

**Year A- Curriculum Breadth Map**  
**Year 5 and 6**

Term	Schema	Read	Write	Art & design	D&T	History	Geography	Music	Computing	Science	PE	RE	RSE/PSHE	MFL
Autumn	Land of the Free	<p><b>Native American Myths</b></p> <p><b>Classic novels</b></p> <p><b>Classic poems</b></p> <p><b>Biographies</b></p> <p><b>Non-fiction-Persuasive</b></p>	<p><b>Narrative -</b> Write stories that contain mythical, legendary or historical characters of events. Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</p> <p><b>Non fiction -</b> Persuasive text Biographies Recounts</p> <p><b>Poetry -</b> Learn by heart and perform a significant poem.</p>	<p><b>Textiles</b></p> <p><i>Develop ideas</i></p> <p><i>Mater techniques - textiles</i></p> <p><i>Take inspiration from the greats - Native American Chippewa - dream catchers.</i></p>	<p><b>Textiles</b></p> <p><i>Design</i></p> <p><i>Make</i></p> <p><i>Evaluate</i></p> <p><i>Technical knowledge</i></p> <p><i>-Making Teddies</i></p> <p><i>Is</i></p>	<p><b>Study of a theme in British history</b></p> <p><b>Study the development of conflict throughout British history</b></p> <p><i>Investigate and interpret the past</i></p> <p>6 weeks</p>	<p>Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</p> <p>Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Describe and understand key aspects of physical geography including vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones.</p> <p><i>Investigate places</i></p> <p>6 weeks</p>	<p><b>Journeys</b></p> <p><b>Song Cycle</b></p> <p><i>Perform</i></p> <p><i>Compose</i></p> <p><i>Transcribe</i></p> <p><i>Describe</i></p> <p>6 weeks</p>	<p><b>Digital Literacy (SWGfI planning)</b></p> <p><i>Connect: develop an understanding of how to safely connect with others.</i></p> <p><i>Communicate: Using apps to communicate ones ideas.</i></p> <p>2-3 lessons</p> <p><b>Kodu</b></p> <p><i>Code: developing understanding of instructions, logic and sequencing (motion, looks, sound, events, draw, control, sensing, variables, operators).</i></p> <p><i>Connect: develop understanding of how to safely connect with others.</i></p> <p><i>Communicate: using apps to communicate ones ideas.</i></p> <p>7 weeks</p>	<p><b>Chemistry: Materials</b> Examine the properties of materials. <b>Look at solubility and recovering dissolved substances.</b> <b>Separate mixtures.</b> <b>Examine irreversible changes.</b></p> <p><i>Investigate materials.</i></p> <p><b>Biology: All Living Things</b> <b>Look at the life cycle of animals and plants.</b> <b>Look at reproduction in plants and animals.</b></p> <p><i>Investigate living things.</i></p> <p><i>Working scientifically</i></p> <p>12 weeks</p>	<p><b>Games x 2</b></p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p> <p><b>Outdoor and Adventurous Activities</b></p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p> <p><b>Gymnastics</b></p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p> <p>12 weeks</p>	<p><b>LAS Compulsory</b></p> <p><b>Being Human – Hinduism/Islam (T1/2)</b></p> <p><i>[Hinduism: How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?]</i></p> <p><i>Islam: What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?]</i></p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p>	<p><b>Y5: Physical Health and Wellbeing</b> <i>Focus: In the Media</i> <b>Identity, Society and Equality</b> <i>Focus: Sterotypes, Discrimination and Prejudice (including tackling homophobia)</i></p> <p><b>Y6: Relationship and Sex Education</b> <i>Focus: Healthy Relationships/ How a baby is made</i></p> <p>12 weeks</p>	<p>Greetings and Numbers</p> <p>Colours, and animals</p> <p>Days of the weeks, months, seasons.</p> <p>Fruit, food, drink and giving preferences.</p> <p>Families, stories and conversations.</p> <p>Cultural diversity</p> <p>Speak</p> <p>Read</p> <p>Write</p> <p>Spanish Culture</p> <p>12 weeks</p>
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Spring	<b>Extreme Earth</b>  (Earthquakes, Zones and Volcanoes)	<b>Narrative - Adventure story</b>  <b>Non-fiction - Non-chronological report</b>  <b>Instructions</b>  <b>Poetry - Haiku and image poetry</b>  <b>Look at Japanese texts</b>	<b>Narrative -</b> Write adventure stories. Write letters.  <b>Non-fiction - Non-chronological report.</b> Instructions  <b>Poetry -</b> Write a haiku. Write poems that convey an image (simile, word play, rhyme and metaphor)	<b>Painting (art from Japan)</b>  Develop ideas through sketching  Master techniques (painting pen and brusho)  Take inspiration from the greats (Japanese art The Wave)	<b>Food Breads</b>  Master practical skills (food)  Design make evaluate and improve.  Take inspiration from design throughout history. (Traditional recipes)	<b>A study of a theme in British history that extends beyond 1066.</b>  <b>Study the development of transport and trade throughout British history.</b>  <i>Build an overview of world history</i>	Describe and understand key aspects of physical geography including vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones.  <i>Investigate patterns</i>  <i>Communicate geographically</i>  6 weeks	<b>Our Community</b>  <b>Performance</b>  <i>Perform</i>  <i>Compose</i>  <i>Transcribe</i>  <i>Describe</i>	<b>Digital Literacy (SWGfI planning)</b>  <i>Connect: develop an understanding of how to safely connect with others.</i>  <i>Communicate: Using apps to communicate ideas.</i>  2-3 lessons  <b>News Report Video</b>  <i>Code: Develop understanding of instructions, logic and sequences (looks, sound).</i>  <i>Communicate: Using apps to communicate ideas.</i>  <i>Connect: develop an understanding of how to safely connect with others.</i>  <i>Collect: develop an understanding of databases.</i>  7 weeks	<b>Biology: All Living Things</b> <b>Look at the life cycle of animals and plants.</b> <b>Look at reproduction in plants and animals.</b>  <i>Investigate living things.</i>  <b>Physics: Forces</b> <b>Look at the effect of gravity and drag forces.</b> <b>Look at transference of forces in gears, pulleys, levers and springs.</b>  <i>Understand movement, forces and magnets.</i>  <i>Working scientifically</i>  10 weeks	<b>Games x 2</b>  <i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i>  <b>Dance</b>  <i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i>  <b>Gymnastics</b>  <i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i>	<b>Salvation (T3)</b>  UC 2b.7 (core)  <b>What difference does the resurrection make for Christians?</b>  [How do Christians behave/act because of their beliefs about Jesus and the resurrection?]  <b>Incarnation (T4)</b>  UC 2b.4 (core)  <b>Was Jesus the Messiah?</b>  [Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?]	<b>Y5: Keeping Safe and Managing Risks</b>  <i>Focus: When things go wrong</i> <b>Mental Health and Emotional Wellbeing</b> <i>Focus: Dealing with Feelings</i>  <b>Y6: Drug, Alcohol and Tobacco Education</b> <i>Focus: Weighing up Risk</i>  <b>Identity, Society and Equality</b> <i>Focus: Human Rights</i>  12 weeks	Greetings and Numbers  Colours, and animals  Days of the weeks, months, seasons.  Fruit, food, drink and giving preferences.  Families, stories and conversations.  Cultural diversity  Speak  Read  Write  Spanish Culture  12 weeks
Term	Schema	Read	Write	Art & design	D&T	History	Geography	Music	Computing	Science	PE	RE	RSE/PSHE	MFL

Summer	Driving forces	<p>Historical novel</p> <p>Non fiction report</p> <p>Suspense novel</p> <p>Shakespeare stories</p> <p>Persuasive texts</p>	<p><b>Narrative -</b> Write mystery and suspense stories. Character study - letters/ diaries inspired by reading across the curriculum.</p> <p><b>Non fiction -</b> newspaper report. Write in a journalistic style. Arguments - subtle viewpoints</p> <p><b>Poetry -</b> Write a cinquain.</p>	<p><b>Print</b></p> <p><i>Develop ideas</i></p> <p><i>Master Techniques</i></p> <p><i>Take inspiration from the greats – African Art</i></p>	<p><b>Mechanics</b></p> <p>(Balloon Blaster- Moving toys)</p>	<p><b>Early Civilizations achievements and in an in depth study.</b></p> <p><i>Understand chronology</i></p> <p>6 weeks</p>	<p>Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones.</p> <p>Describe and understand key aspects of physical geography including vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Describe and understand key aspects of human geography including settlements, land use, economic activity including trade links and the distribution of natural resources.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.</p> <p><i>Investigate places</i></p> <p><i>Investigate patterns</i></p>	<p><b>At the Movies</b></p> <p><i>Perform</i></p> <p><i>Compose</i></p> <p><i>Transcribe</i></p> <p><i>Describe</i></p> <p>6 weeks</p>	<p><b>Digital Literacy (SWGfI planning)</b></p> <p><i>Connect: develop an understanding of how to safely connect with others.</i></p> <p><i>Communicate: Using apps to communicate ones ideas.</i></p> <p>2-3 lessons</p> <p><b>3D Product Design</b></p> <p><i>Code: Develop understanding of instructions, logic and sequences (looks).</i></p> <p><i>Connect: develop an understanding of how to safely connect with others.</i></p> <p><i>Communicate: using apps to communicate one's ideas.</i></p> <p><i>Collect: develop an understanding of databases.</i></p> <p><b>7 weeks</b></p>	<p><b>Physics: Earth and Space</b> <b>Look at the movement of the Earth and the Moon.</b> <b>Explain day and night.</b></p> <p><i>Understand the Earth's movement in space.</i></p> <p><b>Biology: Animals and Humans</b> <b>Look at human growth and changes.</b></p> <p><i>Understand animals and humans.</i></p> <p><i>Working scientifically</i></p> <p>12 weeks</p>	<p><b>Games x 2</b></p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p> <p><b>Swimming</b></p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p> <p><b>Athletics</b></p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p>	<p><b>LAS Additional (T5/6)</b></p> <p>Expressing Beliefs through the Arts (including Christianity)</p> <p>[Reasons why some people may not use pictorial representation to express belief, e.g. Muslims; Spirited Arts competition run by NATRE]</p> <p>12 weeks</p>	<p><b>Y5: Drug, Alcohol and Tobacco Education</b> <i>Focus: Different Influences</i></p> <p><b>Careers, Financial Capability and Economic Wellbeing</b> <i>Focus: Borrowing and Earning Money</i></p> <p><b>Y6: Mental Health and Emotional Wellbeing</b> <i>Focus: Healthy Minds</i></p> <p><b>Keeping Safe and Managing Risk</b> <i>Focus: Keeping Safe- Out and about</i></p> <p>12 weeks</p>	<p>Greetings and Numbers</p> <p>Colours, and animals</p> <p>Days of the weeks, months, seasons.</p> <p>Fruit, food, drink and giving preferences.</p> <p>Families, stories and conversations.</p> <p>al diversity</p>
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