



# Woodlands Park Primary and Nursery School

## Year Five and Six (Wolves) Curriculum Overview – Cycle A



Term	History/ Geography	Art and Design/Design Technology	Science	PSHCE	RE	MFL	Computing	Music	PE	
1 and 2	<p><u>Term 1 History - Changes in Leisure and Entertainment</u> <i>Locate the start of the 20<sup>th</sup> Century</i> on a timeline <i>Recall some key events or periods of British history</i> How were leisure activities were affected during the war? Festival of Britain and London Olympics (1948) <i>Explain how developments in technology</i> affected music production <i>Recognise the history skills they have used.</i></p> <p><u>Term 2 Geography - The Grand Canyon</u> Identify and <i>locate Hemispheres and North American continent</i> on a map. Use a map to locate individual <i>states of USA</i>. Develop understanding of importance of <i>erosion and weathering</i> in forming landscapes. Understand the differences in <i>climate</i> and <i>biomes</i> of the <i>Grand Canyon and Colorado Plateau</i> and learn about the culture and land use of <i>North American Indian tribes</i> in this region including tourism.</p>	<p><u>Term 1 Art - Leonardo Da Vinci</u> <i>History of the artist</i> Portrait <i>paintings and drawings</i> Use of <i>perspective and composition</i> in religious paintings Understand how to use his <i>drawing techniques</i> Explore LDV's inventions How he <i>influenced other artists</i> during Renaissance and modern day.</p> <p><u>Term 2 DT - Great British Dishes</u> <i>Learn about and make</i> some national English savoury dishes <i>Know about and make</i> some traditional English sweet dishes. <i>Learn about and make</i> some national Scottish dishes. <i>Learn about and make</i> some national Welsh dishes. Learn about the <i>influences of and similarities between</i> cuisines from other countries. Know how to plan and shop for a meal</p>	<p><u>Term 1 - Habitats</u> <i>Classification of living things</i> including <i>micro-organisms</i>. <i>Sorting</i> animals based on similarities and differences. <i>Learn about standard system of classification developed by Carl Linnaeus.</i> Design a curious creature based on its characteristics. Learn about <i>micro-organisms</i> <i>Conduct an investigation into</i> growth of mould on bread Use dough to <i>create a new single celled micro-Organism</i> and <i>explain how and why it is classified.</i> <i>Create a field guide</i> to living things in the local area.</p> <ul style="list-style-type: none"> <li><u>Term 2 Evolution and Inheritance</u></li> </ul> <p>Understand living things produce offspring of the same kind but they normally vary and are not identical to parents. <i>Identify how animals and plants adapt</i> to suit environment in different ways <i>Understand adaptation of</i> plants and animals may lead to evolution <b>Evolution and Inheritance: Darwin</b> <i>Recognise living things have changed over time</i> and a <i>number of factors can affect a species' evolution</i> <i>Understand how humans have evolved over time</i>, and how human behaviour can affect change in species over time.</p>	<p><u>Term 1 Being Me In My World:</u> Yr 5 <b>PSHE LI:</b> <i>can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</i> <b>SED LI:</b> <i>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</i></p> <p>Yr 6 <b>PSHE LI:</b> <i>I can explain how my choices can have an impact on people in my immediate community and globally.</i> <b>SED LI:</b> <i>I can empathise with others in my community and globally and explain how this can influence the choices I make</i></p> <p><u>Term 2 Celebrating Differences</u> Yr 5 <b>PSHE LI:</b> <i>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</i> <b>SED LI:</b> <i>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</i></p>	<p><u>Term 1 Buddhist Worship and Beliefs</u> Find out who Buddha was and why he is important to Buddhists today. Find out about some of the core beliefs and teachings of Buddhism. Learn about the Four Noble Truths and the Eightfold Path. Exploring the teachings of Buddha in greater depth, find out about the Buddhist beliefs of karma and reincarnation. Find out where Buddhists worship and the role of symbols within worship. investigate the ways in which Buddhists worship.</p> <p><u>Term 2 What Is A Church?</u> Consider what is written in the Bible about the foundation of the Christian church. Consider ways in which churches reflect local culture. Consider how churches help Christians worship. Identify ways in which churches serve their communities. Consider ways in which local churches form part of a global community. Reflect on what has been learned about the Christian church.</p>	<p><u>Term 1 Buddhist Worship and Beliefs</u> Find out who Buddha was and why he is important to Buddhists today. Find out about some of the core beliefs and teachings of Buddhism. Learn about the Four Noble Truths and the Eightfold Path. Exploring the teachings of Buddha in greater depth, find out about the Buddhist beliefs of karma and reincarnation. Find out where Buddhists worship and the role of symbols within worship. investigate the ways in which Buddhists worship.</p> <p><u>Term 2 What Is A Church?</u> Consider what is written in the Bible about the foundation of the Christian church. Consider ways in which churches reflect local culture. Consider how churches help Christians worship. Identify ways in which churches serve their communities. Consider ways in which local churches form part of a global community. 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Listen and copy back using G and A</p> <p><u>Term 2 Classroom Jazz 1 – Bossa Nova and Swing</u> Jazz and improvisation on BAG</p>	<p><u>Term 1 Indoor – Cognitive</u> -Review, analyse and evaluate own and others' strengths and weaknesses</p> <p><u>Outdoor – Outdoor adventurous activities</u> -follow a simple map to give directions -change direction with increasing speed and efficiency</p> <p><u>Term 2 Indoor – Creative</u> -Effectively disguise next moves -Use a variety and creativity to engage and audience <u>Outdoor – Invasion games</u> -begin to find and use space in a game -apply a few skills and techniques with some consistency</p>

<p>3 and 4</p>	<p><u>Term 3 History - Children of World War II</u>  <b>Understand when</b> the Second world war took place  <b>How were people protected?</b>          Why were children evacuated – <b>empathy</b>          Why rationing happened and <b>what affect</b> did it have on children and families?          Understand that <b>different people had different experiences</b> –Diary of Anne Frank</p> <p><u>Term 4 Geography – Japan</u>  <b>Locate Japan on a world map. Identify the capital</b> and other major cities. Identify <b>Japan and Asia</b>. Understand and describe a <b>meridian line</b>. Use <b>latitude and longitude</b> to pinpoint a country. Describe how an earthquake occurs. <b>Identify hazards and safety precautions</b> put in place during an earthquake.  <b>Compare and contrast physical features</b></p>	<p><u>Term 3 Art - Flanders Fields</u>          Understand why the government commissioned official war artists.  <b>Ask and answer questions</b> about different artworks. Paul Nash – <b>create an artwork</b> based on the style of Paul Nash  <b>Features of WWI propaganda posters</b> – create their own  <b>Explain their own views</b> on use and power of propaganda art          Understand dazzle camouflage and create their own design          Express opinion of poem In Flanders Field – <b>understand the symbol of the poppy</b> and create their own artwork <b>using a variety of art skills</b>.</p> <p><u>Term 4 DT - Shelters</u>  <b>Investigate</b> a range of <b>shelters</b>. Explore how to <b>join and combine</b> materials and components and <b>find out</b> how to <b>reinforce</b> structures. Find <b>suitable textiles</b> for the <b>purpose</b> of making a shelter. <b>Design</b> a shelter for a <b>particular purpose</b>. <b>make</b> a shelter for a particular purpose  <b>evaluate</b> a finished product.</p>	<p><u>Term 3 Life Cycles</u>  <b>Describe process</b> of sexual and asexual reproduction in plants  <b>Describe the process</b> of sexual reproduction in animals.  <b>Observe and compare</b> life cycles of animals in local environment with other animals around the world  <b>Compare</b> how different animals reproduce and grow  <b>Find out about the work of naturalists</b></p> <p><u>Term 4 Changes and Reproduction</u>  <b>Recognise the stages of growth</b> in humans          Know stages in <b>gestation period</b> of humans and compare them to other animals  <b>Recognise stages of development</b> during childhood  <b>Understand the initial changes</b> inside and outside the body during <b>puberty</b> and how they differ for boys and girls  <b>Understand</b> changes throughout <b>adulthood and old age</b>.</p>	<p><u>Term 3 Dreams and Goals</u>          Yr 5 PSHE LI: I can <b>compare my hopes and dreams</b> with those of <b>young people from different cultures</b>.          SED LI: I can <b>reflect on the hopes and dreams of young people from another culture and explain how this makes me feel</b>.          Yr 6 PSHE LI: I can <b>explain different ways to work with others to help make the world a better place</b>.          SED LI: I can <b>explain what motivates me to make the world a better place</b></p> <p><u>Term 4 Healthy Me</u>          Yr 5 PSHE LI: I can <b>explain different roles that food and substances can play in people's lives</b>. I can also <b>explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy</b>.          SED LI: I can <b>summarise different ways that I respect and value my body</b>.</p>	<p><u>Term 3 Expressing Faith Through The Arts</u>          Recognise that expressing faith involves feelings and emotions. Find out how music can be a form of religious expression in many religions. Understand how colour can be used to express religious feelings and ideas. Understand how art can be sacred and spiritual for believers. Find out how Islamic art helps Muslims to worship. Understand how drama is used to reinforce important teachings and stories in religions.</p> <p><u>Term 4 Stories of Christianity</u>          Explore the themes of the Bible and identify familiar stories. explore the story of Ruth and Naomi. Explore the story of Daniel and relate this to religious persecution today. Explore the parables of Jesus. Find out about Christian baptism through the story of John the Baptist. Find out about Paul and the early church.</p>	<p><u>Animals</u>          Recap on <b>animals, animal body parts, habitat</b>  <u>Food</u>          Revise previous work, <b>write a menu, ordering in a shop/restaurant</b>  <u>Calendar</u>          Revise previous work on <b>time and dates, arrival and departure times</b> – airport and railway station</p> <p><u>Clothing</u>  <b>Dressing for the weather</b>, recap body parts,  <u>Shopping</u>          • Review of previous learning – <b>at the market, weights, holding a conversation</b></p>	<p><u>Terms 3 and 4 Radio Station</u>  <b>use software</b> to create sounds by recording, editing and playing, <b>combine audio effects</b> to create an original radio jingle, create and <b>present digital content</b> for a radio podcast, <b>design and record</b> a persuasive radio advert for a product or service</p>	<p><u>Make You Feel My Love – Pop Ballads</u>          EFGABC. Listen and sing back, play and improvise. Listen and copy back using DEF</p> <p><u>The Fresh Prince of Bel-Air – Old School Hip Hop</u>          CDEFGA. Listen and sing back, play and improvise. Listen and copy back using DEF</p>	<p><u>Term 3 Indoor – Social</u>          -Involve others and motivate peers          -Give and receive sensitive feedback          -Negotiate and collaborate appropriately</p> <p><u>Outdoor – Basketball</u>          -dribble with the ball using some elements of the correct technique          -understand what being part of a team involves</p> <p><u>Term 4 Indoor – Applying Physical</u>          -Effectively transfer skills and movements across a range of activities and sports          -Perform a variety of skills consistently and effectively in challenging or competitive situations</p> <p><u>Outdoor – Striking and Fielding: Rounders</u></p>
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<p>5 and 6</p>	<p><u>Term 5 History - The Shang Dynasty</u>  <i>Knowledge</i> of Shang Dynasty of China  <i>Different sources of evidence</i> to help us understand how they lived  <i>Understand their importance</i> in inventing writing and calendars  What did they achieve?  Why did the dynasty end?</p> <p><u>Term 6 Geography - Water World</u>  <i>Understand water can be found in different forms around the world. Where is water found on our planet? Understand and explain the water cycle. How water gets to homes. Water conservation. Compare water use and availability in two countries. Understand impact of limited water access. Understand term 'sustainable future' and how water contributes to this. Hydropower – benefits and damages to environment. Water quality.</i></p>	<p><u>Term 5 Art - Street Art</u>  <i>Express ideas and opinions</i>  Create stylised text  <i>Revise and improve ideas</i> through repeated sketching  How artwork can improve public spaces  <i>Creating images</i> which can be reproduced easily.  <i>Turn simple images into stencil designs. Use a variety of painting techniques</i> to create stencil street art.</p> <p><u>Term 5 DT - Talking Textiles</u>  <i>Investigate and analyse</i> items made using textiles: the materials used and how they are made.  <i>Explore</i> some ways in which textiles are joined and decorated.  <i>Design an item made using textiles</i>, and draw pattern pieces. <i>Use pattern pieces to measure, mark and cut fabric</i>  <i>To sew design elements</i> according to a design. join fabric pieces by hand sewing. Sew hems on an item made using textiles; to add design details</p>	<p><u>Terms 5 and 6 Healthy Bodies</u>  <b>Find out how</b> scientific ideas about food and diet were tested in the past and how this has contributed to our knowledge of a balanced diet.  <b>Investigate</b> different food groups and find out why a variety of foods is important for a healthy diet  <b>Find out how</b> nutrients and water are transported in the human body  <b>Investigate what happens</b> to the heart when we exercise and why  <b>Investigate</b> muscles, skeleton and increased blood flow  <b>Investigate</b> effects of tobacco, alcohol and other drugs (Link with work with the Youth Service)  <b>Evaluate</b> what we can do to keep our bodies healthy (link with PSHE)</p>	<p><u>Term 5 Relationships</u>  <b>Yr 5 PSHE LI: I can compare</b> different types of friendships and the feelings associated with them. <b>I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</b>  <b>SED LI: I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</b>  <b>Yr 6 PSHE LI: I can identify</b> when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.  <b>SED LI: I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</b></p>	<p><u>Term 5 What Happens When We Die</u>  Understand that sadness is felt by everyone at some points during their lives.  understand how the death of a person is marked and commemorated in and communities.  Express your own ideas, and understand the ideas of others, about what happens when a person dies.  Understand that it is important to express the emotions that you feel.  Think of practical ways of remembering someone who has died.</p> <p><u>Term 6 What Is the Quran?</u>  Identify the meaning of the word 'sacred' and to explore why the Qur'an is important to Muslims. know what the Qur'an teaches about God and to reflect on your own ideas about God - 'Bismillah' and 99 names for Allah know that the behaviour of Muslims is influenced by the Qur'an. study ways in which Muslim children learn about the Qur'an - Madrasah Explain the significance of the Qur'an to Muslims today.</p>	<p><u>Holidays and Celebrations</u>  Retell a simple story such as Christmas in French  Positions of holidays – before, after, etc  <u>Towns and Cities</u>  Revision from previous learning – <b>describing cities and places of interest</b>  <u>Seasons and Planets</u>  <b>Revision of weather, seasons, planets in our solar system</b></p> <p><u>Sports and Hobbies</u>  Revision from previous learning, <b>describe and plan sporting event.</b> Could link to Sports Day.  Revision of school, – think about <b>different subjects</b> to study  <b>Building sentences</b></p>	<p><u>Term 5 and 6 3D Modelling</u>  : <b>SketchUp: Creating 3d drawings</b>, add details, <b>manipulate, create complex 3d models.</b></p>	<p><u>Dancing In The Street – Motown</u>  FGAD. Listen and sing back, play and improvise. Listen and copy back using DEF</p> <p><u>Reflect, Rewind and Replay</u>  History of music and look back and consolidate learning, learn some of the language of music.</p>	<p><u>Term 5 Indoor – Health and Fitness</u>  -Explain how individuals need different types and levels of fitness to be more effective in their activity/role/event  -Plan and follow own basic fitness programme</p> <p><u>Outdoor –</u></p> <p><u>Term 6 Indoor – Personal</u>  -Create own learning plan and revise it when necessary  OAccept critical feedback and make changes</p> <p><u>Outdoor - Athletics</u></p>
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