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| **YEAR 5 AND 6 CURRICULUM OVERVIEW: LITERACY AND MATHS** |
| **Act 1** | **LITERACY: RECOUNTS: NEWSPAPER REPORTS** |
| **Main Writing Outcome** | **Punctuation/Language** | **Grammar** |
| To write a newspaper report about the Capulet Ball | Use commas to clarify meaning or avoid ambiguity in writing | Use passive verbs to affect the presentation of information in a sentence |
| **MATHS** |
| **PLACE VALUE** | **ROUNDING NUMBERS AND ROMAN NUMERALS** | **ROUNDING NUMBERS** | **ORDERING NUMBERS** | **WORD PROBLEMS** |
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| **Act 2** | **LITERACY: POETRY** |
| **Main Writing Outcome** | **Punctuation/Language** | **Grammar** |
| To write a love poem | Similes and Metaphors | Verbs and Adjectives |
| **MATHS** |
| **AREA AND PERIMETER** | **STATISTICS** | **PROBLEM SOLVING** | **FRACTIONS** | **DIVISION** |
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| **Act 3** | **LITERACY: INTERNAL MONOLOGUE** |
| **Main Writing Outcome** | **Punctuation/Language** | **Grammar** |
| To write an inner monologue in role | Using and applying a range of punctuation in a passage | Identifying the present perfect and past perfect form of verbs |
| **MATHS** |
| **GEOMETRY: LINES AND SYMMETRY** | **ADDITION AND SUBTRACTION** | **TIME** | **PROBLEM SOLVING** | **PROBLEM SOLVING** |
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| **Act 4** | **LITERACY: DEBATE: SHOULD YOU OBEY YOUR PARENTS** |
| **Main Writing Outcome** | **Punctuation/Language** | **Grammar** |
| To write a discussion text | Possessive apostrophes  | Modal verbs  |
| **MATHS** |
| **MULTIPLICATION** | **MULTIPLICATION** | **READING AND WRITING NUMBERS** | **ADDITION AND SUBTRACTION: WORD PROBLEMS** | **STATISTICS: TABLES** |
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| **Act 5** | **LITERACY: PERSUASION: LETTER WRITING IN ROLE** |
| **Main Writing Outcome** | **Punctuation/Language** | **Grammar** |
| To write a persuasive letter in role | Rhetorical questions and Question Marks | Subordinating conjunctions |
| **MATHS** |
| **MULTIPLICATION** | **MULTIPLICATION** | **READING AND WRITING NUMBERS** | **ADDITION AND SUBTRACTION: WORD PROBLEMS** | **STATISTICS: TABLES** |

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| **YEAR 5 AND 6 CURRICULUM OVERVIEW: MUSIC, ART AND DESIGN, SCIENCE AND HISTORY** |
| **MUSIC** |
| **Children will:** * **Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**
* **Improvise and compose music for a range of purposes using the inter-related dimensions of music**
* **Listen with attention to detail and recall sounds with increasing aural memory**
* **Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians**
* **Develop an understanding of the history of music**
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| **ART AND DESIGN TECHNOLOGY: MASK MAKING** |
| **Children will develop both Fine Art and D&T skills for children, including:** * **Visual literacy/art historical knowledgeUsing drawing to create clear designs**
* **Working with 3D sculptural materials**
* **Painting with a focus on colour, detail, pattern and decoration**
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| **SCIENCE** |
| **YEAR 5: 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**
* **use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.**
 | **YEAR 6: 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 microorganisms, plants and animals**
* **give reasons for classifying plants and animals based on specific characteristics.**
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| **YEAR 5 and 6: 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 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**
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| **HISTORY** |
| **Children will:*** **Study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**
* **Devise historically valid questions about change, cause, similarity and difference, and significance.**
* **Construct informed responses that involve thoughtful selection and organisation of relevant historical information.**
* **Understand how our knowledge of the past is constructed from a range of sources**
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