

## Long Term Curriculum Overview - Oak Class Y5/6 (2019-2020)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme/ Key Q</b>	<b>We Can Do It!</b> (A local study unit on Winchester in WW1 and WW2) A study or aspects of history or a site dating from a period beyond 1066 that is significant to a locality.		<b>There is No Planet B?</b> We only have one planet. We have nowhere else to go. If we use our creative powers properly we don't need anywhere else. If we take care of it, and each other, everything we need is right here.		<b>Why are the Rainforests so important?</b> Understanding geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in South America	
<b>Outcome</b>	WW2 Day		Sustainable Sparsholt Festival		Deforestation Debate	
<b>Text Drivers suggestions</b>	<b>The Silver Sword</b> Ian Serrailier <b>Goodnight Mr Tom</b> Michelle Magorian		<b>Skellig</b> David Almond		<b>Holes</b> Louis Sachar	
<b>English</b>	<b>Writing to inform</b> -recount -explanation -newspaper reports -instruction <b>Writing to entertain</b> - diary writing -script writing - poetry	<b>Writing to persuade</b> -letter -advert -poster -speech <b>Writing to entertain</b> - Develop a key narrative technique- settings	<b>Writing to inform</b> - Explanation texts linked to survival scenarios - Non -chronological reports -animals that live in extreme climates - Leaflets	<b>Writing to entertain</b> - write a series of diary extracts -write a report in the form of a leaflet -Develop a key narrative technique- settings	<b>Writing to discuss</b> -write a balanced argument - write and present a speech <b>Writing to entertain</b> - develop a key narrative technique- characterisation	<b>Writing to inform</b> -research, write and present a report for a specific audience and purpose -develop a key narrative technique -atmosphere <b>Writing to persuade</b> -advert -letter -poster
<b>Maths</b>	<b>White Rose Maths</b> Number Place	<b>White Rose Maths</b> Number-Four operations	<b>White Rose Maths</b> Number-Fractions	<b>White Rose Maths</b> Fractions Decimals	<b>White Rose Maths</b> -Converting units	<b>White Rose Maths</b>

	Four operations Prime numbers Statistics	Prime numbers Statistics	Percentages	Percentages Algebra Geometry ,Angles and shape	-Area and perimeter -Volume -Measures -Fractions ,decimals and percentages	-Fractions, decimals and percentages -Four operations
<b>Science</b>	<b>Light and Electricity</b> Can you design an electrical circuit that recreates a Morse code system? <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</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 objects that cast them.</li> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>		<b>Evolution and Inheritance</b> Will I be exactly like my grandparents? <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things 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> <b>Properties and materials</b> Using knowledge of how filtering works, test a range of different filters and investigate how small the particles are which the filter can actually separate out? <ul style="list-style-type: none"> <li>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</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,</li> </ul>		<b>Living things and their habitats</b> <b>Animals including humans</b> How does the human body work? <ul style="list-style-type: none"> <li>-Human circulatory system</li> <li>-Human digestive system</li> <li>-Diet, exercise drugs and lifestyle               <ul style="list-style-type: none"> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function- taught through Sex and Relationships Education.</li> </ul> </li> </ul>	

		including through filtering, sieving and evaporating <ul style="list-style-type: none"><li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li><li>• demonstrate that dissolving, mixing and changes of state 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, including changes associated with burning and the action of acid on bicarbonate of soda.</li></ul>				
<b>Science</b> (Longitudinal study)	<b>Do we all start and end life in the same way?</b> Working scientifically UKS2: <ul style="list-style-type: none"><li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>• using test results to make predictions to set up further comparative and fair tests</li><li>• 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</li><li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li></ul>					
<b>Computing</b> (Computing)	<b>We are game developers</b> -Developing an interactive game Programming - Scratch	<b>We are cryptographers</b> -computational thinking	<b>We are artists</b> -Fusing geometry and art	<b>We are web developers</b> Computer networks Creating a web page about computational thinking	<b>We are bloggers</b> Sharing opinions and experiences	<b>We are architects</b> Creating a virtual space
<b>Geography</b>	/		<b>Fieldwork Study of the River Itchen</b> <ul style="list-style-type: none"><li>• What is the importance of the chalk stream which flows through our city of Winchester?</li></ul>	<b>Rainforests</b> <ul style="list-style-type: none"><li>• Where in the world are the rainforests located?</li><li>• How are plants and animals adapted to their environment?</li></ul>		

			<ul style="list-style-type: none"> <li>How can we investigate the hydrology and ecosystems of the River Itchen?</li> <li>What does a transect of the River Itchen look like?</li> </ul> <p>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, including day and night.</p>		<ul style="list-style-type: none"> <li>What are the primary and secondary impact of deforestation?</li> <li>How do rainforests contribute to world ecology?</li> <li>How does Fairtrade farming help support workers in the Rainforest?</li> </ul>	
<b>History</b>	<b>A local study unit on Winchester in WW1 and WW2</b> <ul style="list-style-type: none"> <li>What was the impact of WWII on the Home Front in Winchester?</li> <li>What was life like in Winchester on the Home Front in WWII?</li> <li>How did Winchester change after WWI and WWII?</li> </ul>		/		/	
<b>Art</b>	Representations of WW2 in pastels and charcoal	Artist Study Lowry Propaganda posters	Collage Sculpture Printing	Printing Drawing	Drawing Textiles	Painting collage
<b>DT</b>	WW2 Rations cookery		Create a 3D model of a river basin		Create an information book with moving parts	
<b>RE</b> (Understanding Christianity)	Christian symbolism What does God mean to me?	UC: God What does it mean if God is holy and Loving?	UC: Salvation What difference does the resurrection make for Christians?	UC Salvation: Why do Christians call the day Jesus dies Good Friday?	UC People of God: How can following God bring freedom and justice	WR: Buddhism The sangha eightfold path

and Living Difference)	WR: Buddhism The Enlightenment of Buddha					
PE	<b>Lacrosse</b> -Gaining possession -Passing in different ways -Choose a tactic for defending and attacking	<b>Lacrosse</b> -Shooting techniques -Play to agreed rules -lead others in a game situation	<b>Tag Rugby</b> - Pass in different ways - keep possession of the ball - Make a team and communicate a plan	<b>Dance</b> - compose dances in a creative way -Dance with fluency, clarity accuracy and consistency	<b>Rounders/cricket</b> -Batting skills -Bowling skills -throwing skills -Fielding techniques	<b>Athletics</b> -Run short distances -Run long distance -I can throw in different ways -Jump in different ways -take part in a relay
Music	Use instruments and voices with increasing accuracy, fluency, control and expression / Composition		Improvise and compose music for a range of purposes Musical scores		Play and perform in solo and ensemble contexts production singing	
PSHE (SCARF)	<b>Shine like a star!</b> -Getting to know each other -What makes an excellent learner - What are my super-hero powers?	<b>I look great!</b> We have more in common than not	<b>Keeping safe</b> Growing and changing	<b>Healthy relationships</b> <b>Caring for the environment</b>	<b>Feelings and emotions</b>	<b>-Growing and changing</b> <b>-Rights and responsibilities</b>
French (Eurostars)	Our School	The world around us	Then and Now	Setting up a Cafe	What's in the New	The Weather