



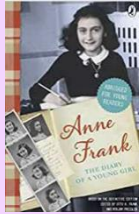



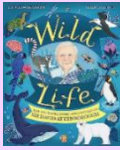

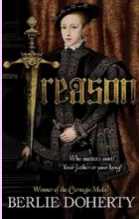
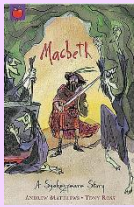
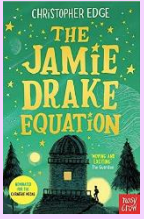
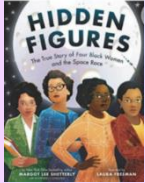


# William Rhodes Primary and Nursery School

## Year 5 and Year 6 Curriculum

### Cycle A



	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>	Can a human live with a pig's heart?		How did Hitler's rise to power change life for Jewish people?		Who was Emmeline Pankhurst and what did she do for women?		How have Darwin and Attenborough helped us to understand our planet?		How has the role of our monarch changed over time?		What is beyond our Earth?	
<b>Enrichment:</b>	Dissection of a pig heart		Visit to Eden Camp		Suffragette Workshops (schoolworkshops.com)		Visit		Visit to Hampton Court		Planetarium (camp out on the field)	
<b>Core Texts:</b>			 		 		  		 		 	
<b>English</b>	<b>Fiction:</b> <i>To entertain</i> Poetry The power of imagery poems (describe circulatory system)	<b>Non-Fiction:</b> <i>To discuss</i> Balanced argument on organ donation.	<b>Fiction:</b> <i>To entertain</i> Film Narrative The Piano (Literacy Shed)	<b>Non-fiction:</b> <i>To inform</i> Recount: diary entry of an evacuee.	<b>Fiction:</b> <i>To entertain</i> Narrative (issue and dilemma) Derby Day (Literacy Shed)	<b>Non-Fiction:</b> <i>To persuade</i> Persuasive speech: join the suffragettes.	<b>Fiction:</b> <i>To entertain</i> Adventure	<b>Non-Fiction:</b> <i>To persuade</i> Letter of application to be in Shackleton's crew.	<b>Fiction:</b> <i>To entertain</i> Character Description	<b>Non-Fiction:</b> <i>To discuss</i> Newspaper article or blog	<b>Fiction:</b> <i>To entertain</i> Science fiction story (Ruin)	<b>Non-Fiction:</b> <i>To inform</i> Biography of Space Explorer

<b>Science</b>	<b>Animals Including Humans:</b> i. (Y6) Identify and name the main parts of the human circulatory system ii. (Y6) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. iii. (Y6) Describe the way in which nutrients and water are transported within animals, including humans.	<b>Light:</b> i. (Y6) Recognise that light appears to travel in straight lines. ii. (Y6) 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. iii. (Y6) 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. iv. (Y6) Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	<b>Properties of materials</b> i. (Y5) Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal) iv. (Y5) Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	<b>Living things and their Habitats:</b> i. (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. ii. (Y6) Give reasons for classifying plants and animals based on specific characteristics.		<b>Earth and Space</b> i. (Y5) Describe the movement of the Earth and other planets, relative to the sun in the solar system, ii. (Y5) Describe the movement of the moon, relative to the Earth. iii. (Y5) Describe the sun, Earth and moon as approximately spherical bodies. iv. (Y5) Use the idea of the Earth's rotation to describe day and night and the apparent movement of the sun across the sky.  <b>Living Things and their Habitats:</b> i. (Y5) Describe the differences in the lifecycles of an animal, amphibian, insect and bird. ii. (Y5) Describe the life process of reproduction in some plants and animals.
<b>History</b>		<ul style="list-style-type: none"> <li>A study of changes within living memory, revealing aspects of change within national life.</li> <li>Significant events and people in history.</li> </ul>	<ul style="list-style-type: none"> <li>A study of the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>A study of change in monarch, comparing and contrasting Henry VIII to King Charles III.</li> </ul>	
<b>Geography</b>		<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Locate the world's countries and cities, using maps to focus on Europe.</li> </ul> <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>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn, the arctic and Antarctic circles the Prime/ Greenwich Meridan and time zones, including day and night.</li> </ul>		
<b>Art</b>	(Y6) <b>Craft and design:</b> Photo opportunity.		(Y6) <b>Sculpture and 3D</b> Making Memories		(Y5) <b>Painting and Mixed Media:</b> Portraits	
<b>Design Technology</b>		<b>Structures-</b> Bridges Y5		<b>Electrical Systems:</b> Doodlers Y5		<b>Mechanical Solutions:</b> Automata toys Y6

<b>PSHE &amp; RSE</b>	<b>Valuing Difference</b> SCARF		Living in the wider world – money and work, career aspirations. Democracy and responsibilities Year 6 – Rights and responsibilities		Physical health and mental wellbeing – changing adolescent body including menstruation Year 5 and 6 ‘Growing and Changing’ split into Year groups	
<b>RE</b>		<b>Key Question: <i>What do religions say to us when life gets hard?</i></b> U2.3		<b>Key Question: <i>If God is everywhere, why go to a place of worship?</i></b> U2.4		<b>Key Question: <i>What matters most to Christians and Humanists?</i></b> U2.7
<b>Music</b>	<b>Key Question: <i>How does music bring us together?</i></b> Y5 Unit 1: Melody and Harmony in Music			<b>Key Question: <i>How does music connect us with the environment?</i></b> Y5 Unit 6: Battle of the Bands		<b>Key Question: <i>How does music connect us with our past?</i></b> Y5: Unit 2 Sing and play in different styles
<b>Computing and E-Safety</b>	<b>Year 5 – Computing systems and networks</b>  <i>E Safety Managing online information Y5/6 from Project Evolve</i>	<i>E Safety Self image and identity strand from Project Evolve. (Y5,Y6)</i>	<b>Year 5 – Creating Media – Video Production – link to news report on Suffragettes.</b>  <i>E Safety online relationships from Project Evolve Y5/6</i>	<i>E Safety Online bullying from Project Evolve (Y5/6)</i>	<b>Year 6 – Programming – Variables in games</b>  <i>E Safety Online reputation from Project Evolve (Y5/6)</i>	<i>E Safety Privacy and Security from Project Evolve (Y5/6)</i>
<b>MFL</b>	Spanish greetings with puppets	Spanish numbers and age	Gaudi art- shapes and adjectives in Spanish	Classroom objects in Spanish	Where do you live in Spain?	Journey around Latin America
<b>PE</b>	Yoga Time	Gymnastics Y5/6	Netball	Kwik Cricket	Athletics	Dance (Science – Earth and Space)