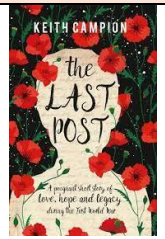
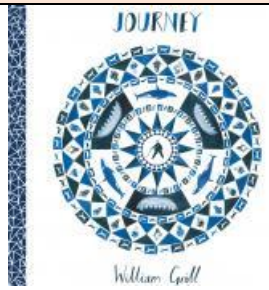
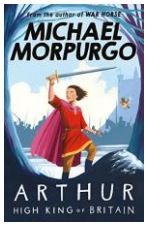
St. Joseph and St. Bede R.C. Primary — Yearly Curriculum Plan A

Years: UKS2 Years 5/6 — Year A — Classes: 9, 10, 11

		HEAD: Dream Big		HEART: Believe with all your heart		HANDS: Achieve great things	
		Rivers & Coasts	World War 1	Victorians	Journeys	Global Issues	Anglo-Saxons
	Wider Experiences	Outdoor Learning Day/ Fieldwork	Liverpool Maritime Museum	Quarry Bank Mill	Robin Wood Yr 6 Orienteering Burrs	Caritas Link: Caritas in action	Anglo Saxon day – Tatton Park Y5 Lytham Beach – Y6
	Big Topic Question	Should we always 'go with the flow'?	Why are coasts important? Is war always the answer? (WW1)	What in the Dickens was life like for the Victorians?	Why was Shackleton's Journey so important to us today?	Should Britain be open to all?	Are all English people immigrants? Who was the first king of England?
English	Key Text						
	Writing Outcome Entertain Inform Persuade Discuss	Establish routines and expectations- Dream Week (1 week) 3 weeks of discrete grammar teaching (See below) Non-Chronological Report – Rivers	Informal Letter – Letter home from the trenches Narrative (RE) – The Christmas Truce Argument – Should Britain have fought in WW1?	Character Description Diary Entry – A Victorian Child in the Workhouse	Biography – Ernest Shackleton Job Application Easter (RE) Narrative (Science) – The Journey of the Red Blood Cell The Dreadful Menace Poetry	Narrative – The Journey Formal Letter – Plight of Refugees	Non-Chronological Report – Anglo Saxons Persuasive Advert – Join Beowulf to save our kingdom!
	Grammar	Nouns & Verbs Subject/Verb Identification Tenses Expanded Noun Phrases	Modal Verbs Apostrophes for possession Co-ordinating Conjunctions Commas to clarify meaning Subordinating	Commas for fronted adverbials and clauses Relative Clauses Punctuation for parenthesis (commas, dashes, brackets)		Prepositions Adverbs & Adverbials (TRaMP) Subordinating Conjunctions	
	Spelling Objectives from a lower year	average, community, disastrous, frequently, leisure, occur	aggressive, apparent, cemetery, conscience, conscious, determined, equipped, language, nuisance, soldier,				

	group: **Y1** **Y2** **Y3/4**	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Words with hyphens Words ending in –able /-ible				
	Irregular Verbs -Oral Rehearsal	To speak	To lead	to spend to eat	to rise to drive	to ring to buy	to wear to choose
	Reading						
Mathematical knowledge and skills	**Number and Place Value/ Addition and Subtraction** (Include measurement reasoning and problem solving across all) Year 5 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero count forwards or backwards in steps of powers of 10 for any given number up to 1000 000 Count on/back read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 round decimals with two decimal places to the nearest whole number and to one decimal place Mental vs written methods- Merge with statistics – solve comparison, sum and difference problems Year 6 read, write, order and compare numbers to at least 10 000 000 and determine the value of each digit	**Multiplication/ Division and Fractions** (Include measurement reasoning and problem solving across all) Year 5 Multiplication and Division Measure Multiplying whole numbers and decimals by 10, 100, 1,000 Converting units of measure Properties of number – sq, cubed, factors, prime, X and ÷ mentally drawing on known facts Year 6 Factors, multiples, prime numbers 4 digit x 2 digit 4 digit ÷ 2 digit BODMAS (if secure) Converting units of measure Simplifying fractions Comparing fractions Add and subtract with different denominators	**Fractions** (Include measurement reasoning and problem solving across all) Year 5 Fractions Recognising mixed numbers and improper fractions Fractions Order with denominators which are all multiples of the same number Fractions Add and subtract where denominators and multiples of the same number Fractions Multiplying proper fractions by whole numbers Year 6 Fractions Multiplying proper fractions Dividing proper fractions by a whole number Decimals, percentages Equivalents Parts of whole shape, quantity compare and order Ratio and Proportion Problem solving involving: Missing values (x and ÷) Calculation of percentages Shapes and scale factors Fractions and multiples	**Decimals/Percentages/Geometry and Measurement** (Include measurement reasoning and problem solving across all) Year 5 Number: decimals Reading and expressing as decimals equivalents Order and compare **Percentages** - Recognise simple equivalent fractions, including tenths and hundredths. Know simple fractions as percentages. Relate fractions to decimal forms (including tenths, hundredths), and to percentages. Year 6 RECAP: Calculation of percentages Shapes and scale factors Fractions and multiples Geometry - Properties of 2d and 3d shapes Measurement - Area and Perimeter, Volume	**Geometry/ multiplication and division** (Include measurement reasoning and problem solving across all) Year 5 Geometry Properties of 2d shape Angles Area and Perimeter Volume (Measure) Multiplication and Division 4 digit x 1 digit 2 digit x 2 digit 3 digit x 2 digit 3 digit ÷ 1 digit 4 digit ÷ 1 digit Year 6 Geometry: Position and Direction Position in all 4 quadrants Translation Reflection Statistics Pie charts Line graphs Mean, median, mode, range Algebra Simple formulae Generate and describe linear sequences Word Problems – multi step across all areas - SATS	**Statistics/Time Properties of number/ algebra** Include measurement reasoning and problem solving across all) Year 5 Reading timetables Position and direction Recap all written methods for 4 operations (addition and sub including decimals) Year 6 Generate and describe linear sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with 2 unknowns

	Round any whole number to a required degree of accuracy Use negative numbers in context and calculate intervals across zero Word problems All methods- revisit and secure					
Religion	**Loving** **Vocation & Commitment** This Topic: learning outcomes Know and understand: • The love and care of people – Explore • God's love is unconditional and never ending – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond	**Vocation & Commitment** **Expectations** This Topic: learning outcomes Know and understand: • Commitment in life – Explore • The vocation to the priesthood and religious life – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond This Topic: learning outcomes Know and understand: • The meaning of expectation – Explore • Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond	**Witnesses** **Healing** This Topic: learning outcomes Know and understand: • A wide variety of books and the purpose for which they were written – Explore • The Bible as the story of God's love, told by the People of God – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond	**Healing** **Common Good** This Topic: learning outcomes Know and understand: • What nourishes and what spoils friendship and unity – Explore • The Eucharist challenges and enables the Christian family to live and grow in communion every day – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Know and understand: • Loss and death bring about change for people – Explore • The Church's seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond	**Sources** This Topic: learning outcomes Know and understand: • The courage to be a witness – Explore • Pentecost: The Holy Spirit enables people to witness to the Easter message – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond	**Unity** **Death and new life** This Topic: learning outcomes Know and understand: • When people become sick and need care – Explore • The Sacrament of the Anointing of the Sick – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond
Caritas in action/ SMSC	Family and Community – local and global	Solidarity and the Common Good – links to war and the need	The dignity of work – link to Victorian workhouses	Stewardship – link to our global planet – would Shackleton still be able to make his journey?	Rights and responsibilities to our common home	Option for the poor and vulnerable.
	Dignity of the Human Person					
Scientific knowledge and skills **Scientific Enquiry** Observing over time Pattern seeking Research	**Do all animals start life as an egg?** -Describe the differences in the life cycles of a mammal,	**How can you light up your life?** -Recognise that light appears to travel in straight lines -Use the idea that light travels	**Could you be the next Nintendo apprentice?** -Associate the brightness of a lamp or the volume of a buzzer with the number and	**What would a journey through your body be like?** -Identify and name the main parts of the human circulatory system, and describe the	**Have we always looked like this?** -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -Recognise that living things produce offspring of the same kind,	

Identifying & classifying Comparative tests Fair Tests	an amphibian, an insect and a bird How does a bean change as it germinates? Can you explain the work of David Attenborough? What are the differences between the life cycle of an insect and a mammal? How does the level of salt affect how quickly brine shrimp hatch?	in straight lines to explain that objects are seen because they give out or reflect light into the eye -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 -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Is there a pattern to how bright it is in school over the day? Is it the same in every classroom? Can you identify all the colours of light that make white light when mixed together? What colours do you get if you mix different colours of light together? Which material is most reflective? How does the angle that a light ray hits a plane mirror affect the angle at which it reflects off the surface?	voltage of cells used in the circuit -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 -Use recognised symbols when representing a simple circuit in a diagram How has our understanding of electricity changed over time? Which make of battery lasts the longest? Which type of fruit makes the best fruity battery? How does the voltage of the batteries in a circuit affect the brightness of the lamp?	functions of the heart, blood vessels and blood -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -Describe the ways in which nutrients and water are transported within animals, including humans How does my heart rate change over the day? Which organs of the body make up the circulatory system? Which types of exercise has the greatest effect on our heart rate? Can exercising regularly affect your lung capacity?	but normally offspring vary and are not identical to their parents -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Is there a pattern between the size and shape of a bird's beak and the food it will eat? What happened when Charles Darwin visited the Galapagos islands? Compare the skeletons of apes, humans and Neanderthals How are certain animals adapted to their environments?	
Historical and geographical knowledge and skills Geographical skills and fieldwork Locational Knowledge Human and Physical Place Knowledge	Geography **Rivers/ Coasts** - understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, **rivers, mountains,** volcanoes and earthquakes, and the **water cycle** - know about the physical features of coasts and begin to understand erosion and deposition -know the location of: capital cities of	History **WW1** ***Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.*** -give some reasons for some important historical events **(understanding of events, people and changes)** -address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance -evaluate the usefulness of a variety of sources (**historical interpretations**) -compare sources of information available for the	History **Victorians** ***Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*** -make comparisons between aspects of periods of history and the present day **(historical interpretations**) -evaluate the usefulness of a variety of sources **(historical interpretations)** - construct informed responses that involve thoughtful selection and organisation of relevant historical information -use evidence to support arguments **(understanding**	Geography **Exploration-North and South Pole** -identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) -describe and understand key aspects of physical	Geography **Local Geography** -understand how humans affect the environment over time - know about changes to the world environments over time -understand why people seek to manage and sustain their environment -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - use fieldwork to observe,	History **Anglo Saxons** ***Describe Britain's settlement by Anglo-Saxons and Scots*** -understand how our knowledge of the past is constructed from a range of sources. -note connections, contrasts and trends over time and show developing appropriate use of historical terms -make comparisons between aspects of periods of history and the present day **(historical interpretations**) -provide an account of a historical event based on

	countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, **mountains, coasts and rivers**), and land-use patterns; and understand how some of these aspects have changed over time.	study of different times in the past (**historical enquiry**) -provide an account of a historical event based on more than one source (**organisation and communication**)	**of events, people and changes**) make confident use of a variety of sources for independent research (**historical enquiry**)	geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -know about changes to the world environments over time -know and describe where a variety of places are in relation to physical and human features	measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies - use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world	more than one source (**organisation and communication**) make confident use of a variety of sources for independent research (**historical enquiry**) -use evidence to support arguments (**understanding of events, people and changes**) Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture
	-describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies					
Computing **Knowledge and skills**	**Computer Science** **Year 5** Conditionals Coordinates & Axis Loops (for, forever, until) Values (positive, negative, random) Pixels State **Year 6** Variables Controller Cohesive Theming *Reinforced:* Conditionals Coordinates & Axis Loops (for, forever, until) Values (positive, negative, random)	**Robotics** **Year 5** Loops (for, forever, until, while) Autonomous Decomposition Sensor Controls Logic **Year 6** Variables Counting Integers State of Play Randomise *Reinforced:* Loops (for, forever, until, while) Decomposition Sensor	**E-Safety + ICT** **Year 5** Altered/ Copied Identity Critical Evaluation Scepticism App Permissions Online Bullying **Year 6** Intention Anonymity Privacy Settings Interpretation Reporting Capturing Content Persuasive Design	**Digital Literacy** **Year 5&6, Year A** Photography Manipulating Transparency Responsibility Typography Page Layout Importing/Exporting Editing Cropping Reviewing & Deleting **Year 5&6, Year B** Animation Stop Motion (& History of) Frame Frames per second (FPS) Splicing Target Audience File Shifting Storyboarding	**ICT + Social** **Year 5** Specified Formula Auto Formatting Bar Chart Artificial Intelligence **Year 6** Merged Cell Text Placement Multi-data sets Multi-step formula Line chart **Theme** **Year A** *Person of focus:* Alan Turing *Additional coverage:* Appropriation Repression Representation	**Cross-Curricular** Your Technola instructor will liaise with class teachers during Summer One to suggest ways of enhancing in-school topics with technology. Previous modules include using computer aided design (CAD) software to recreate Ancient Greek architecture, creating realistic Tudor portraits using photo editing software, and building World War Two warships within Minecraft.

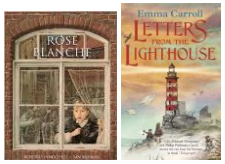
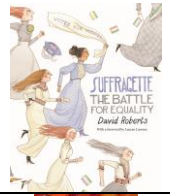
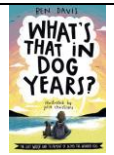
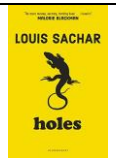
MFL knowledge and skills	**School superheroes** Opinions/Feelings Exploration of 1st,2nd 3rd person singular and verbs Time- o'clock Daily routine Conjunctions and extended sentences (feelings/ opinions) Following story and exploring more detailed text Speaking and writing interesting sentences	**Stepping into a new World** Nouns and adjectives House nouns Descriptive sentences using nouns and adjectives Numbers to 100 Dialogues to buy items and ticket Describing a place	**Making food that is fit and healthy** Fruits and vegetables and recipes Instructional text Make a healthy lunch box Write read aloud and perform "Masterchef" recipes Speaking and writing creative sentences	**It's me** Clothes nouns and use of adjectives to describe clothes Reading and speaking descriptive sentences- fancy dress Finding about favourite things. Exploring 1st, 2nd,3rd person singular and plural of verb Speaking and writing descriptive sentences- presentation "All about me" Reading aloud text	**A meal in outer space** Sports nouns and opinions Exploring the present tense of the verb "to play" Exploring text to understand and re-use language Speaking and writing extended sentences Performing to an Audience	**Summer sports day** Sports nouns and opinions Exploring the present tense of the verb "to play" Exploring text to understand and re-use language Speaking and writing extended sentences Performing to an audience
	Sound Spelling: generally accurate pronunciation and familiar word reading skills. Listening: Can understand the main points and some detail from a short spoken passage Speaking: Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation Reading: Can understand the main points and simple opinions of a longer written passage (e.g. letter/recipe/ poem/story/account). Can use a bilingual dictionary. Writing: Can write a short text, attempting to use accurately nouns, adjectives, verbs on a familiar topic using reference materials as support					
Art and Design knowledge and skills **Using Kapow**	Art & Design	Design & Technology	Design & Technology	Art & Design	Art & Design	Design & Technology
	Painting and mixed media: Portraits • Explore how drawing can be developed. • Combine materials for effect. • Identify features of self-portraits. • Develop ideas towards an outcome by experimenting with materials and techniques. • Apply knowledge and skills to create a mixed media self-portrait.	**Textiles: Bunting** Selecting suitable fabrics, using templates, pinning, decorating and stitching to create bunting for a WW1 celebration.	**Steady hand game** Design and create a steady hand game, use nets to create the bases and apply knowledge of electrical circuits to build an operational circuit with a buzzer that completes the circuit when the handle makes contact with the wire.	**Sculpture and 3D: Interactive installation** • Identify and compare features of art installations. • Investigate the effect of space and scale when 3D art. • Problem solve when constructing 3D artworks. • Plan an installation that communicates an idea. • Apply knowledge of installation art and develop ideas into a finished piece. **Architecture** • Apply observational drawing skills to interpret forms accurately. • Apply composition skills to develop a drawing into print. • Apply an	**Drawing: Make my voice heard** • Explore expressive drawing techniques. • Consider how symbolism in art can convey meaning. • Apply understanding of the drawing technique chiaroscuro. • Evaluate the context and intention of street art. • Apply an understanding of impact and effect to create a powerful image.	**Mechanical systems: Making a pop-up book** Creating a four-page pop-up storybook design linked to Anglo-Saxons incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.

				understanding of architecture to design a building. • Extend ideas through research and sketchbook use. • Explore and evaluate the intention of a design.		
Musical knowledge and skills						
P.E. **Knowledge and skills**	**Invasion Games** -play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis and apply basic principles suitable for attacking and defending		**Gymnastics** -develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics -perform dances using a range of movement patterns **Invasion Games** -play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis and apply basic principles suitable for attacking and defending		**Outdoor Adventure** -take part in outdoor and adventurous activity challenges both individually and within a team **Athletics** -use running, jumping, throwing and catching in isolation and in combination **Swimming – Year 5** -swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of swimming strokes effectively e.g. front crawl, backstroke and breaststroke -perform safe self-rescue in different water-based situations	
PSHCE **Live Life to the Full**	Autumn: Living in the wider world				Spring: Health and Well-being				Summer: Relationships			
	Year 5	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Year 5	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination
	Year 6	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	Year 6	What affects mental health and ways to take care of it; managing	Human reproduction and birth; increasing independence;	Keeping personal information safe; regulations and choices;	Year 6	Attraction to others; romantic relationships; civil partnership and	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including

	Autumn I UKS2 Module 1, Unit 1 Story Sessions: Calming the Storm UKS2 Module 2, Unit 1 Session 1: Is God Calling You?	change, loss and bereave-ment; managing	managing transition	drug use and the law; drug use and the media Spring I UKS2 Module 2, Unit 2 Session 1: Under Pressure Spring II UKS2 Module 2, Unit 3 Session 1: Sharing Isn't Always Caring Session 2: Cyberbullying Session 3: Types of Abuse Session 5: Making Good Choices	marriage	discussing topical issues Summer I or II UKS2 Module 3, Unit 1 Session 1: The Trinity Session 2: Catholic Social Teaching UKS2 Module 3, Unit 2 Session 1: Reaching Out

St. Joseph and St. Bede R.C. Primary Yearly Curriculum Plan B

Years: UKS2 Years 5/6 **Year B** **Classes: 9, 10, 11**

	HEAD: Dream Big		HEART: Believe with all your heart		HANDS: Achieve great things	
	The Vikings	**WW2**	**Hunted**	**Women who changed the world**	**Ancient Games**	**Bitter Chocolate**
Wider Experiences	Viking Visitor	Evacuee Day Y6 Robinwood	Jodrell Bank	Inspirational Women Tea Party	Olympic Games Day	Yorkshire Sculpture Park
Big Topic Question	Were the Vikings always vicious and victorious?	How did our world end up in 'Blitz & Pieces'?	What causes species to become extinct?	Who were the Women that changed our World?	What does it take to be an Olympian?	Where does chocolate come from?
Key texts						
Class Novel						

English knowledge and skills **Inform** **Entertain** **Persuade** **Discuss**	Writing: Narrative (Character Description) – To entertain; Information Text (Timeline) – To inform; Y5 Instructions – To inform **Reading:** identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (I) retrieve, record and present information from non-fiction (R) **Grammar:** Ready to write – recap on previous year objectives (Y4 and Y5)	Writing: Narrative – To entertain; Biography (History) – To inform; Information Text (DPS) – To inform **Reading:** asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (I) predicting what might happen from details stated and implied (P) provide reasoned justifications for their views summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (S) retrieve, record and present information from non-fiction (R) **Grammar:** Year 5 – relative clauses, modal verbs and adverbs, Year 6- synonyms, antonym, word classes and subjunctive form	Writing: Informal Letter – To inform; Diary Entry – To entertain **Reading:** identifying how language, structure and presentation contribute to meaning provide reasoned justifications for their views discuss and evaluate how authors use language, including figurative language, considering the impact on the reader(V) distinguish between statements of fact and opinion participate in discussions about books that are read to them and those they can read for themselves, retrieve, record and present information from non-fiction (R) **Grammar:** Year 5 – parenthesis and expanded noun phrases. Year 6 – colons and bullet points, active and passive voices, formal and informal	Writing: Formal letter – To persuade; Speech – To persuade (Link to RE) **Reading:** retrieve, record and present information from non-fiction (R) explain and discuss their understanding of what they have read (E) provide reasoned justifications for their views. participate in discussions about books that are read to them and those they can read for themselves, **Grammar:** Year 5 – tenses, Year 6 – semi colons, dashes and hyphens	Writing: Balanced Argument – To discuss; Information Text (DPS) – To inform; **Reading:** provide reasoned justifications for their views drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (I) participate in discussions about books that are read to them and those they can read for themselves, **Grammar:** Year 5 – commas and cohesive devices, Year 6 – revision of all areas - SATS	Writing: Narrative – To entertain; Instructions – to inform; Non-Chronological Report (Science) – to inform **Reading:** participate in discussions about books that are read to them and those they can read for themselves predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning **Grammar:** Year 5 – prefixes and suffixes and revisiting all areas. Year 6 – consolidation in contexts
Mathematical Knowledge and skills	**Number and Place Value/ Addition and Subtraction** (Include measurement reasoning and problem solving across all) Year 5 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero count forwards or backwards in steps of powers of 10 for any given number up to 1000 000 Count on/back read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 round decimals with two decimal places to the nearest whole number and to one decimal place	**Multiplication/ Division and Fractions** (Include measurement reasoning and problem solving across all) Year 5 Multiplication and Division Measure Multiplying whole numbers and decimals by 10, 100, 1,000 Converting units of measure Properties of number – sq, cubed, factors, prime, X and ÷ mentally drawing on known facts Year 6 Factors, multiples, prime numbers 4 digit x 2 digit 4 digit ÷ 2 digit BODMAS (if secure) Converting units of measure Simplifying fractions	**Fractions** (Include measurement reasoning and problem solving across all) Year 5 Fractions Recognising mixed numbers and improper fractions Fractions Order with denominators which are all multiples of the same number Fractions Add and subtract where denominators and multiples of the same number Fractions Multiplying proper fractions by whole numbers Year 6 Fractions Multiplying proper fractions Dividing proper fractions by a whole number Decimals, percentages	**Decimals/Percentages/Geometry and Measurement** (Include measurement reasoning and problem solving across all) Year 5 Number: decimals Reading and expressing as decimals equivalents Order and compare **Percentages** - Recognise simple equivalent fractions, including tenths and hundredths. Know simple fractions as percentages. Relate fractions to decimal forms (including tenths, hundredths), and to percentages.	**Geometry/ multiplication and division** (Include measurement reasoning and problem solving across all) Year 5 Geometry Properties of 2d shape Angles Area and Perimeter Volume (Measure) Multiplication and Division 4 digit x 1 digit 2 digit x 2 digit 3 digit x 2 digit 3 digit ÷ 1 digit 4 digit ÷ 1 digit Year 6 Geometry:	**Statistics/Time Properties of number/ algebra** Include measurement reasoning and problem solving across all) Year 5 Reading timetables Position and direction Recap all written methods for 4 operations (addition and sub including decimals) Year 6 Generate and describe linear sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with 2 unknowns

	Mental vs written methods- Merge with statistics – solve comparison, sum and difference problems Year 6 read, write, order and compare numbers to at least 10 000 000 and determine the value of each digit Round any whole number to a required degree of accuracy Use negative numbers in context and calculate intervals across zero Word problems All methods- revisit and secure	Comparing fractions Add and subtract with different denominators	Equivalents Parts of whole shape, quantity compare and order Ratio and Proportion Problem solving involving: Missing values (x and ÷) Calculation of percentages Shapes and scale factors Fractions and multiples	Year 6 RECAP: Calculation of percentages Shapes and scale factors Fractions and multiples Geometry - Properties of 2d and 3d shapes Measurement - Area and Perimeter, Volume	Position and Direction Position in all 4 quadrants Translation Reflection Statistics Pie charts Line graphs Mean, median, mode, range Algebra Simple formulae Generate and describe linear sequences Word Problems – multi step across all areas - SATS	
Religious Education	**Ourselves** This Topic: learning outcomes Know and understand: • A deepening awareness of 'Who I am' – Explore • Ourselves as made in the image and likeness of God – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond **Life Choices** This Topic: learning outcomes Know and understand: • Showing care and commitment – Explore • The call to life and love within the community; marriage – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond	**Life Choices** **Hope (Advent)** This Topic: learning outcomes Know and understand: • Waiting hopefully – Explore • Advent is the Church's season of waiting in joyful hope for the coming of Jesus, the promised One, at Christmas and at the end of time – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond	**Mission** This Topic: learning outcomes Know and understand: • The mission of inspirational leaders – Explore • Dioceses continue the work and mission of Jesus including ecumenism – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond **Memorial Sacrifice** This Topic: learning outcomes Know and understand: • How memories are kept alive – Explore • The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way – Reveal Acquire the skills of assimilation celebration and application of the above – Respond	**Memorial Sacrifice** **Sacrifice (Lent & Easter)** This Topic: learning outcomes Know and understand: • Giving or refusing to give; appreciating the cost of giving – Explore • Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond	**Transformation (Pentecost)** This Topic: learning outcomes Know and understand: • Transforming energy – Explore • Pentecost, the celebration of the Spirit's transforming power – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond **Freedom and Responsibility** This Topic: learning outcomes Know and understand: • Freedom involves responsibility – Explore • God's rules for living freely and responsibly – the Commandments – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond	**Stewardship** This Topic: learning outcomes Know and understand: • Caring for the earth – Explore • The Church is called to stewardship of Creation – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond
Caritas in Action	Family and Community	Solidarity and the Common Good	Rights and responsibilities	Option for the poor and vulnerable.	The dignity of work	Stewardship
	Dignity of the Human Person					
Scientific knowledge and skills **Scientific Enquiry** Observing over time Pattern seeking Research Identifying & classifying Comparative tests Fair Tests	**Animals, including Humans** -describe the life process of reproduction in some plants and animals. -describe the changes as humans develop to old age. Are the oldest children in our school the tallest? Can you identify all the stages in the human life	**Forces** -Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - Identify the effects of air resistance, water resistance and friction, that act between moving surfaces - Recognise that some	**Earth and Space** -describe the movement of the Earth, and other planets, relative to the Sun in the solar system -describe the movement of the Moon relative to the Earth -describe the Sun, Earth and Moon as approximately spherical bodies	**Living Things and their Habitats** -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals -give reasons for classifying	**Properties and changes of materials** -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 -know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	

	cycle? Who grows the fastest, girls or boys? How does age affect a human's reaction time?	mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect Do all objects fall through water in the same way? Can you label and name all the forces acting on the objects in each of these situations? Which shape parachute takes the longest to fall? How does the surface area of a container affect the time it takes to sink?	-use the idea of the Earth's rotation to explain day and night, and the apparent movement of the Sun across the sky. How does shadow length change over the day? Is there a pattern between the size of a planet and the time it takes to travel around the sun? What unusual objects did Jocelyn Bell Burnell discover? Can you observe and identify all the phases in the cycle of the moon?	plants and animals based on specific characteristics. What happens to a piece of bread if you leave it on the windowsill for two weeks? Classify animals based on similarities and differences What do different microorganisms do? Are they always harmful? Where in the school are the most microorganisms found?	-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -demonstrate that dissolving, mixing and changes of state are reversible changes -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. How does a container of saltwater change over time? How does a nail in saltwater change over time? Which type of sugar dissolves the fastest? How does the temperature of tea affect how long it takes for a sugar cube to dissolve?	
Historical and geographical knowledge and skills Geographical skills and fieldwork Locational Knowledge Human and Physical Place Knowledge	History **Were the Vikings always victorious and vicious?** **Describe *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*** -use dates to order and place events on a timeline (**chronological understanding**) -note connections, contrasts and trends over time and show developing appropriate use of historical terms - understand how our knowledge of the past is constructed from a range of sources -make confident use of a variety of sources for independent research **(historical enquiry)** *-Provide an account of a historical event based on more than one source (**organisation and communication)*** -use evidence to support arguments **(understanding of events, people and changes)**	History **Was Bury a safe haven during WW2?** **Describe *a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*** - local history – Bury's role in WW2 - how several aspects of national history are reflected in the locality (this can go beyond 1066) - use dates to order and place events on a timeline (**chronological understanding**) -compare sources of information available for the study of different times in the past (**historical enquiry**) -understand how our knowledge of the past is constructed from a range of sources *-Present findings and communicate knowledge and understanding in different ways (**organisation and communication**)*	Geography **The Americas: Contrasting Locality, Volcanoes** -understand and use a widening range of geographical terms - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -identify the physical characteristics and key topographical features of the countries within North America -compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the	History **What sacrifices were made for women's suffrage?** **Describe *a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*** - local history – Emmeline Pankhurst's role in the Suffragette Movement - how several aspects of national history are reflected in the locality (this can go beyond 1066) - use dates to order and place events on a timeline (**chronological understanding**) -compare sources of information available for the study of different times in the past (**historical enquiry**) -understand how our knowledge of the past is constructed from a range of sources *-Present findings and communicate knowledge and understanding in different ways (**organisation and communication**)*	History **Sporting Influences and legacy** - Ancient Greece – a study of Greek life and achievements and their influence on the western world -know about the wider context of places e.g. county, region, country -know and describe where a variety of places are in relation to physical and human features - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - understand how humans affect the environment over time - note connections, contrasts and trends over time and show developing appropriate use of historical terms	Geography & History **Mexico** -understand and use a widening range of geographical terms -understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America -know about changes to the world environments over time **Who were the Mayans and what have we learnt from them?** **Describe *a non-European society that provides contrasts with British history*.** - use dates to order and place events on a timeline (**chronological understanding**) -understand that the type of information available depends on the period of time studied. -evaluate the usefulness of a variety of sources (**historical interpretations**) -understand how our

			distribution of natural resources including energy, food, minerals and water			knowledge of the past is constructed from a range of sources -make confident use of a variety of sources for independent research (**historical enquiry)** -present findings and communicate knowledge and understanding in different ways **(organisation and communication)**
	-describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies					
Computing Knowledge and skills	**Computer Science** **Year 5** Conditionals Coordinates & Axis Loops (for, forever, until) Values (positive, negative, random) Pixels State **Year 6** Variables Controller Cohesive Theming *Reinforced:* Conditionals Coordinates & Axis Loops (for, forever, until) Values (positive, negative, random)	**Robotics** **Year 5** Loops (for, forever, until, while) Autonomous Decomposition Sensor Controls Logic **Year 6** Variables Counting Integers State of Play Randomise *Reinforced:* Loops (for, forever, until, while) Decomposition Sensor	**E-Safety + ICT** **Year 5** Altered/ Copied Identity Critical Evaluation Scepticism App Permissions Online Bullying **Year 6** Intention Anonymity Privacy Settings Interpretation Reporting Capturing Content Persuasive Design	**Digital Literacy** **Year 5&6, Year B** Animation Stop Motion (& History of) Frame Frames per second (FPS) Splicing Target Audience File Shifting Storyboarding	**ICT + Social** **Year 5** Specified Formula Auto Formatting Bar Chart Artificial Intelligence **Year 6** Merged Cell Text Placement Multi-data sets Multi-step formula Line chart **Theme** **Year B** *Person of focus:* Katherine Johnson *Additional coverage:* Diversity Diversity Underrepresentation Barriers to entry	**Cross-Curricular** Your Technola instructor will liaise with class teachers during Summer One to suggest ways of enhancing in-school topics with technology. Previous modules include using computer aided design (CAD) software to recreate Ancient Greek architecture, creating realistic Tudor portraits using photo editing software, and building World War Two warships within Minecraft.
MFL knowledge and skills	**School time** Feelings Conjunctions and extended sentences Speaking about someone else (exploration of 3rd person singular) Recall and extend numbers School subjects Opinions Following story and	**City Life** Nouns and adjectives House nouns Descriptive sentences using nouns and adjectives Numbers to 100 Dialogues to buy items and tickets Describing a place	**Healthy food and off to market!** Fruits and vegetables and recipes Instructional text Make a sandwich Follow, read aloud and perform the story of Jack and the Beanstalk Speaking and writing creative sentences	**Clothes make the person** Clothes nouns and use of adjectives to describe clothes Speaking and writing descriptive sentences- Fashion Show Reading aloud text. Follow, join in and perform Lost Pirate's Treasure Story Play board game Explore verb "to have" and designing	**Out of this World** Planets Speaking and writing descriptive sentences with nouns and adjectives and the verb "to be" Creating personal IDs Personal information questions and answers to form dialogues Listening to and investigating information about planets Designing own imaginary	**Summer day at the seaside** Seaside nouns and verbs. Exploring text to understand and re-use language Speaking and writing persuasive sentences Extended sentences Performing to an audience

	exploring more detailed text Speaking and writing interesting sentences			a wizard's cloak	outer space worlds	
	Sound Spelling: Can apply phonic knowledge to find/or write words. Listening: Can understand the main points from a series of spoken sentences (including questions)-may require some repetition Speaking: Can ask and answer questions on several topics and can express opinions. Can take part in brief prepared tasks such as short presentations and roleplays Reading: Can understand the main point(s) from a short-written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find/or write words. Writing: Can write two or three sentences as a personal response using reference materials/with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of verbs.					
Art and Design knowledge and skills **Using Kapow**	Design & Technology Bridges • Explore how to reinforce a beam (structure) to improve its strength. • Build a spaghetti truss bridge. • Build a wooden truss bridge • Complete, reinforce and evaluate their truss bridge.	Art & Design Painting and mixed media: Artist study • Understand how to analyse a famous painting. • Understand how to find meaning in painting. • Apply drama techniques to explore the meaning of a painting. • Apply interpretation skills to anaylse and respond to an abstract painting. • Understand how art can tell stories or portray messages. • Develop starting points for creative outcomes. • Demonstrate an understanding of painting techniques to make personal choices.	Art & Design Drawing: I need space • Explore the purpose and effect of imagery. • Understand and explore decision-making in creative processes. • Develop drawn ideas through printmaking. • Test and develop ideas using sketchbooks. • Apply understanding of drawing processes to revisit and improve ideas.	Design & Technology Digital world: Navigating the world • Write a design brief and criteria based on a client request • Write a program to include multiple functions as part of a navigation device. • Develop a sustainable product concept. • Develop 3D CAD skills to produce a virtual model. • Present a pitch to 'sell' the product to a specified client.	Design & Technology Cooking & Nutrition: What could be healthier? • Understand where food comes from. • Understand the term 'healthy'. • Adapt a traditional recipe. • Complete a food product.	Art & Design Sculpture and 3D: Making memories • Analyse how art can explore the concept of self. • Explore sculptural techniques. • Use creative experience to develop ideas and plan sculpture. • Apply an understanding of materials and techniques to work in 3D. • Problem solve, evaluate and refine artwork to achieve a chosen outcome.
Musical knowledge and skills	**Music: Composition MX2** **Year 5** Monophonic, Polyphonic, Dissonance, Major/ Minor, Interpretation, Responding to Stimuli, Sampling, Splice, Cut and Copy, Sound Manipulation, Mixing/ Mastering, Engineering, Recording, Layering **Year 6** Improvisation, Countermelody, Harmony, Call and Response, Writing to a Theme, External MIDI, Importing/ Exporting, Splicing, Applying Music to Film		**Social** **Year 5** **Year 6**		**Futurism** **Year 5** **Year 6**	
P.E. **Knowledge and skills**	**Invasion Games** -play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis and apply basic principles suitable for		**Gymnastics** -develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics -perform dances using a range of movement patterns		**Outdoor Adventure** -take part in outdoor and adventurous activity challenges both individually and within a team **Athletics**	

<table>
<tr><td></td><td>attacking and defending</td><td>Invasion Games
-play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis and apply basic principles suitable for attacking and defending</td><td>-use running, jumping, throwing and catching in isolation and in combination
Swimming – Year 5
-swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of swimming strokes effectively e.g. front crawl, backstroke and breaststroke
-perform safe self-rescue in different water-based situations</td></tr>
<tr><td>PSHCE

RSE</td><td>
<table>
<tr><th colspan="4">Autumn: Living in the wider world</th></tr>
<tr><td>Year 5</td><td>Protecting the environment; compassion towards others</td><td>How information online is targeted; different media types, their role and impact</td><td>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</td></tr>
<tr><td>Year 6</td><td>Valuing diversity; challenging discrimination and stereotypes</td><td>Evaluating media sources; sharing things online</td><td>Influences and attitudes to money; money and financial risks</td></tr>
</table>
Autumn I UKS2 Module 1, Unit 1 Story Sessions: Calming the Storm</td><td>
<table>
<tr><th colspan="4">Spring: Health and Well-being</th></tr>
<tr><td>Year 5</td><td>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</td><td>Personal identity; recognising individuality and different qualities; mental wellbeing</td><td>Keeping safe in different situations, including responding in emergencies, first aid and FGM</td></tr>
<tr><td>Year 6</td><td>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing</td><td>Human reproduction and birth; increasing independence; managing transition</td><td>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</td></tr>
</table>
UKS2 Module 1, Unit 2 Session 1: Gifts and Talents

Session 4: Spots and Sleep

UKS2 Module 1, Unit 3 Session 1: Body Image

Session 2: Funny Feelings

Session 4: Seeing Stuff Online</td><td>
<table>
<tr><th colspan="4">Summer: Relationships</th></tr>
<tr><td>Year 5</td><td>Managing friendships and peer influence</td><td>Physical contact and feeling safe</td><td>Responding respectfully to a wide range of people; recognising prejudice and discrimination</td></tr>
<tr><td>Year 6</td><td>Attraction to others; romantic relationships; civil partnership and marriage</td><td>Recognising and managing pressure; consent in different situations</td><td>Expressing opinions and respecting other points of view, including discussing topical issues</td></tr>
</table>
Summer I or II UKS2 Module 3, Unit 1 Session 1: The Trinity

UKS2 Module 3, Unit 1 Session 1: The Trinity 45-60 minutes Session 2: Catholic Social Teaching

UKS2 Module 3, Unit 2 Session 1: Reaching Out</td></tr>
<tr><td>MFL - Spanish</td><td>Greetings and feelings Asking and answering personal information questions Numbers to 10 Number games Colours</td><td>Days, months, colours Listening and responding to target language Practising sounds Shops in town Mixed Age Projects – Stages 1 and 2 Finding out where a place</td><td>Exploration of nouns (singular /plural and gender) Animal nouns Colours as adjectives Family members Asking likes and dislikes questions and</td><td>Counting Colours Personal information questions and answers Body part nouns Using colours adjectives Speaking and writing simple</td><td>Polite request Listening and responding Following and performing a dialogue Fruits and flavours Ice creams Following, joining in and</td><td>Nouns Following, joining in and performing a story Speaking and writing simple descriptive sentences Counting Colours Personal information questions and</td></tr>
</table>

	Classroom objects	is Respond to simple question	answers	descriptive sentences	performing a story	answers Body part nouns Jungle animal nouns