Year 5 and Year 6 – Elm Class - Curriculum map overview

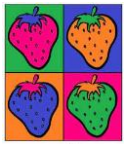
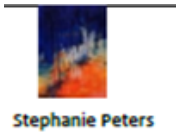
Long term plans 2024-2025			
Class: Elm	**Cycle A**		
Learning Journey	Term 1 and 2 Explorers	Term 3 and 4 Eureka!	Term 5 and 6 Once upon a time…
English	Mars Transmission –non-fiction journal One Small Step – narrative adventure Cosmic - narrative science fiction Letter to Scrooge	The Nowhere Emporium – narrative mystery The Firemakers Daughter – narrative adventure Hasp Poetry Competition	Letters from the lighthouse – non-fiction recount Rose Blanche - narrative story Pandora – fictional information
	Instructions/biography/diary through science/history/geography/art		
Maths Yr 6	Place value Four operations Decimals Fractions	Percentages Algebra Converting Units Area, perimeter and volume	Properties of Shape Statistics Position and direction Ratio
Maths Yr 5	Place value Addition and Subtraction Multiplication and Division Decimals Fractions	Decimals and percentages Perimeter and Area Volume	Properties of Shape Statistics Position and direction Converting units

Science	**Earth and space** (Yr 5) Pupils should be taught to: • 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 **Nicolas Copernicus (1473 – 1543**). Had the idea that Earth revolves on its axis and the Earth and other planets orbit around the Sun **Galileo Galilei (1564 – 1642**). Discovered four of Jupiter's moons. In 1609 was the first person to make a study of the skies with a telescope.	**Electricity (yr6)** Pupils should be taught to: • associate the brightness of a lamp or the volume of a buzzer with the number and 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 **Thomas Edison (1847-1931).** Inventor of the fuse. **Benjamin Franklin (1706-90).** Showed that lightning is caused by electricity. **Forces (yr5)** Pupils should be taught to: • 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	**Evolution and inheritance (Yr 6)** Pupils should be taught to: • 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, 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 **Charles Darwin (1809 – 1882)** **Alfred Russel Wallace (1823 - 1913)** **Richard Owen (1804 – 1882** **Properties and changes of materials (yr5)** Pupils should be taught to: • 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

		Sir Isaac Newton (1642 – 1727) – Formulated the laws of motion **Archimedes (c.287 - c.212 BC)** – Greek inventor **Christopher Cockerell (1910- 1999)**	separated, including through filtering, sieving and evaporating • 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 **John Dalton (1766 - 1844)** **Marie Curie (1967-1934)**
	Working scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • 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		

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.					
	Systems and searching (Yr 5) Recognising IT systems around us and how they allow us to search the internet -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 **Variables in games** (Yr6) Exploring variables when designing and coding a game. -use sequence, selection, and repetition in programs; work with variables and various forms of input and output		**Webpage creation** (Yr6) Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. - 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 **Selection in physical computing** (Yr5) Exploring conditions and selection using a programmable microcontroller. - 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		**Selection in quizzes** (Yr5) Exploring selection in programming to design and code an interactive quiz - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts . **Sensing** (Yr6) Designing and coding a project that captures inputs from a physical device. - 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
Wellbeing	My feelings	My relationships	My beliefs (Y6 + My rights and responsibilities)	Asking for help (Y5 + My rights and responsibilities)	My body Drugs and Alcohol	Enterprise
RE	What does it mean if Christians believe God is holy and loving?	Why do Christians believe Jesus was the messiah?	What does it mean to be a Muslim in Britain today?	Why is the Torah so important to Jewish people?	Creation and science: Conflicting or complementary?	How does faith help people when life gets hard?

History	Britain's settlement by Anglo-Saxons and Scots -Roman withdrawal from Britain in c AD 410 and the fall of the western Roman Empire -Scot's invasion from Ireland to north Britain (now Scotland) -Anglo-Saxon invasions, settlements and kingdom: place names and village life -Anglo-Saxon art and culture -Christian conversion-Canterbury, Lona and Lindisfarne		a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 WW2 – Battle of Britain
Geography	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.		
	Our local area	Amazing Americas	Field work
PE	-use running, jumping, throwing and catching in isolation and in combination - compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
	OAA - take part in outdoor and adventurous activity challenges both individually and within a team Football and Netball	Tag Rugby - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Dance – modern - perform dances using a range of movement patterns	Rounders - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Dance - perform dances using a range of movement patterns

	- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Cross Country - develop flexibility, strength, technique, control and balance Gymnastics - develop flexibility, strength, technique, control and balance Forest School/Outdoor Learning	Swimming - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations. Forest School/Outdoor Learning	Athletics - develop flexibility, strength, technique, control and balance Forest School/Outdoor Learning
DT	Orrery	apply their understanding of computing to program, monitor and control their products. (crumbles)	Eco- meal
Art	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.		
	 Andy Warhol Printing: Create a Pop Art style print in the style of Andy Warhol using polystyrene tiles and string onto different materials.	 Landscapes/ natural disasters Painting: select colours, brush size to create mood	 Sculpture: using wire to form a skeleton and clay to flesh the sculpture out.

Music	Why we sing Introduction to song writing Christmas concert		Madina tun nabi Building a groove Epoca		Ames au vala tara bal Summer Production	
Languages	Les grandes nombres Les planetes	Les planetes Christmas vocabulary	C'est moi	Writing a penpal letter	Matisse	Ice cream parlour
	♣ 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 ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing					

Year 5 and Year 6 – Elm Class - Curriculum map overview

Long term plans 2025-2026			
Class: Elm	**Cycle B**		
Learning Journey	Term 1 and 2 Time Travel	Term 3 and 4 Blue Planet	Term 5 and 6 Art through the ages
English	Kensuke's Kingdom – narrative adventure Goldilocks – non-fiction - twisted tale Hansel and Gretel - narrative - traditional tale	Plastic Pollution - non-fiction – Speech Explorers - narrative – adventure Moth - poetry	Thinker's Rap: My puppy Poet and Me - Poetry – Rap The Fantastic Flying Books of Mr Morris - fantasy
	Instructions/biography/diary through science/history/geography/art		
Maths Yr 6	Place value Four operations Decimals Fractions	Percentages Algebra Converting Units Area, perimeter and volume	Properties of Shape Statistics Position and direction Ratio
Maths Yr 5	Place value Addition and Subtraction Multiplication and Division Decimals Fractions	Decimals and percentages Perimeter and Area Volume	Properties of Shape Statistics Position and direction Converting units

Science	**Light (Yr6)** Pupils should be taught to: • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • 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 **Thomas Young (1773 – 1829)** – Wave theory of light. Double-slit experiment. **Sir David Brewster (1781 – 1868)** - Deduced ``Brewster's law'' giving the angle of incidence that produces reflected light which is completely polarized; invented the kaleidoscope and the stereoscope, and improved the spectroscope **Jean-Bernard-Leon Foucault (1819-1868)** – Accurately measured the speed of light	**Living things and their habitats (Yr5)** Pupils should be taught to: • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals **David Attenborough** **Jane Goodall** **Living things and their habitats (yr 6)** Pupils should be taught to: • 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 plants and animals based on specific characteristics **Carl Linnaeus** **Alice Roberts**	**Animals, including humans (Yr 5)** Pupils should be taught to: • describe the changes as humans develop to old age **Professor Robert Winston (1940 -)** – contemporary scientist **Animals including humans (Yr 6)** Pupils should be taught to: • identify and name the main parts of the human circulatory system, and describe the 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 **William Harvey (1578 – 1657**

	Working scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • 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

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.					
	The internet (Yr6) Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. - 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 **Flat-file databases** (Yr5) Using a database to order data and create charts to answer questions. - 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		**Video production** (Yr 5) Planning, capturing, and editing video to produce a short film. - 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 **Introduction to spreadsheets** (Yr6) Answering questions by using spreadsheets to organise and calculate data. - 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	**Vector drawing** (Yr5) Creating images in a drawing program by using layers and groups of objects. - 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 **3D modelling (Yr 6)** Planning, developing, and evaluating 3D computer models of physical objects (See DT) -	
Wellbeing	My feelings	My relationships	My beliefs (Y6 + My rights and responsibilities)	Asking for help (Y5 + My rights and responsibilities)	My body Drugs and alcohol	Enterprise
RE	Christians and how to live: what would Jesus do?	Why do some people believe in God and some people not?	Why do Hindu's want to be good?	What do Christians believe Jesus did do to save people?	What kind of King was Jesus?	What matters most to Humanists and Christians?

History	Ancient Greece – a study of Greek life and achievements and their influence on the western world		a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
Geography	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.		
	Why does time shift?	Why are rainforests important?	
PE	-use running, jumping, throwing and catching in isolation and in combination - compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
	OAA - take part in outdoor and adventurous activity challenges both individually and within a team Football and Netball - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Cross Country - develop flexibility, strength, technique, control and balance	Tag Rugby - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Dance – modern - perform dances using a range of movement patterns Forest School/Outdoor Learning	Rounders - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Dance - perform dances using a range of movement patterns Athletics - develop flexibility, strength, technique, control and balance Forest School/Outdoor Learning

	Swimming - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations. Gymnastics - develop flexibility, strength, technique, control and balance Forest School/Outdoor Learning		
DT	Class Restaurant	Tote Bags	Marble Run
Art	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.		
	 Henri Matisse 1869-1954 Collage: Create a collage in the style of Henri Matisse using coloured paper and cellophane and justify their choice of material for the different elements.	 Painting: put the picture into four sections – foreground, middle ground and background.	 William Morris 184-1896 Printing: Create a print on a plate in the style of William Morris. Print onto a tile and overprint colours.

Music	Hey Mr Miller Christmas performance		Dona nobis pacem Ain't gonna let nobody		Kisne banaaya Summer Production	
Languages	sports	Writing to a penpal Christmas letter to penpal	En ville Places	Je suis musician	Food – cafe	Food - Healthy eating
	♣ 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 ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing					