



'Learning together, supporting each other'

Curriculum Overview					
YEAR GROUP: 5/6 (Elder Class)		TERM: Spring 1	Key Text:	Curriculum Focus	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
Everest (Non-Chronological Report)					
English	Non-chronological report (Origin of the Species): Elder, Spring 2, Cycle B Non-chronological report (Emperor Penguins): Ample, Spring 2, Cycle A	Reading <ul style="list-style-type: none"> - Know how to summarise main ideas drawn from more than one paragraph and identify key details which support this. - Know how to use point, evidence and explanation. - Know how vocabulary can be affected by the context. - Know how to infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence. - Know the meaning of 'implied' and how this can help form predictions. - Know what figurative language is. Writing	Reading <ul style="list-style-type: none"> - Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation). - Summarise main ideas drawn from more than one paragraph and identify key details which support this. - Explore new vocabulary in context. - Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence. - Predict what might happen from information stated and implied. - Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. Writing <ul style="list-style-type: none"> - Make a plan before writing, using ideas from research and texts 	Reading <ul style="list-style-type: none"> - To summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas - To provide reasoned justifications for their views. - To discuss their understanding and exploring the meaning of words in context. - To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence - To predict what might happen from details stated and implied. - To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	Non-chronological report (Origin of the Species): Elder, Spring 2, Cycle B

	<ul style="list-style-type: none"> - A colon (:) is used before a list and a semi-colon (;) is used to separate items within a list. - A semi-colon (;) colon (:) and dash (-) is used to mark the boundary between independent clauses. - Information in non-fiction texts can be organised using bullet points, headings and sub-headings. - Formal writing uses standard English, complex sentences and does not use contractions. <p>Spelling</p> <ul style="list-style-type: none"> - Know a range of words ending -ible, -able, -ibly and -ably. 	<p>previously read.</p> <ul style="list-style-type: none"> - Write lists using colons and semi-colons. - Mark the boundary between two independent clauses using semi-colons, colons and dashes. - Organise information in a non-fiction text using headings, sub-headings and bullet points. - Write using formal structures. <p>Spelling</p> <ul style="list-style-type: none"> - Know if you remove -able from a word, you are left with a complete word (renewable, renew). - If you remove -ible from a word, you are not left with a complete word (sensible, sens). - If the root word ends in 'e' it is often dropped before adding the suffix 'ably' (adore/adorably). 	<p>Writing</p> <ul style="list-style-type: none"> - To plan writing by noting and developing initial ideas, drawing on reading and research where necessary. - To use the colon to introduce a list and use semi-colons within lists. - Use the semi-colon, colon and dash to mark the boundary between independent clauses. - Use bullet points, headings and sub-headings to organise information. - Recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing. <p>Spelling</p> <ul style="list-style-type: none"> - To spell words ending -ible and -able - To spell words ending -ibly and -ably. 	
<p>Key Vocabulary</p>		colon, semi-colon, dash, independent clause, root word, formal, informal, inferences, justify, summarise.	Deeper Learning	- To adapt writing and vocabulary choices to engage and inform readers.
Hammer the Grammar / Setting Description				
Elder Autumn 2: Historical Fiction	<p>Writing</p> <ul style="list-style-type: none"> - A setting description should include: similes, metaphors, personification, alliteration, multi-sensory details, 	<p>Writing</p> <ul style="list-style-type: none"> - To write using the features of a setting description. - To recognise and use figurative language in independent writing. 	<p>Writing</p> <ul style="list-style-type: none"> - To read and analyse the features of effective setting descriptions. - To recognise and use figurative language. 	Elder Spring 2: Horror

		<p>and convey emotion to the reader.</p> <ul style="list-style-type: none"> - Cohesive devices include use of: conjunctions, pronouns, adverbials and word families. 	<ul style="list-style-type: none"> - To use cohesive devices within independent writing. - To include ambitious vocabulary within writing. 	<ul style="list-style-type: none"> - To build cohesion within and between paragraphs. - To make effective language choices to impact the reader. - To write an effective setting description. <p>- To revise a range of key grammar skills.</p>	
	Key Vocabulary		similes, metaphors, personification, alliteration, cohesion, pronouns, adverbials, word families.	Enrichment Opportunities	Rehearse and read their setting descriptions aloud to other children or parents.
Maths	<ul style="list-style-type: none"> - Decimals and Percentages - Algebra (Yr6) 		Select the files to the right for more detailed guidance.	 Decimals and Percentages.pdf	 Algebra.pdf
How can levers, pulleys and gears be used to help us move?					
Science (Forces)	<ul style="list-style-type: none"> -Know that some forces need contact between two objects and different surfaces affects how things move (Year 3) 	<ul style="list-style-type: none"> - A lever is a machine used to increase force. They have only two parts – a handle and a fulcrum. - A fulcrum is the place where a lever pivots. - A pulley is a simple machine which is useful for lifting things. - A gear is wheel that has teeth or cogs around the edge. If gears are of different sizes, they can be used to increase the power of a turning force. - 'load' is the name given to the object being lifted. - 'effort' is the amount of force required to move an object 	<ul style="list-style-type: none"> - Explain the difference between a lever, a pulley and a gear and explain how they help objects to move. - Name the different parts of levers, gears and pulleys. - Use force meters to measure the effort required to move a load and record measurements accurately. - Make a prediction and design a fair test. 	<ul style="list-style-type: none"> - To explain how levers, pulleys and gears allow a smaller force to have a greater effect. - To use the outcome of test results to make predictions and set up a further comparative fair test. - To control variables in an enquiry. - To measure accurately and precisely using a range of equipment. 	Forces and magnets (KS3)
	Key Vocabulary	Lever, pulley, gear, fulcrum, load, effort, pivot		Deeper Learning	Challenge students to design and build a simple machine using levers, pulleys, or gears. Encourage them to think about the purpose of their machine and how it can make a task easier.
	Why are rainforests important to us?				

Geography (Rainforests)	Are all settlements the same? Maple	<ul style="list-style-type: none"> - To know a biome is an area with a similar climate and landscape, where similar animals and plants live. - To know a vegetation belt is an area with distinct plant types and trees. - To know there are five major vegetation belts (forest, grassland, tundra, desert and ice sheet). - To know deforestation is the clearing or cutting down of forests. - To know the four layers of the rainforest (emergent, canopy, understory, forest floor) - To know how climate within a rainforest is linked to the position of the equator, hemisphere, longitude and latitude. 	<ul style="list-style-type: none"> -To locate rainforests on a world map (Amazon, Congo, Southeast Asian, Daintree, New Guinea). - To research the climate within the rainforest (temperate and tropical). - To give reasons as to why forests are being cut down e.g. logging, mining. - To share reasons on how deforestation can be prevented. - To identify the four layers of the rainforest. 	<ul style="list-style-type: none"> - To locate five rainforests on a world map. - To identify the five major vegetation belts. - To identify the climate within a rainforest. - To know the four layers of a rainforest. - To give reasons for and against deforestation. 	Change in climate including the change in climate from the Ice Age to the present. (KS3)
	Key Vocabulary		Biome, vegetation belt, deforestation, hemisphere, longitude, latitude.	Deeper Learning	To create a speech to inform others on how to save the rainforest drawing on why rainforests are important to us.
Art (Drawing)	Maple- To experiment with different grades of pencils, to combine two or more when drawing	<ul style="list-style-type: none"> - Know that tone means how light or dark something is and that it is used to show depth and contrast. - Know that hatching is when you add lines to drawings to make light and dark areas. - Know that composition refers to the arrangement of elements in a piece of art. - Know that scale refer to the overall physical size of an artwork or objects in the artwork. - Know that proportion is a part or portion in relation to a whole. - Know that the foreground is the area of the picture space nearest to the viewer. 	<ul style="list-style-type: none"> - To make own viewfinders and develop observation skills. - To investigate own style using tonal contrast and hatching. - Complete drawings while showing an awareness of composition, scale and proportion. - Make use of foreground, middle ground and background when drawing. 	<ul style="list-style-type: none"> - To try out own style using tonal contrast and hatching. (Y5) - To try out own style using tonal contrast and hatching and explain their desired intentions and effects. (Y6) - To develop close observations skills using a variety of view finders. (Y5) - To develop an awareness of composition, scale and proportion. (Y5) - To use simple perspective in their work 	KS3 - To work directly from observation to understand space, form, shapes, textures, tones, line and composition.

		<ul style="list-style-type: none"> - Know that the background refers to the area of space in the distance. - Know that objects in the middle ground are there to complement. 		<ul style="list-style-type: none"> using a single focal point and horizon. (Y6) - To use our understanding of foreground, middle ground and background in our drawings. (Y6) 	
	Key Vocabulary		Tone, hatching, observation, perspective, foreground, middle ground, background	Deeper Learning	Children apply shade independently and use varied styles within one piece.
Computing (Programming)	<ul style="list-style-type: none"> Maple: - Debug algorithms - Use directional commands to control a device. - Use repeat commands. 	<ul style="list-style-type: none"> - An algorithm is a list of rules to follow in order to complete a task or solve a problem. - A repeat command will continue doing something until you tell the program to stop. - A variable is a way of storing information in a computer program. - An 'if-then' command tells the program to run a particular section of code only if a particular test evaluates to true. 	<ul style="list-style-type: none"> - Know how to design a simple algorithm. - Apply previous knowledge to new algorithms. - Recognise and correct mistakes in an algorithm (debug). - Suggest ways an algorithm could be improved. - Recognise where to use 'if-then' commands. 	<ul style="list-style-type: none"> - To design an algorithm to solve a specified problem. - To use repeat commands to improve a program. - To use a variable to increase programming possibilities. - To use 'if' and 'then' commands. - To detect and correct errors in algorithms using logical thinking. - To solve a problem using prior knowledge of similar solutions. - To explain each step of an algorithm. - To evaluate and improve an algorithm. - To debug using logical thinking. 	<p>KS3</p> <ul style="list-style-type: none"> - Understand several key algorithms that reflect computational thinking. - Understand simple Boolean logic [for example, AND, OR and NOT]
	Key Vocabulary		algorithm, debug, 'if-then', variable, code,	Deeper Learning	-Children can adapt an algorithm to improve functionality and user experience.
Design Technology	Maple Cycle A and B- Food	- Know that nutrition labels display the amount of energy (calories and kilojoules) and the amount of fat,	- Use technology to analyse existing products.	Planning	KS3 - Understand and apply the principles of nutrition and health.

(Healthy Food / Snack)		<p>saturated fat, carbohydrates, sugars, proteins and salt which are all expressed in grams.</p> <p>- Know to eat at least 5 portions of a variety of fruit and vegetables every day, have meals with higher fibre starchy foods like potatoes, bread rice or pasta. Also have some dairy and protein.</p>	<ul style="list-style-type: none"> - Use sketching skills to create my design. - Use a wide range of ingredients. - To independently choose a variety of ingredients which allows for a healthy and varied diet. - Select the correct technique depending on the ingredient. 	<ul style="list-style-type: none"> - To understand the nutritional information on food packaging. - To know a healthy and varied diet. - To analyse existing products and create an innovative design through sketching. <p>Cooking:</p> <ul style="list-style-type: none"> - To use a wider range of ingredients. - To create foods for a purpose. - To select ingredients applying principles of a healthy and varied diet. - To select techniques required to create a savoury dish of my choice. 	<p>-Cook savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p>
French (Directions)	Maple Spring 2: Cycle B Directions	<ul style="list-style-type: none"> - Know how to ask for, and give, directions. - Know how to accurately pronounce simple directions in French by spotting spelling patterns. - Know how to locate new vocabulary in French dictionaries to help extend learning. - Know how to have a conversation about which direction they need to go to reach a location in French. - Know how to give their opinion during a conversation on which direction is best for their location. 	<ul style="list-style-type: none"> - Develop more accurate pronunciation when reading aloud. - Develop independence when using a French dictionary to develop the ability to understand new words. <p>To hold a simple conversation by asking and answering questions, including a negative, about people, places things and actions.</p> <p>Take part in a brief conversation about people, places, things or actions, including giving an opinion, with increasing fluency.</p>	<ul style="list-style-type: none"> - To recognise and pronounce a familiar spelling pattern in different words for directions. - To use the verb 'to go' in a simple sentence. - To use my knowledge of actions and directions to give instructions. - To combine familiar language to create a set of sentences for a brief conversation. 	Further Languages study in KS3 and beyond.

	Key Vocabulary	à gauche, à droite, tout droit, première/deuxième/ troisième rue, où est?, tourne/tournez (informal/formal), prends/prenez (inf/f)	Deeper Learning	To be able to speak and direct a partner in a brief conversation confidently with increasing fluency.	
PSHE (Health and Wellbeing)	Health and Wellbeing				
	Health and Wellbeing: Ash / Maple Class: Spring 1: Cycle B	<ul style="list-style-type: none"> - Yoga is a system for training the body and mind and means 'union.' - Sleep gives your body rest and allows it to prepare for the next day. - Failure can feel uncomfortable but is an important part of success. - A short-term goals only takes a few days or weeks to achieve. - Long-term goals may takes years to complete and we work towards them all the time. 	<ul style="list-style-type: none"> - Know and use a range of yoga poses and techniques. - Recognise and talk about the benefits of sleep. - Describing a strategy to help manage their feelings of failure and to help them to persevere. - Set themselves goals and consider how they will achieve them. - Describe a range of feelings and two possible ways of dealing with a difficult situation. 	<ul style="list-style-type: none"> - To use yoga poses and breathing to relax. - To understand and communicate the benefits of sleep. - To understand the purpose of failure. - Know how to set short-term, medium-term and long-term goals. - To take responsibility for their own feelings and actions and to use vocabulary to describe these. 	Further Health and Wellbeing Study at KS3 and beyond.
	Key Vocabulary	Yoga, relaxation, meditation, thoughts, sleep, relax, quality, failure, succeed, goal, plan, achieve, destiny, choice, emotion, assertive.	Deeper Learning	<ul style="list-style-type: none"> - Describe different strategies to help manage the feelings of failure to help them to persevere. - Set themselves goals that are SMART and recognise things that may be a barrier to achieving their goals. 	
Physical Education	Gymnastics Activities 3				
	Maple: Gymnastics (Autumn 2) Travelling, individual balances and paired sequences.	<ul style="list-style-type: none"> - Counterbalance is when pupils push their weight onto a partner to maintain a still position. - Counter tension is when pupils pull their weight away from each other to help maintain a still position. - To perform in unison means to do something at the same time. 	<ul style="list-style-type: none"> - Explore different shapes and partner balances. - Transition into and out of counterbalances effectively. - Identify ways to link balances. - Create and perform a sequence of balances. 	<ul style="list-style-type: none"> - To perform shapes and balances with a partner. - To demonstrate counterbalance and counter-tension paired balances using apparatus. - To create a gymnastic sequence with counterbalances and counter tension with a partner and in a group. - To demonstrate paired and group counterbalances in unison. 	<p>KS3:</p> <ul style="list-style-type: none"> -Develop their technique and improve their performance in other competitive sports [for example, gymnastics]
	Key Vocabulary	Counterbalance, counter tension, unison,	Deeper Learning	Children perform balances with strength, precision and finesse.	
What might Hindus learn from stories about Krishna?					

Religious Education (Hindu Dharma)	Ash and Maple Autumn 1- Hindu Dharma What might a Hindu learn though celebrating Diwali?	<ul style="list-style-type: none"> - To know that Krishna is believed to be an incarnation (avatar) of the God Vishnu – and so his role on earth is to protect and preserve his devotees. - To understand the story of Prince Prahlad. - To know that devotion means showing love, loyalty and commitment to someone or something. - To understand the importance of colour when celebrating Holi. - To know Hindus celebrate Holi by throwing paint and coloured water in the streets. - To know that at Holi, distinctions between people are forgotten – all look the same when covered in coloured powder and so it is a reminder of equality and that all people are believed to contain the energy of Brahman. 	<ul style="list-style-type: none"> - To know there might be different types of truth (e.g. empirical truth, historical truth, spiritual truth) - To discuss how we might show loyalty in our own lives. - To discuss how we celebrate festivals in the UK - To suggest reasons why festivals may be celebrated different in India and the UK. 	<ul style="list-style-type: none"> - To consider how they decide what is 'true'. - To explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus - To make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty - To describe and explain a variety of ways that Hindus might celebrate the festival of Holi - To suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate - To explain how Holi celebrations might express Hindu beliefs about equality 	Elder- Autumn 1 Hindu Dharma Is there one journey or many?
	Key Vocabulary	Krishna, Brahman, Hindu Dharma, loyalty, devotion, Holi.	Deeper Learning	<ul style="list-style-type: none"> - To create stories where there is an important message that could be described as a 'universal truth'. 	