**‘Believe, Excite, Succeed, Together’**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year group** |  | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **Key Question**  **( Topic name)** | History – World Wars with a focus of WW2 | | Science – Forces | Geography/History – Scandinavia /Vikings | Mayans | Amazon Basin | |
| **Driver** | History | | Science | History / Geography | History | Geography | |
| **Key events, experiences, trips** | Cranwell Aviation Museum  Bomber Command Centre | Holocaust Centre | Science day | Jorvik Viking Centre  York Chocolate Factory | Mayan Workshop with Past Productions |  | |
| **Parental engagement opportunities** | What we have learned about WW2 so far | What we understand about the Holocaust |  | All about the Vikings | Maya Presentations | Creating poison dart frog bean bags | |
| **English units and rich texts** | Goodnight Mister Tom  Fiction – Author Study / Genre study Biography Argument Texts | Diary of Anne Frank  Fiction – Author Study / Genre study Biography Argument Texts | Fiction: Scientific  Fiction study – write in the style of a genre  Poetry – Power of Imagery | Persuasive writing  Poetry – Power of Imagery | Fiction - Myths and Legends Fiction - Stories with Flashbacks Poetry – Finding a Voice | | Fiction - Myths and Legends Fiction - Stories with Flashbacks |
| **Maths links and opportunities** | Create a weekly menu for rationing for a family of 4 including all costs from the rationing book provided | Code breaking | Mass, Weight and Gravity – Newtons Law | Viking fraction lines  Measuring | The Mayan Number System | | The Amazon Basin in numbers |
| **Science topic** | Light | Electricity | Forces | Animals including humans | Animals Including Humans | | Animals Including Humans |
| **WS skills opportunities** | observing changes over different periods of time,  noticing patterns,  grouping and classifying things,  carrying out comparative and fair tests  and finding things out using a wide range of secondary sources | observing changes over different periods of time,  noticing patterns,  grouping and classifying things,  carrying out comparative and fair tests  and finding things out using a wide range of secondary sources | observing changes over different periods of time,  noticing patterns,  grouping and classifying things,  carrying out comparative and fair tests  finding things out using a wide range of secondary sources. | Create new investigations  Record data and present it in a range of ways  Use scientific instruments  Know what variables to consider when following an enquiry | observing changes over different periods of time,  noticing patterns,  grouping and classifying things,  carrying out comparative and fair tests  and finding things out using a wide range of secondary sources | | observing changes over different periods of time,  noticing patterns,  grouping and classifying things,  carrying out comparative and fair  tests and finding things out using a wide range of secondary sources. |
| **Geography** | Local Study – Welbourn vs London | Looking at the countries that were involved in WW2 | Forces of nature | Region in Europe locating Scandinavia and how the UK has changed over time. | Maya civilisation mapping skills | | North/South America – Amazon Basin |
| **History** | World wars | | The work of Galileo Galilei and how it relates to forces | Vikings | Non- European – Mayans | | History of the Amazon Basin/ how it has changed overtime |
| **Art** | Every picture tells a story – exploring artists and hidden meaning behind art | * Henry Moore art look up! |  | Sketching fierce warriors | Mayan Murals | | Rainforest Art using sugar paper |
| **DT** | Rationing | Make do and mend – sewing  Sock teddies | Making our centrifugal device | Designing and making longships (Forest School) | Mayan masks | | Poison Dart Frog Bean Bags |
| **Music** | WW2 Music and songs | | Ukulele | Ukulele | Composing Mayan music | | Recreating the sounds of the rainforest using different instruments |
| **PE** | Athletics  Hockey | Dodgeball  Football | Table Tennis  Badminton | Orienteering  Dance | Gymnastics  Gymnastics | | Team Building  First Aid |
| **Computing** | Routine week : basic skills word  Bletchley Park 1: Secret codes | Bletchley Park 2  WW2 First Computers | Big Data 1 | Big Data 2 | Intro to Python | | Micro:bit |
| **RE** | LAS Compulsory  Being Human - Islam | LAS Compulsory  Being Human - Hinduism | LAS Additional  DO you have to believe in God to be good? | Creation  Creation and science: conflicting or Complementary as conflicting or complementary digging deeper | LAS Compulsary  Life Journey – Hinduism/Islam  *Hinduism: How do Hindus show they belong?*  Islam: How do Muslims show they belong?  Rites of passage; include other religions. E.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters- what impact | | |
| **Church school values** | Justice | Equality | Love and Compassion | Service and Stewardship | Peace and Forgiveness | | Generosity and Thankfulness |
| **British values** | Democracy | Mutual Respect | Individual Liberty | The Rule of Law | Tolerance | | The best of being British |
| **Global learning links/ international days** | Macintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 11.pngMacintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 8.png | Macintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 7.jpgMacintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 13.png | Macintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 5.pngMacintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 10.png | Macintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 14.pngMacintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 6.png | Macintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 16.jpegMacintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 9.pngMacintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 13.png | | |
| **SMSC opportunities** | Moral development Understanding the consequences of actions | | Making appropriate choices about own life and justifying choices | | Dealing with changes in life. Strategies for challenges and moral dilemmas. | | |
| **PSHE/ P4C** | Living in the wider world – rights and laws | Taking responsibility for our actions | Wellbeing – looking forward, safety and being responsible citizens | | Changes, emotions and relationships | | |
| **MFL** | French revision of key concepts | | Life in my home | | Meet the family , a week in the life | | |
| **Themed weeks** | Democracy Week | Anti-Bullying Week  World Hello Day | Arts Week  E-Safety Day | World Book Day  Chinese New Year | Routine Week | | Aspirations Week |