Long Term Curriculum Overview – Oak Class Y5/6 (2020-2021)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Crime Stoppers** ***Crime and Punishment*** *Changes in crime and punishment from 1066 to modern day.*		***Hola Mexico!*** *Legacy of the Mayans and Modern day Mexico*		***Brain Smart*** ***The Art of Being Human*** *Healthy body, healthy mind.*	
Hook	Crime Scene		Letter from a travel vlogger		Challenge set by Mrs Hanratty re healthy schools	
Outcome	Rogues Gallery Art Exhibition		Mexico Fiesta Kitchen		Skills Workshop	
Enrichment	Police visit		Visit to Montazuma Chocolate Shop		Visit to Science Centre	
Text Drivers suggestions	The Highwayman- Alfred Noyes Oliver Twist- Charles Dickens Boy In The Tower – Poly Ho-Yen Street Child- Berlie Docherty		Pax- Sara Pennypacker Return to Sender- Julia Alvarez What The Moon Saw- Laura Resau		The Eye of the Wolf- Daniel Pennac A Stage Full of Shakespeare Stories- Angela McAllister	
English	**Write to inform** Explanation of - Crimes through the ages -Write a biography of Elizabeth Fry/Dr Banardo -Write instructions for making a periscope -Write an eye witness account Write a newspaper report	**Write to Persuade** -Write a job advert for a highway man -Write a prosecution speech **Write to Entertain** Write a play script Write a narrative poem Letter writing	**Write to Inform** -Write non-chronological reports - Write instructions to make Mexican food -Letter of Complaint **Write to Inform and Persuade** -Write travel guides on Mexico **Write to Entertain** -Play scripts based on Mayan legends	**Write to persuade** -Write an advert to promote traditional Mexican drinking chocolate - Write a balanced argument **Write to entertain** Write own Ancient Mayan Myth	**Write to Inform** - Explanation texts on body systems - **Write to Inform and Persuade** - Write a leaflet on an aspect of healthy living	**Write to Entertain** -Shakespeare style play script - **Poetry writing** Haiku/ Sonnets **Write to Persuade** -Write an advert advertising a new brand and style of trainers **Write to Inform** - Write a biography of Charles Darwin -Write a magazine article based on nutrition
Maths	**White Rose Maths** Number Place Value Four operations Prime numbers Statistics	**White Rose Maths** Number-Four operations Prime numbers Statistics	**White Rose Maths** Fractions Decimals Percentages Algebra Geometry ,Angles and shape		**White Rose Maths** -Converting units -Area and perimeter -Volume -Measures -Fractions ,decimals and percentages	**White Rose Maths** -Fractions, decimals and percentages -Four operations

Science	**Light (Y6) and Sound (Y4)** - 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. - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases. **Electricity (Y4 + Y6)** - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	**Living Things and their habitats (Y6)** - 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	**Evolution and Inheritance (Y6)** - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Animals including humans (Y6)** - 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.

	- recognise some common conductors and insulators, and associate metals with being good conductors. - 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.		
Science (Longitudinal study)	**Do we all start and end life in the same way?** Working scientifically UKS2: • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.		
Computing (Computing)	**Spreadsheets and Databases** Learn to enter formulae into a spreadsheet to perform calculations on inputted data. Select and use content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content How computers work - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	**Taking programming further…. introducing AI** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**2D, 3D, Computational Thinking** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Geography	**UK** Locational Knowledge What and where are the human and physical features in the UK?		**Use maps, atlases and satellite images to locate the Chihuahuan Desert.** Mexico study – environmental regions, key human and physical characteristics, countries and major cities			
History	**Crime and Punishment** changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century		**Mayans** A non-European society that provides contrasts with British history – 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			
Art	**Artist study** – Banksy Graffiti art **The Great Masters** Leonardo Davinci	**Where Maths Meets Art** **A study of Line Pattern and Shape** **Artist Study-** Mondrian	**Collage-** Cinco de Mayo Huichol Yarn Collage Mexican 'Day of the Dead'/'Dia de Los Muertos' decorated skulls. **Pottery-** Mexican pinch pots Design a Day of the Dead Planter Printing	**Artist Study-** Diego Rivera-Mexican muralist **Painting/Drawing A study of Mayan Art-** What does their art tell us about their life and culture?	**Drawing-** Drawing Human figures Charcoal bodies	**Painting-** Humans in Action **Artist Study-** Keith Harding
DT	**Mechanisms** **Create your own guillotine** -Explore working mechanisms and identify components -Design and make a working model of a guillotine using understanding of mechanisms -Evaluate effectiveness of finished design **or** Children will be producing a design for a boat to escape from Alcatraz and explain how it would work.		**Research and make an authentic Maya drinking chocolate**. Design and make a new brand of Maya drinking chocolate. Design packaging and all promotional materials -Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques Design and prepare tacos, Salsa, guacamole and savoury tamales		**Use visual based programing software to design a game base on Healthy Living theme** Use Scratch and Kodu to make a game, controlling the movement and responses of different elements of the game	
RE **(Understanding Christianity and Living Difference)**	WR: Buddhism Suffering - The four noble truths	Remembrance UC: Incarnation 2b.4 Was Jesus the Messiah?	UC: Creation 2b.2 Creation and science: conflicting or complimentary?		WR: Buddhism Festivals - Wesak	
PE	**Rounders** -Striking and fielding	**Lacrosse** -Passing and receiving	**Football** - basic control skills	**Lacrosse** -Throwing on the run	**Rounders/Cricket** -Batting skills	**Athletics** -Run short distances

	-Collaborate as a team to choose, use and adapt rules in a game.	Cradling and scooping -Play to agreed rules -lead others in a game situation	- Send the ball with accuracy and keep possession of the ball -Build attacking play - Make a team and communicate a plan -Evaluate skills to aid improvement	-Catching on the run - Offensive and defensive strategy	-Bowling skills -Throwing skills -Fielding techniques	-Run long distance -Javelin throw -Jump in different ways -Take part in a relay
Music	Body Rhythms	Recorder	Recorder/Compositions		Recorder / Reading music	
PSHE (SCARF)	Me and My relationships	Valuing difference	Keeping myself safe	Rights and Responsibilities	Being My Best A healthy body: Drugs and alcohol	Growing and Changing
French	Alphabet Je me presente - Family / Where I live Christmas		Je me presente – What I look like Food and Drink/Café		Travel - holidays	