

Computing

Online Safety: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of comparing **cyberbullying** to bullying in person and developing strategies for dealing with online bullying; and **identifying secure/unsecure websites**

Spreadsheets NC 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.

Enter, order and present data, and use formulae to calculate; use a spreadsheet to solve problems; design a spreadsheet for a specific purpose.

Scratch: Developing Games Design and program a character game; Design an original character or backdrop for a game; Add features or effects to enhance a game; Create an original animated game with a specific goal; Program costume changes for a sprite; Add point scoring and levels to game code

PE:

Circuits/Football
Outdoor and Adventurous
Activities/Gymnastics

Music:

Inspiring Music – Charanga:
Classic Rock: Livin' On A Prayer
Classroom Jazz 1

History: 14th century Britain

Study an aspect/theme in British history that extends chronological knowledge beyond 1066; create an in depth study of an aspect of British history beyond 1066.

Know key aspects which include: the rise, fall and actions of the monarchy; structures of rule/government; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses

PSHE: Families and Friendships- managing friendships and peer influence/**Safe relationships-** physical contact and feeling safe; managing pressure; consent/**Respecting ourselves and others-** respecting points of view; prejudice; discrimination

Art and Design & Design Technology

Medieval Shield designs: Using pattern, shape, reflection and symmetry. Explore rotation and reflection, using triangles and other 2-D shapes to create interesting designs. Use this mathematical pattern as a basis for creating textile or shield designs.

Mediaeval Banquet! Research, prepare and cook foods typical of a king's medieval banquet; creating predominantly savoury dishes using a range of cooking techniques.

Printing Create lettered printing blocks using a range of techniques and resources. Print words and initials and decorate using illumination techniques.

RE

2.5 How and why do Christians decide how to live? What would Jesus do?

Examine Jesus' teaching about the two greatest commandments
Foundations for living - Wise and foolish builders: Matthew 7:24-27
Sermon on the Mount: Matthew 5-7

Healing miracle: The Centurion's servant: Luke 7:1-10

Explore ways in which Christians try to use Jesus' words as their 'foundations for living'

2.9 Justice and Poverty: why does faith make a difference?

Discuss 'fairness' of wealth/poverty

Draw meanings from stories and teachings from Islam and Christianity
Charitable giving

How does modern society address inequalities?

Religious/secular approaches/responses

Peasants, Princes and Pestilence

Curriculum Map - Year 5/6

Mrs Mitchelmore-2020/21

French: Developing and using vocabulary: greetings and simple conversation; buildings; giving and receiving directions; hobbies; telling time; Christmas rhymes, songs and plays

Science Light (6):

Recognise that light appears to travel in straight lines;

To explain that objects are seen because they give out/reflect light into the eye;

To explain that we see things because light travels from light sources to our eyes or to objects and then to our eyes;

To explain why shadows have the same shape as the objects that cast them;

To identify scientific evidence that has been used to support/refute ideas/arguments

Forces (5):

*Understand that forces act in particular directions and can make an object start moving, stop moving, change shape or change direction.

-The greater the force, the greater the movement or change in shape.

- Know that pushes and pulls are examples of forces.

*Understand that gravity is an attractive force between any two objects.

Recognise that the effect of Earth's gravity is to make unsupported objects fall down.

*Understand that air resistance, water resistance and friction act to slow a moving object down. For a falling object, gravity is constant and the time it takes for an object to fall to the ground depends on the resistance the object offers to the air not on the object's mass.

*Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Maths

- **Place value** in 5 and 6-digit numbers, +/- 10/100/1000; placing numbers on a line, rounding to powers of 10; properties of numbers, including primes
- **Column addition** - whole numbers, decimals, money
- **Column subtraction**; finding the difference; choice of strategies; finding change; subtraction of numbers with 1 or 2 decimal places
- **Strategies for addition/subtraction** ; using and applying – solving word problems
- **Decimals** – PV in 2/3 place decimals;
- Count/add/subtract 01, 0.01, 0.001
- Rounding and adding decimals
- Written multiplication strategies; mental and written division strategies; mental multiplication/division – solving word problems
- **Fractions**: ordering; fractions of amounts;
- Decimal/fraction equivalents
- Addition/subtraction fractions using equivalence
- **Shape**: polygons, quadrilaterals, circles
- Finding angles; drawing 2D shapes
- Sorting 3D shapes; nets and 3D shapes
- **Co-ordinates**; polygons and transformations

English: Genres/texts

Fiction: Stories that Raise Issues - Outsider Stories: 'Eric' by Shaun Tan, 'The Island' by Armin Greder; cohesive devices, adverbials, ellipsis

Non-Fiction: Reports/Journals – linked to theme

Poetry: Poetic Language – linked to theme: Narratives using personification

Fiction: Classic Fiction: 'Just So Stories' and 'The Jungle Book' – R Kipling: dialogue punctuation, relative clauses, commas

Non-Fiction: Letters – points of view – linked to theme

Poetry: Narrative poems: 'The Highwayman' by Alfred Noyes