



# William Rhodes Primary and Nursery School

## Year 5 and Year 6 Curriculum

### Cycle B



Autumn		Spring		Summer								
<b>Global Themes:</b>	<b>Identity and Diversity</b>	<b>Peace and Conflict</b>	<b>Social Justice</b>	<b>Saving our Environment</b>	<b>Our Heritage</b>	<b>Our World and Beyond</b>						
<b>Key Questions:</b>	Why was the Islamic civilisation known as the Golden Age?	Why was the Windrush generation significant turning point in British history?	How can a rainbow flag represent all of us?	What makes a rainforest and why are they important to us?	Where can we see the influence of Ancient Greece on our world today?	How is living in the USA different to living in the UK?						
<b>Enrichment:</b>	Derby Faith Trail	Visitor in School	LGBTQ+ Workshop	Botanical Gardens Sheffield	Ancient Greek Day	Virtual Reality Experience						
<b>Core Texts:</b>						 						
<b>English</b>	<b>Fiction:</b> To entertain Narrative: diary entry	<b>Non-Fiction:</b> To instruct: Instructions/guide	<b>Fiction:</b> To entertain Narrative: short story - flashback	<b>Non-Fiction:</b> To recount Informal letter	<b>Fiction:</b> To entertain Poetry	<b>Non-Fiction:</b> To inform: Newspaper/online article	<b>Fiction:</b> To entertain: Narrative: Sequel The Lorax (film) <small>Write a story that continues where "The Lorax" left off. What happens after the boy plants the last Truffula seed? How does the world change?</small>	<b>Non-Fiction:</b> To persuade: Newsletter: Create an environmental newsletter – One sided argument.	<b>Fiction:</b> To entertain: Narrative: Myth	<b>Non-Fiction:</b> To inform: Information on Ancient Greek Legacy	<b>Fiction:</b> To entertain Narrative: Suspense Story – Francis (Literacy Shed)	<b>Non-Fiction:</b> To discuss: Balanced argument

<b>Science</b>		<p><b>Properties and changes of materials:</b></p> <ul style="list-style-type: none"> <li>(Y5) Compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets</li> <li>(Y5) Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>(Y5) Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>(Y5) Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>(Y5) 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>	<p><b>Electricity:</b></p> <ol style="list-style-type: none"> <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> </ol>	<p><b>Living things and their Habitats:</b></p> <ul style="list-style-type: none"> <li>(Y5) Describe the differences in the lifecycles of an animal, amphibian, insect and bird.</li> <li>(Y5) Describe the life process of reproduction in some plants and animals.</li> <li>(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.</li> <li>(Y6) Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>		<p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>(Y5) Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>(Y5) Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>(Y5) Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>			
<b>History</b>	<ul style="list-style-type: none"> <li>A non- European study that provides contrast with British history- Early Islamic Civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</li> </ul>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</li> </ul>		<ul style="list-style-type: none"> <li>Ancient Greece- a study of Greek Life and achievements and their influence on the western world.</li> </ul>				
<b>Geography</b>		<p><b>Geographical Skills and Fieldwork</b></p> <p>use maps, atlases, globes and digital/computer mapping to</p>		<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</li> </ul>	<p><b>Human and Physical Geography</b></p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers,</p>	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a</li> </ul>			

		locate countries and describe features studied		Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	mountains, volcanoes and earthquakes, and the water cycle	region of the United Kingdom, a region in a European country, and a region within North or South America <b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<b>Art</b>		(Y5) <b>Drawing</b> I Need Space		(Y5) <b>Sculpture and 3D</b> Interactive Installation	(Y6) <b>Drawing</b> Make my voice heard	
<b>Design Technology</b>	<b>Textiles:</b> Combining different fabric shapes		<b>Electrical Systems:</b> More complex switches and circuits.			<b>Food:</b> Celebrating culture and seasonality (Projects on a page)
<b>PSHE &amp; RSE</b>		<b>Relationships</b> – Caring friendships. <b>Physical health and well-being</b> – mental well being  Year 5 – Me and my relationships	<b>Living in the wider world</b> – Money and work, career aspirations. Democracy and responsibilities.  Year 6 – Rights and responsibilities.			<b>Physical health and mental well-being.</b> Changes to adolescent body including menstruation.  Year 5 and 6 Growing and Changing split into separate sessions.
<b>RE</b>	<b>Key Question:</b> <i>What does it mean to be a Muslim in Britain today?</i> U2.6			<b>Key Question:</b> <i>What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</i> U2.2	<b>Key Question:</b> <i>Is it better to express your beliefs in arts and architecture or in charity and generosity?</i> U2.5	
<b>Music</b>	<b>Key Question:</b> <i>How does music bring us together?</i> Y6 Unit 1: Melody and Harmony in Music			<b>Key Question:</b> <i>How does music connect us with the environment?</i> Y6 Unit 6: Farewell Tour	<b>Key Question:</b> <i>How does music connect us with our past?</i> Y6: Unit 2 Sing and play in different styles	
<b>Computing</b>	<b>Year 6 Unit 5- Creating media 3D modelling</b>  <i>E Safety – Health, wellbeing and lifestyle Y5/6</i>	<i>E Safety – Copyright and ownership from Project Evolve Y5/6</i>	<b>Year 6 Unit 2 – Creating media. Web page creation lined to topic.</b>  <i>E Safety – Online bullying from Project Evolve Y5/6</i>	<i>E Safety – Online relationships from Project Evolve Y5/6</i>	<b>Year 5 Unit 3 Programming A – Selection in physical computing.</b>  <i>E Safety – Self image and identify from Project Evolve Y5/6</i>	<i>E-Safety – Managing information online from Project Evolve Y5/6</i>
<b>PE</b>	Football Y5 - Swimming	Gymnastics Y5 - Swimming	Basketball Y5 - Swimming	Dance Y5 Swimming	Outdoor Adventurous Activities Y5 Swimming	Tennis Y5 Swimming