

**Reignhead Primary School - Curriculum Overview – Year 5/6**

**Cycle 2 - 2020/21**

	1	2	3	4	5	6
	<u>Road Trip USA</u>	<u>Industrial Revolution</u>	<u>My Future Footprint</u>	<u>Battles, Blackouts and the Blitz</u>	<u>Death Valley</u>	<u>Take One Book Kenzuke's Kingdom</u>
<u>Geography</u>	<p>This half term children will focus their learning on the continent of North America. Using their map skills, they will locate the countries of North America and know the surrounding seas and oceans. They will learn the term 'urbanisation' and the causes and impact of this and compare the populations and the urbanisation of New York City to Sheffield. Finally, they will revisit their knowledge of natural resources and discuss how this affects where people live in the U.S.A.</p>		<p>Children will learn how humans use energy. They will discover what carbon footprint means and the consequences for Earth. They will explore the environmental impact of the transport industry and learn the difference between renewable and non-renewable sources. Using their new knowledge the children will reflect on what they would like their future footprint to be.</p>		<p>During this half term children will name and describe the world's different biomes and be able to explain which biomes are most populous. They will become experts on desert biomes, focussing on Death Valley in the U.S.A.</p>	<p>Children will develop their understanding of biomes further and take an in-depth look at marine biomes. They will study the problem of pollution in the Pacific Ocean.</p>

<p style="text-align: center;"><u>History</u></p>		<p>Children will learn key facts about the Industrial Revolution. They will compare Britain before and after the revolution and, in particular, will learn how Sheffield changed over this period. They will complete an in-depth study into what life was like in Sheffield and how the lives of children changed during the course of the revolution.</p>		<p>This half term children will find out when World War Two was and why it began. They will discover why children were evacuated and learn about the different experiences they encountered. They will use and analyse sources to learn about the Battle of Britain and the Blitz and be able to explain why the battle was a key turning point in British history. Using local historical sources children will discover how Sheffield was affected during World War Two.</p>		<p>Building on their knowledge of World War 2, children will find out about Japan and it's involvement in the war.</p>
<p style="text-align: center;"><u>Science</u></p>	<p><u>Evolution and Inheritance</u> This half term children will learn that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They will identify how animals and plants are adapted to suit their environment in different ways and discover that adaptation may lead to evolution.</p>	<p><u>Evolution and Inheritance</u> Continuing from last half term children will learn that living things change over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p><u>Living things and their habitats</u> Children will recall their learning on life cycles and discover the differences in the life cycles of mammals, amphibians, insects and birds. They will be able to describe life processes of reproduction in some plants and animals.</p>	<p><u>Light</u> Children will build upon their knowledge of light and prove that light travels in straight lines. They will discover how objects are seen and how the eye works. They will deepen their knowledge of shadows by investigating factors that affect their size and shape and observe the differences in shadows over the course of the day.</p>	<p><u>Living things and their habitats</u> Children will recall the classification of animals and broaden their understanding to include micro-organisms and plants. They will give reasons for classifying plants and animals based on specific characteristics.</p>	<p><u>Animals including humans</u> Children will learn about the changes humans go through from birth to old age. They will study the impact of diet, exercise, drugs and lifestyle on the way their bodies function and discuss positive lifestyle choices.</p>

Painting and Digital Image  
Unit: Street Art

This half term the children will explore the works of street artist *Eduardo Cobra*. They will develop creating geometric patterns of colour using paint. After taking their own digital photo they will design and add geometric patterns to an image.



Publishing Unit:  
Observational Drawing  
Children will practise drawing pencil sketches of gears and other mechanical pieces.



Painting and Collage Unit:  
Climate Change

This half term children will gather ideas and reflect on images created by *Tina Spiro* and *Alexis Rockman*. They will develop paint colour mixing in the style of *Sonia Delaunay* using colours/shades needed for background. Their final piece will be a response to climate change and deliver a message about their future footprint.



Publishing Unit:  
Observational Drawing  
Children will learn how to draw figure sketches in charcoal and pastel using the works of *Henry Moore* as inspiration.



Clay Unit:  
Georgia O'Keeffe  
Children will explore and discuss *Georgia O'Keeffe's* paintings. They will complete one half of an *O'keeffe* work of art in painting. They will practise their drawing skills by collecting ideas around biomes and then create a biome-inspired piece of clay work.



Textiles Unit: Memory Quilt  
This half term children will create a quilt based on creating memories of their time at Reignhead. After exploring the artwork and book, *Tar Beach*, by *Faith Ringgold* they will design their own quilt.



<u>Design and Technology</u>		<u>Mechanical Systems - Cams</u> This half term children will design and make a moving toy with a cam mechanism; the finished produces will be shared with the children in Year 1/2 who are learning about toys through history.		<u>Electrical Systems</u> Children will continue to build on their understanding of electrical circuits, switches and systems. They will design and make an alarm system for a valuable artefact!		<u>Textiles</u> Children will practise the different skills needed to combine fabric shapes.
<u>Computing</u>  Throughout the year, children are taught how to behave safely and responsibly online.	<u>Key Skills : Becoming an Efficient Computer User</u> Children will practise using the keyboard confidently to type at a suitable pace, and use common keyboard shortcuts, e.g. Ctrl + C (copy); Ctrl + V (paste). They will find out how to create and use a strong password and learn how to organise their files using folders and appropriate file names.	<u>How do we collaborate online?</u> This half term children will learn about the World Wide Web, and explore and use online tools (internet services). They will consider personal safety issues in their use and work collaboratively online with others to refine and share ideas effectively. They will consider copyright and responsible use of information.	<u>How do I program physical systems?</u> Children will investigate the key parts of a computer and understand that for the system to work there are inputs and outputs. They will find out that flowcharts are often used to write algorithms – these include inputs, outputs, processes and decisions. Children will look at existing programs and identify key concepts in order to explain how they work.	<u>How do I find and share data safely and responsibly?</u> This half term children will develop their understanding of internet search technologies and the World Wide Web. They will explore the functions that are available to improve how searches are completed. They will also consider validity of information, copyright and responsible use. The children will learn about how they share their data with online sites and games, and what this means.	<u>How do I build complex physical systems?</u> Children will use the computational thinking skills of Abstraction and Generalisation. They will discover that variables may be 'declared' at the beginning of a program (e.g. to set number of lives), and can be used with selection to determine when something happens. They will learn that in a physical system, variables may control outputs such as motor speed and light levels.	<u>How do I create a radio advert?</u> Children will evaluate a range of radio adverts or podcasts and identify their key features: purpose, audience, sound effects, music choice, layers, entertainment factor, clear audio. Children will then apply these features when they plan, rehearse and record their own script! Finally, children will learn how to edit audio and add layers.
<u>Music</u>  Year 5 brass - tuned instruments and notation	The children will continue to build on their music skills, demonstrating a clear understanding of beat, rhythm and pitch.	<u>Christmas</u> Children will learn and perform a range of Christmas songs. They will use their voices expressively and creatively, as they sing in ensembles and sing songs that have more than one part.	<u>'The Planets' – Gustav Holst versus the soundtrack to 2001: A Space Odyssey</u> Children will listen to and show their appreciation of two iconic, yet very different, pieces of music on a given theme - outer space! They will compare the two pieces of music and consider the musical elements of each one.			<u>Performance</u> Year 6 children will write a script for their Leavers Assembly and adapt and perform songs to celebrate the end of their time at Reignhead.  Year 5 children will impress an audience in a celebration of their work throughout the year playing the cornet.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Languages - French</p>	<p style="text-align: center;"><u>Year 5</u></p> <p>Children will learn how to tell the time to the hour. They will practise naming places found in a town and saying subordinate clauses using 'Quand' - when</p> <p style="text-align: center;"><u>Year 6</u></p> <p>Children will know numbers up to 40 and practise telling the time to 5 minutes. They will be able to describe where they live. They will also learn how to say negative adverbs in French e.g. never, hardly, rarely</p>		<p style="text-align: center;"><u>Year 5</u></p> <p>Children will learn how to tell the time to the half hour. They will learn more names of places found in a town and practise describing somewhere using adjectives of size.</p> <p style="text-align: center;"><u>Year 6</u></p> <p>Children will know numbers to 50. They will be able to say 'I am going to' and use different prepositions. Children will learn how to say the days of the week.</p>		<p style="text-align: center;"><u>Year 5</u></p> <p>Children will learn how to tell the time using quarter past and quarter to. They will continue to learn more names of places found in a town (feminine nouns) and the names of world cities. They will develop their knowledge of Paris by learning about the boroughs 'arrondissements'.</p> <p style="text-align: center;"><u>Year 6</u></p> <p>Children will learn how to name a variety of leisure activities. They will also learn the pronouns 'il and elle' – he and she. Children will practise having a simple conversation with their peers.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PE</p>	<p><u>Indoor PE: Yoga</u> Children will continue to practise yoga skills. They will develop flexibility, strength, technique and balancing by attempting a range of yoga poses.</p> <p><u>Outdoor PE: Fitness:</u> Children will participate in a fitness challenge over the half term. They will record their results in each activity and aim to improve their scores by the end of the challenge.</p>	<p><u>Indoor PE: Dance</u> Children will create a dance using the Industrial Revolution as a stimulus. Children will practise performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotional, transitions, matching and mirroring. They will demonstrate these skills in their dance performance.</p> <p><u>Outdoor PE: Hockey</u> Children will build on their hockey skills practising dribbling, passing receiving, tackling, creating space and shooting.</p>	<p><u>Indoor PE: Gymnastics</u> Children will continue to practise different skills including symmetrical and asymmetrical balances, a variety of rolls, cartwheel, bridge and shoulder and handstands</p> <p><u>Outdoor PE: Basketball</u> Children will build upon their basketball skills learning how to throw and catch, dribble, intercept and shoot .</p>	<p><u>Indoor PE: Dance</u> Children will create a dance using music from World War Two as a stimulus. Children will practise performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotional, transitions, matching and mirroring. They will demonstrate these skills in their dance performance.</p> <p><u>Outdoor PE: Football</u> Children will improve their football skills by developing dribbling, passing, ball control, tracking/ jockeying and turning techniques.</p>	<p><u>Indoor PE: Badminton</u> Children will learn a variety of skills needed in badminton including ready position, grip, forehand and serve.</p> <p><u>Outdoor PE: Athletics</u> Children will improve their athletic skills in preparation for sports day. They will focus on pacing, sprinting technique, relay changeovers, jumping for height and distance, push and pull and throwing for distance</p>	<p><u>Indoor PE: Gymnastics</u> Children will build upon the gymnastic skills they learned in half-term three paying particular attention to improving different types of rolls: straight, forward, straddle and backward roll.</p> <p><u>Outdoor PE: Rounders</u> Children will practise a variety of skills including throwing &amp; catching, bowling, tracking, fielding and retrieving a ball and batting.</p>

<u>RE</u>	<u>Are Saints encouraging role models?</u> Children will learn what a saint is and how someone becomes one. They will consider the concept of role models and explore reasons behind the persecution of saints and believers.	<u>Christianity</u> <u>Does God Communicate with Humans?</u> Children will learn that in the Bible, God is shown to communicate with humans in a variety of ways: dreams, visions, angels and on occasion directly face to face. They will study the Christmas story in more detail from a biblical viewpoint.	<u>Do clothes express belief?</u> Children will investigate and explore the dress code of a range of religions including Sikhs, Muslims, Hindus, Christians and Jews. They will explore whether clothing rules and restrictions can express belief and give people a sense of identity.	<u>Judaism</u> Children will learn about the main beliefs of Judaism and learn about the Torah and festivals such as Passover. They will discover what the Holocaust was and how it affected the Jewish people and their beliefs. They will discuss the concepts of prejudice and persecution in religion.	<u>Sacred Texts</u> <u>Do Muslims need the Qur'an?</u> Children will recall the sacred texts of the major religions and find out what is meant by sacred. They will discuss what they would expect to be written in a sacred text and how they help people follow their religion. Children will explore different ways of showing belief with special reference to Islam.	<u>What's best for our world?</u> Children will consider whether religious people lead better lives and whether it is possible to hold religious beliefs without trying to make the world a better place. They will explore how and why believers help others through charity and service.
<u>RSHE / P4C</u>	<u>Mental Wellbeing</u> Children will deepen their understanding of mental wellbeing and how it can be best achieved. They will discuss different aspects of their daily lives that affect their mental wellbeing including physical health, sleep, healthy eating, mindfulness, social wellbeing and understanding our emotions.	<u>Family</u> Children will discuss what a family is and how families are very different. They will explore the questions: Why do some people get married? Are families ever perfect? Is there such a thing as a normal family?	<u>Online Safety</u> The children will analyse digital media and consider its bias, click bait and echo chambers. They will also be shown: how to stay safe online, become aware of the potential danger of online strangers and how to protect their personal information.	<u>Debate</u> The information they have learnt about evacuees in World War Two will be used to inform a debate. The children will learn how to look at both sides of the argument and use this to develop their own argument and put questions to the opposition.	<u>Physical Health</u> Children will think and discuss the following questions: Is there such a thing as a perfect body? How can I stay fit and healthy? Can I avoid getting ill? Where should I get my health information? How do I save a life?	<u>Growing up</u> Children will deepen their understanding of what happens to humans as they grow. They will discuss the questions: How will my body and my feelings change as I grow older? How do I manage personal hygiene, as I get older? How do plants and animals reproduce? How do humans reproduce?