

Kilmington Primary School  
Curriculum Overview 2021-2022

**Year 5 & Year 6**

Year 5/6	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (7weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Hook / wow moment	A day as a person living in the Shang Dynasty – round robin of activities – doing the jobs found in Shang Dynasty; appeasing the gods; life style BBC Bitesize has many clips of this	Clip and Climb trip to spark off interest in climbing Interview a mountaineer - with kit Google maps	Victorian toys box that can be loaned from Schools Library Service	Visit to Dartmoor National Park (or Exmoor if Dartmoor visited in Year 5)	Greek food banquet and investigate links to those foods on ancient pot drawings and photos	Trip - Eden Project – focus in on the introductory animation showing what would be missing if we didn't have plants (investigate workshops)
English	Focus on developing vocabulary; this will underpin sequences for the rest of the year. The Usborne Illustrated Thesaurus (NF) – link to a short block on vocabulary The Dictionary of Difficult Words (NF) by Jane Solomon I am Cat by Jackie Morris (poetry F)	Newspaper report – using the book 'Everest' by Alexandra Stewart and then 'Shackleton's Journey' by William Grill (NF) Recount (NF) Interview transcript with parent/local who has done mountain climbing (NF)	The Day the Crayons Quit (F) Write a letter from the point of view of a crayon. Street Child – Berlie Doherty (F) – write the missing chapter (Emily and Lizzy) link to Oliver Twist and biography of Barnardo or Charles Dickens Book – 'Charles Dickens: Scenes from an Extraordinary Life' by Manning and Granstrom	Wallace and Gromit Cracking Contraptions (NF) – explanation text  Hatchet (F) – novel. Stop and ask the children to write the next chapter of the book. Using a range of devices to build cohesion, Non chronological report link to National Parks	Incredible Edibles by Stefan Gates (NF) – link to Greek food Greek myths – retelling and then creating similar structured myth (F) Discussion text link to the Trojan Horse looking at both sides of the Trojan Horse evidence. (NF)	Book - Are Humans damaging the atmosphere? (NF) Small part of Laudato Si (Pope's message to the world about climate change + more)
Maths	Facts: 2- 6 x tables recap and development into larger numbers White Rose Maths: Place value Addition and Subtraction	Facts: 7-12 x tables recap and development into larger numbers White Rose Maths: Statistics, Multiplication and Division, Area and Perimeter	Facts: Halves and doubles White Rose Maths: Multiplication and Division; Fractions	Facts: all conversion of measurements White Rose Maths: Decimals and Percentages	Facts: Primes, multiples and factors White Rose Maths: Decimals; Properties of shape	Facts: decimal, percentage, fraction connections White Rose Maths: Position and Direction; Converting units; Volume
Science	<u>Evolution and Inheritance</u> <ul style="list-style-type: none"> <li>Recognise that all living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<u>Let's get moving</u> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. <ul style="list-style-type: none"> <li>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> </ul> </li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a similar force to have greater effect.</li> </ul>	<u>Material World</u> <ul style="list-style-type: none"> <li>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.</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Demonstrate that dissolving, mixing and changes of state are examples of reversible changes.</li> </ul> <u>Amazing changes</u> <ul style="list-style-type: none"> <li>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.</li> </ul>	<u>Circle of life</u> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life processes of reproduction in some plants and animals.</li> </ul>	<u>Classifying living things</u> <ul style="list-style-type: none"> <li>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.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	
Computing	<u>Sonic Pi (5)</u> Engaging, purposeful and fun, this topic has everything you need to captivate your pupils and get them addicted to coding. Through Sonic Pi, children can combine their knowledge of music and related terminology, with their formidable programming skills to create different sounds, beats and melodies which are put to the test with a live Battle of the Bands performance!	<u>Big Data 1 (6)</u> Big Data' describes the ways that companies and organisations use data in their work. Children will identify how barcodes and QR codes work. They will learn how infrared waves are used for the transmission of data while recognising the uses of RFID as well as gathering, analysing and evaluating data collected from RFID data collection points.	<u>Online Safety (5)</u> Learning how to alter application permissions; considering the positive and negative aspects of online communication; understanding that online information is not always factual; learning how to deal with online bullying; thinking about the effect that technology has on our health and wellbeing	<u>Stop Motion Animation (5)</u> Pupils learn how to create animations with digital cameras, storyboarding their ideas and decomposing the story into small parts of action before putting the photographs together to create the illusion of a moving image	<u>Microbit (5)</u> This topic highlights the meaning and purpose of programming. Pupils create algorithms and programs that are used in the real world. They predict, test and evaluate to create and debug programs with specific aims: a simple animation, a polling program, pedometer and scoreboard	<u>Big Data 2 (6)</u> In this topic, children build upon their knowledge of how networks and the Internet are able to share information. They will learn how big data can be used to design smart buildings to improve efficiency, before designing their own smart schools. They will also explore the potential dangers of big data.
History	<u>Shang Dynasty</u> <u>How did a pile of dragon bones help to solve an Ancient Chinese Mystery?</u> What was odd about the dragon bones that Wang Yirong bought?	-	<u>British Empire</u> <u>Why did Britain once rule the greatest empire the world has ever seen?</u> Why was it said that the sun never set on the British Empire?	-	<u>Trojan Horse</u> <u>The story of the Trojan Horse: historical fact, legend or myth?</u> What exactly is the story of the Trojan Horse?	-

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	<p>What do the engraved bones tell us about the beliefs of the Shang?</p> <p>Why do we know so much about how some people lived at the time of the Shang and hardly anything about others?</p> <p>Rise and fall – how did the reign of King Cheng Tang compare with that of King Di Xin?</p> <p>What made Fu Hao stand out from the crowd?</p>		<p>Why did Britain build an empire around the world?</p> <p>What happened to the British Empire?</p> <p>What happened in Britain between 2 April and 14 June 1982, and why?</p>		<p>What evidence exists to authenticate the story of the Trojan Horse?</p> <p>What other explanations could there be for the origin of the story of the Trojan Horse?</p>	
Geography	-	<p style="text-align: center;"><b><u>Mountains</u></b></p> <p><b><u>Why are mountains so important?</u></b></p> <p>Why are the three mountains of Olympus, Mauna Kea and Everest so famous?</p> <p>How were the world's greatest mountain ranges formed?</p> <p>Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering?</p> <p>Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest?</p> <p>How are the Cambrian Mountains different from the Himalaya Mountains?</p> <p>Why is the climate such a challenge for Derek?</p> <p>Why do tourists visit the Cambrian Mountains?</p>	-	<p style="text-align: center;"><b><u>National Parks</u></b></p> <p><b><u>Who are Britain's National Parks for?</u></b></p> <p>Why are National Parks described as Britain's 'breathing spaces'?</p> <p>What else makes National Parks so important?</p> <p>Why do National Parks welcome visitors?</p> <p>Why is protected land so important in Southwest England?</p> <p>Why are so many people attracted to <i>The Valley of Rocks</i>?</p> <p>Why is <i>Merrivale</i> such an important prehistoric site?</p>	-	<p style="text-align: center;"><b><u>Climate Change</u></b></p> <p><b><u>How is Climate Change affecting the world?</u></b></p> <p>Why is Elhaji cleaning shoes on the streets of Banjul?</p> <p>Why can't Olivia afford to insure her home?</p> <p>Why are people living in Starcross making flood plans?</p> <p>Why do Lars and Sofie disagree about how nice the weather is?</p> <p>Why are people all over the world noticing that the weather they are used to is changing?</p> <p>What have the countries of the world agreed to do about global warming?</p>
Art	<p>Shang Dynasty Link : Calligraphy Sculpture: Origami Line: Dragons</p>	<p>Photography (6)</p> <p>Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages.</p>	<p>Every Picture Tells a Story (5)</p> <p>Analysing the intentions of artist Banksy; making ink symmetry prints inspired by psychologist Rorschach; telling a story using emojis; using drama to recreate a poignant war scene and creating art inspired by the ceramic work of Magdalene Odundo</p>	<p>Art and Design Skills (5)</p> <p>Designing an invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning how to 'think' like an artist.</p>	<p>Formal Elements: Architecture (5)</p> <p>Learning how to draw from observation, creating a print and drawing from different perspectives. Learning about the role of an architect and considering why houses look the way they do and whether there is scope to change and improve them.</p>	<p>Plants and Flowers</p> <p>This Plants and Flowers unit will teach your class about how to use pencil, colour, Hapa Zome printing, sculpture and paper modelling to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau.</p>
Design Technology	<p style="text-align: center;"><u>Textiles:</u> Design a stuffed toy: Make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch.</p>		<p style="text-align: center;"><u>Mechanisms:</u> Automata toys Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements.</p> <p style="text-align: center;">Victorian toys</p>		<p style="text-align: center;"><u>Food:</u> Come dine with me Develop a three course menu focussed on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process</p> <p style="text-align: center;">Greek and Local food Seasonality, preservation techniques</p>	

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Music	<b>Livin' On A Prayer</b> Charanga: development of Rock Music	<b>Christmas</b> Songs/carols and music linked to a Christmas performance/concert	<b>Whole class instrument tuition:</b> (Devon hub instrument loan) Learning to follow notation Charanga: 'Classroom Jazz 1', improvisation and performance		<b>The Fresh Prince of Bel Air</b> Charanga: composition –rap/hip hop	<b>Reflect, Rewind, Replay 5</b> Charanga: Looking back on the music heard this year and placing it in a historical context
PE	<u>Gym Unit 5</u> Create, practise and refine longer more complex sequences for a performance including changes in level, direction and speed. Choose actions, shapes and balances from a wider range of themes and ideas. <u>Invasion Games Unit 3/4 (netball)</u> Use different techniques for passing and controlling the ball. Apply basic rules of team play to keep possession of the ball. Use marking and interception to improve their defence. Play effectively as part of a team.	<u>Fitness – aerobics</u> Work on a range of strength and stamina building exercises, including co-ordination. Understand how strength, power stamina and co-ordination help people to perform well in different athletic activities. <u>Invasion Games Unit 3/4 (hockey)</u> Use different techniques for passing controlling, dribbling and shooting the ball in games. Apply basic rules of team play to keep possession of the ball. Use marking, tackling and/or interception to improve their defence. Play effectively as part of a team.	<u>Dance Unit 5/6</u> Compose motifs and plan dances creatively and collaboratively in groups. Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of the dances they use. Perform different styles of dance clearly and fluently. Perform to an accompaniment expressively and sensitively. Understand how dance keeps them healthy. Talk about dance with understanding, using appropriate language and terminology. <u>Invasion Games Unit 3/4 (rugby)</u> Use different techniques for carrying, passing and controlling the ball in games. Apply basic rules of team play to keep possession of the ball. Use marking, tackling and/or interception to improve their defence. Play effectively as part of a team.	<u>Fitness – circuits</u> Work on a range of strength and stamina building exercises. Understand how strength, power and stamina help people to perform well in different athletic activities. <u>Athletics unit 3</u> Choose the best pace for a running event so that they can sustain their running and improve on a personal target. Show control at take-off in jumping activities. Show accuracy and good technique when throwing for distance.	<u>Gym Unit 6</u> Make up longer, more complex sequences, including changes of direction, level and speed. Develop their own solutions to a task by using and applying range of compositional principles. Combine and perform gymnastic actions, shape and balances. Show clarity, accuracy, fluency and consistency in their movements. <u>Net/wall Unit 2</u> Use forehand, backhand and overhead shots increasingly well in the games they play. Use the volley in games where it is important. Use the skills they prefer with competence and consistency. Understand the need for tactics, start to choose and use some tactics effectively	<u>Fitness – aerobics</u> Work on a range of strength and stamina building exercises, including co-ordination. Understand how strength, power stamina and co-ordination help people to perform well in different athletic activities. <u>Strike/Field Unit 2</u> Strike a bowled ball. Use a range of fielding skills eg catching, throwing, bowling, intercepting with growing control and consistency. Understand and a range of tactics in games.
RE	For Christians what kind of King is Jesus?	Why do Christians believe that Jesus was the Messiah?	Creation and Science – conflicting or complementary?	Why do Hindus want to be good? (part 1)	Why do Hindus want to be good? (part 2)	Why do some people believe in God and some not?
PSHE/SRE	<u>Health and Wellbeing</u> Healthy Lifestyles – balanced lifestyles, choices, health, well-being, balanced diet, choices, food, influences, media, images, reality/fantasy, true/false. Habits, drugs, alcohol, tobacco, medicines, caffeine Growing and Changing – achievements, aspirations, goals, strengths, target-setting. Conflicting emotions, feelings, managing feelings, change, transition, loss, separation, divorce, bereavement. Keeping Safe – bodies, safety, abuse. Road safety, cycle, water, rail, water, fire safety. Online safety. Mobile phones – responsibility, safe use		<u>Relationships</u> Healthy Relationships – healthy / unhealthy relationships, pressure. Committed, loving relationships, civil partnerships, marriage. Physical contact, acceptable / unacceptable touch. Privacy, personal boundaries. Valuing difference – listening to viewpoints, opinions, respect. Equality, stereotypes, discrimination, bullying. Feelings and emotions – Empathy, recognising other people's feelings. Secrets, confidentiality, surprises, personal safety. Dares and challenges.		<u>Living in the wider world</u> Rights and Responsibilities – discussion, debate, topical issues, problems, events. Rules, laws, making and changing rules. Human rights, children's rights, practices against human rights. Resolving differences. Communities, volunteers. Diversity. People, values, customs. Money – spending, saving, budgeting. Loans, taxes, debt. Enterprise, entrepreneurs. Taking care of the environment – Resources, sustainability, economics, choices, environment. Puberty – the changes that occur during puberty.	
MFL	<b>Portraits/Famous People</b> (facial features) Numbers to 31, colours (hair, eyes, skin etc), masculine and feminine Asking and answering the question: C'est qui?	<b>L'Alphabet de Noël</b> Using a foreign language dictionary, Christmas Vocabulary, numbers to 31, days, colours, masculine and feminine Asking and answering the question: Qu'est ce que c'est	<b>Fête des Rois</b> <b>Les Quatres Saisons</b> (Seasons/weather) <b>Le soleil et le vent</b> Easter months, Date, yesterday, today, tomorrow, (past present and future) Asking and answering the question: Quel temps fait-il?		<b>Le Carnaval des Animaux</b> (animals) <b>Maman</b> Numbers to 100, colours, masculine and feminine, descriptive adjectives Asking and answering the questions: As-tu? Tu veux?	<b>Les Passetemps</b> (hobbies) or <b>La Vie Sportif:</b> (international sporting event: Olympics/Football) Colours/numbers, Time Asking and answering the question: Aimes-tu? German and Italian taster sessions
Celebrations / Events	Outdoor and Adventurous Unit 2		Welcome to Dartmoor /Come to Dartmoor – creating a tourist video encouraging a visit to Dartmoor National Park		Haven Banks	

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Cross-curricular opportunities/ideas		Film news report from the Everest base camp in the past (Hilary) and in the present day	Put on a short play based on Oliver Twist – use this as a basis to show and explain features of Victorian life	Google maps – map skills; grid references and mapwork	Animated tale of the Trojan Horse using their Trojan horses that they have made	How can we make Kilmington a carbon neutral village? Invite village people to an exhibition showing how their carbon footprint could be reduced
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