

Class 4 Year 5 and 6 Our Green Earth and Recycling

Curriculum Overview Autumn Term 1 2021

English: Year 5 and 6

Comprehension skills - weekly comprehension work:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identifying how language, structure and presentation contribute to meaning

Daily Individual and paired reading, plus daily group reading texts with teacher/TA continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet

Features of the Balanced Argument and Debate and writing our own using persuasive writing skills and language.

- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Information texts recap writing and presenting PowerPoint from research (precising longer passages then writing up in own words).

- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction

Use dictionaries to check the spelling and meaning of words and use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus.

Continue to distinguish between homophones and other words which are often confused

Topic themed Poetry and handwriting:

- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Story writing.

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Using a wide range of devices to build cohesion within and across paragraphs. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proof-read for spelling and punctuation errors

Grammar revision:

- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes or commas to indicate parenthesis
- using a colon to introduce a list
- punctuating bullet points consistently

Handwriting: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.

Spelling Shed scheme of work and lists.

Maths:

White Rose Maths:

Year 5: Number: Place Value:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Number: Addition and Subtraction:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Statistics:

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

Year 6: Number: Place Value:

- read, write, order and compare numbers up to 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
- solve number and practical problems that involve all of the above

Number: Addition, Subtraction, Multiplication and Division:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Science:

Working scientifically

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Animals, including humans

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age (discreet unit of lessons)

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 mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

History:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The effects of the Industrial Revolution and the increase in pollution in line with the development of technology since. The realisation and methods surrounding the need to clean up pollution and develop sustainability plus the Key figures and organisations involved

Geography:

Locational knowledge:

- 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

Geographical skills and fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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 their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, 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.

P.E.

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Bassenfell: take part in outdoor and adventurous activity challenges both individually and within a team

Languages: French:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Vocabulary practise with French-games.net

Computing:

Lego Spike Prime coding

EV3 coding with Word Blocks

Scratch, Kodu and Minecraft

Film and documentary making

Stop motion.

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Music:

- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- To improvise and compose music for a range of purposes using the inter-related dimensions of music.
- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Religious Education and SMSC: (Autumn Term 1 and 2 2021)

Christianity

- Explore stories, pictures, symbols and metaphors which depict God as Father, Creator, Judge, Shepherd, King, Friend.
- Investigate various beliefs about the person of Jesus (Son of God; saviour, prophet; teacher) and the characteristics he displayed (social revolutionary; religious reformer).
- Discover how the concept of the Trinity is central in an understanding of God for Christians.
- Reflect on stories and metaphors in relation to our own ideas about God and ourselves.
- Discuss what and who we feel thankful for and how we show gratitude.
- Reflect on the fact that though we are one person we behave differently at different times and in different roles.
- Share the understanding of the word 'God' which people might have.
- Explore key events in Jesus' life in the context of his cultural, political and geographical background, e.g. his Jewishness, his relationships with family and disciples, his effect on different groups, his ministry.
- Research, write or act out a 'This is Your Life' book for Jesus, Mary, Peter or Paul.
- Consider the reasons why Jesus was executed.
- Analyse pictures of how Jesus is depicted in different cultures.
- Use hot-seating or Godly Play to compare experiences of people in biblical stories with our own experiences and feelings e.g. how might Jesus have felt when he was abandoned by his friends in the Garden of Gethsemane?
- What guides us in the choices we make? What causes us pain? Do we speak out for others?
- Participate in a P4C (Philosophy For Children) Enquiry focusing on what legacy Jesus left to the world or whether Jesus deserved to be executed.
- Visit at least 2 different places of Christian worship.
- Explore a variety of Christian places of worship using on-line virtual tours, film clips, photos or posters.
- Research through interviews or questionnaires why and how worship is important to local Christians.
- Study the features of a range of Christian places of worship then design a new church building using IT.
- Share experiences of periods of stillness, quiet reflection, awe and wonder in a place of worship.
- Reflect on the importance of doing things together and sharing rituals.
- Explore and express emotions of wonder, celebrations, community, contrition, personal and other concerns etc.
- Find out how 2 different Christian groups worship (e.g. celebrate Holy Communion) and why they do it.
- Research the roles of church leaders.
- Explore ways various Christian groups expresses values e.g. Salvation Army, Quaker, Methodist, Catholic, Orthodox.
- Explore the practices of Christian communities worldwide.
- Suggest what believers might experience and feel when they partake of the Eucharist.
- Design a profile for people who guide our life and behaviour and modern heroes e.g. TV personalities, footballers, musicians.
- Discuss the advantages and disadvantages of belonging to a group.
- Work with a variety of artefacts and symbols used in Christian worship and consider their meaning.
- Explore Christian music and art and reflect on feelings and thoughts.
- Respond creatively to reflective music, e.g. Gregorian chant, Taize. Select or create music or art which would be appropriate for Christian use.
- Investigate stories, symbols, customs, colours and beliefs associated with ceremonies in the Christian calendar e.g. Pentecost and giving of the Holy Spirit.
- Reflect on why people of all faiths and none believe some things and not others.

- Research traditions associated with rites of passage, e.g. First Communion, funerals.
 - Prepare questions and interview a Christian about their views on a rite of passage e.g. adult baptism.
 - Explore and design appropriate greetings cards for Christian ceremonies e.g. confirmation, funeral.
 - Explain a range of Christian beliefs about marriage. Discuss the value of the commitment in a long term relationship.
 - Discuss a range of Christian beliefs about death.
 - Consider the importance of ritual e.g. anniversaries, school celebrations, Remembrance Day.
 - Suggest why life is often described as a journey. Design a 'Snakes and Ladders' board game reflecting this.
 - Discuss feelings about death. Compose music which reflects those feelings. What would we want as an epitaph?
 - Reflect on the meaning of the main concepts in the Lord's Prayer (Matthew 6:9-13 or Luke 11:2-4) e.g. kingdom of God, heaven, providence, sin, forgiveness, evil and temptation.
 - Reflect on the question 'Who am I?' and on being special, awareness of not being perfect, destiny, purpose in life etc.
 - Explore some Christian prayers. Talk about the feelings and beliefs they express.
 - Interview a range of people to see whether they find prayer helpful and if they do, ask why.
 - Write a class book of special wishes and/or prayers for particular occasions.
 - Use the Bible, reference books or IT to explore the creation stories in Genesis 1 v1-2 v4 and 2 v5-v25.
 - Identify beliefs about God e.g. in Genesis, Psalms, Job, and in hymns and prayers. In pairs or groups portray beliefs about God in 'movie maker' form.
- 29 Cumbria Agreed Syllabus for Religious Education
- Explore ways Christians, Jews and Muslims respond to the belief that God is responsible for order and purpose in the
 - world e.g. work of John Ruskin.
 - Research the motivation and way in which different churches support care for the natural world.
 - Create own unique creation from lego or plasticine. How do we want it treated? How do we feel if it is mistreated?
 - Listen and respond to a range of views about creation.
 - Find out about order and pattern in the universe. Watch clips from scientists (e.g. Brian Cox).
 - Begin to distinguish between scientific, mathematical and religious views.
 - Share experiences of awe in the natural world and ways in which we are responsible for the natural world.
 - Explore festivals which celebrate events in Jesus' life and how different Christian communities understand and celebrate them.
 - Design a poster or PowerPoint to show the meaning of either Christmas or Easter for Christians.
 - Make a class book of hopes for the future and link to Advent.
 - Interview a range of Christians about the commercialisation of Christmas and Easter and how it makes them feel.
 - Discuss some understandings of stories about Jesus' miracles, healing and upsetting authority.
 - Make a story book for KS1 children asking questions about Jesus' teachings e.g. from Matthew 5-7.
 - Explore how Christians use the Bible and Jesus' teachings e.g. Bible study groups.
 - Consider feelings of being lost/found; being powerless/vulnerable; being accepted/loved.
 - Use 'Freeze Frame' or 'Conscience Ally' to explore forgiving, saying sorry, righteous anger, surprise, and new opportunities.
 - Discuss whether Jesus' teaching is relevant today.
 - Using a Bible Gateway on the internet read the same passage in 2 different versions of the Bible.
 - Read 2 different Gospel accounts of the same incident or story and discuss any differences.
 - Describe the same playground incident from 2 different points of view and reflect on the feelings of those involved.

- Research the different types of literature in the Bible-poetry, letters, history, horoscopes, media accounts.
- Ask questions about how the Bible came to be written, compiled into one unit and translated.
- Play a matching game-compare psalms with similar themed writing e.g. psalms of thanks/thank you cards.
- Explain the range of reasons why the Bible is important to Christians.
- Explore the importance of the Bible to Christians e.g. Mary Jones. Listen to Christians talking about why they read the Bible.
- Explore the Bible's relevance in Judaism and Islam.
- Examine several passages from the Bible and discuss their possible relevance in today's world e.g. Jesus turning the money lenders out of the Temple-when might it be right to be angry? Find modern day media equivalents.
- Reflect on times we have given to charity, sacrificed something or done something demanding for others.
- Read stories with themes of love, fairness, courage, honesty and loyalty and talk about these with regard to values in Christianity.
- Think about what Christian teachings might mean in today's world, then, in groups, write a sermon collectively.
- Identify key Christian values. Suggest why they might be important to ourselves and/or others.
- Investigate the lives of some key figures in Christianity from the days of the early church (e.g. Paul) through to the present.
- Plot Paul's journeys on a map then write a blog or tweet from each location.
- Prepare questions then interview a member of a worshipping community about their faith and what being a Christian means to them.
- Share ideas about the part commitment and responsibility plays in our lives and experiences, e.g. with friends and family.
- Explore some of the Sermon on the Mount (Matthew 5-7) and how they might affect someone's life.
- Discuss people we respect, follow, or believe and identify why they should be held up as examples.
- Design TopTrumps cards, a poster, or PowerPoint, or write a magazine article or web page about 'What it means to be a Christian'. Make a glossary or Wordle.
- Reflect on the importance of the 10 commandments, rewrite them in modern 'speak' and arrange them in order of perceived importance.
- Reflect on the difficulties of putting principals into practice.

Art and Design:

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials both new and recycled.

To create sketch books to record their observations and use them to review and revisit ideas.

To find out about great artists, architects and designers in history with links to nature, sustainability and Eco-design.

Design and Technology (Creative afternoon)

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge.

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.