

Year B- 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	Achievements and Legacies	<p>Read stories about myths/historical characters</p> <p>Read plays</p> <p>Read a range of different poems</p> <p>Read newspaper reports</p> <p>Read recounts</p> <p>Look at Greek texts</p>	<p>Narrative - Write stories about mythical, legendary or historical characters or events. Write plays</p> <p>Poetry - Write cinquain. Write poems that convey an image (simile, word play, rhyme and metaphor).</p> <p>Non fiction - Write in a journalist style - Newspaper reports. Write recounts.</p>	<p>Develop ideas</p> <p>Master Techniques-sculpture</p> <p>Take inspiration from the greats-Greeks (pots and vases)</p>	<p><i>Master practical skills</i></p> <p><i>Design, make, evaluate and improve.- materials</i></p> <p><i>Take inspiration from design throughout history- Bridges</i></p>	<p>Ancient Greece</p> <p><i>Investigate and interpret the past</i></p> <p>6 weeks</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>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>Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</p> <p><i>Investigate places</i></p> <p><i>Investigate patterns</i></p> <p>6 weeks</p>	<p>Class Awards</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>Digital Literacy (SWGfI planning)</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>How the internet works</p> <p>Tessellating patterns</p> <p><i>Code: Develop understanding of instructions, logic and sequences (looks, motion, draw, events, sensing, variables, operators, control, sound).</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>Biology: Animals and Humans Look at the effect of diet, exercise and drugs. Look at nutrition, transportation of water and nutrients in the body. Look at the digestive system in humans.</p> <p><i>Understand animals and humans.</i></p> <p>Physics: Light Look at seeing, reflection and shadows. Explain how light appears to travel in straight lines and how this affects seeing and shadows.</p> <p><i>Investigate light and seeing.</i></p> <p><i>Working scientifically</i></p> <p>12 weeks</p>	<p>Games x 2</p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p> <p>Outdoor and Adventurous Activities</p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p> <p>Gymnastics</p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p> <p>12 weeks</p>	<p>God (T1)</p> <p>UC 2b.1 (core) What does it mean if God is loving and holy?</p> <p>LAS Compulsory (T2)</p> <p>Life Journey –Islam</p> <p><i>Islam: How do Muslims show they belong?</i></p> <p><i>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 does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not]</i></p>	<p>Y5: Physical Health and Wellbeing <i>Focus: In the Media</i> Identity, Society and Equality <i>Focus: Stereotypes, Discrimination and Prejudice (including tackling homophobia)</i></p> <p>12 weeks</p> <p>Y6: Relationship and Sex Education <i>Focus: Healthy Relationships/ How a baby is made</i></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>
Term	Schema	Read	Write	Art & design	D&T	History	Geography	Music	Computing	Science	PE	RE	RSE/PSHE	MFL

Spring	Beliefs	<p>Read persuasive texts</p> <p>Read explanation texts</p> <p>Read mystery and suspense stories</p> <p>Read formal and balanced arguments</p>	<p>Narrative - Write stories of mystery and suspense. Write stories of adventure.</p> <p>Non fiction - Write formally/ balanced arguments Write persuasively. Write explanations.</p>	<p>Develop ideas</p> <p>Master Techniques- Digital media</p> <p>Take inspiration from the greats- symbolism in art</p>	<p><i>Master practical skills</i></p> <p><i>Design, make, evaluate and improve.-</i></p> <p>construction construct a product that can be controlled by an app (link with computing app design) then make the product and control it with a computer programme.</p> <p><i>Take inspiration from design throughout history-</i></p>	<p>Study of a theme throughout British history</p> <p><i>Investigate and interpret the past</i></p> <p><i>Communicate historically</i></p> <p>6 weeks</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>Understand geographical similarities and differences through the study of the human and physical geography of a region or area.</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>Describe and understand key aspects of physical geography including vegetation belts, rivers, mountains, volcanoes and earthquakes.</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><i>Communicate geographically</i></p> <p><i>Investigate patterns</i></p>	<p>Life Cycles</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>Digital Literacy (SWGfI planning)</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>Scratch Maze</p> <p><i>Code: developing understanding of instructions, logic and sequencing (motion, looks, sound, events, draw, control, sensing, variables, operators).</i></p> <p><i>Communicate: using apps to communicate ones ideas.</i></p> <p><i>Collect: develop an understanding of databases.</i></p>	<p>Biology: Evolution and Inheritance Look at changes in animals over time. Look at adaptation to environments. Look at differences in offspring. Look at adaptation and evolution. Look at changes to the human skeleton over time.</p> <p><i>Understand evolution and inheritance.</i></p> <p>Biology: Animals and Humans Look at the human circulatory system.</p> <p><i>Understand animals and humans.</i></p> <p><i>Working scientifically</i></p> <p>10 weeks</p>	<p>Games x 2</p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p> <p>Dance</p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p> <p>Gymnastics</p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p>	<p>LAS Compulsory Life Journey – Hinduism (T3)</p> <p><i>[Hinduism: How do Hindus show they belong?</i></p> <p><i>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 does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not]</i></p> <p>LAS Additional (T4)</p> <p>Unit Designed by the School (including Christianity):</p> <p>Forgiveness</p>	<p>Y5: Keeping Safe and Managing Risks</p> <p><i>Focus: When things go wrong</i></p> <p>Mental Health and Emotional Wellbeing <i>Focus: Dealing with Feelings</i></p> <p>Y6: Drug, Alcohol and Tobacco Education <i>Focus: Weighing up Risk</i></p> <p>Identity, Society and Equality <i>Focus: Human Rights</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>
Term	Schema	Read	Write	Art & design	D&T	History	Geography	Music	Computing	Science	PE	RE	RSE/PSHE	MFL

Summer	Our city	<p>Read stories on places pupils have been</p> <p>Read a range of different letters</p> <p>Read poems</p> <p>Read a variety of biographies</p>	<p>Narrative - Write stories on places pupils have been. Write stories, letters, scripts and <i>fictional biographies</i> inspired by reading across the curriculum.</p> <p>Non fiction - Write biographies Write letters</p> <p>Poetry - Learn by heart and perform a significant poem.</p>	<p>Develop ideas</p> <p>Master Techniques-collage</p> <p>Take inspiration from the greats-modern collage artists layering techniques Matise David Crunelle Natasha Chomko</p>	<p><i>Master practical skills</i></p> <p><i>Design, make, evaluate and improve</i></p> <p>Mechanics</p> <p><i>Take inspiration from design throughout history-mechanical systems have been used through history.</i></p>	<p>History of interest to pupils</p> <p>A local history study</p> <p><i>Investigate and interpret the past</i></p> <p><i>Communicate historically</i></p> <p>6 weeks</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.</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><i>Communicate geographically</i></p> <p><i>Investigate patterns</i></p> <p><i>Investigate places</i></p>	<p>Growth</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>Digital Literacy (SWGfI planning)</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>Market research and app design</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><i>Collect: develop an understanding of databases.</i></p>	<p>Biology: All Living Things Look at classification keys. Look at classification of plants, animals and micro-organisms.</p> <p><i>Investigate living things</i></p> <p>Physics: Electricity Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.</p> <p><i>Understand electrical circuits.</i></p> <p><i>Working scientifically</i></p> <p>12 weeks</p>	<p>Games x 2</p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p> <p>Swimming</p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p> <p>Athletics</p> <p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</i></p>	<p>Creation (T5)</p> <p>UC 2b.2 (core)</p> <p>Creation and Science: Conflicting or Complementary?</p> <p>Creation (T6)</p> <p>UC 2b.2 (digging deeper)</p> <p>Creation and Science: Conflicting or Complementary?</p>	<p>Y5: Drug, Alcohol and Tobacco Education <i>Focus: Different Influences</i></p> <p>Careers, Financial Capability and Economic Wellbeing <i>Focus: Borrowing and Earning Money</i></p> <p>Y6: Mental Health and Emotional Wellbeing <i>Focus: Healthy Minds</i></p> <p>Keeping Safe and Managing Risk <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>Cultural diversity</p> <p>Speak</p> <p>Read</p> <p>Write</p> <p>Spanish Culture</p> <p>12 weeks</p>
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