

VIEWLEY HILL ACADEMY CURRICULUM PLAN – YEAR 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Question	Could YOU keep calm and carry on?	Is my heart for life or love?	To be or not be? Is that the question?	Why is Mexican food spicy? (even the chocolate)	What makes the polar regions so hostile?	
Driver	History	Science	Music/Art	Geography	Geography/DT	
Engage	Trip to Eden Camp	Heart dissection	Hamlet workshop	Movie afternoon: Coco	Investigating ice bergs	
Express	VE Day party	British Heart Foundation fundraiser	Play in a day	Taster session with kitchen staff	Titanic museum	
Text(s)	The Arrival Good night, Mr Tom	Pig-Heart Boy	Hamlet The Highwayman	Rain Player	Kaspar, Prince of Cats	
Genres	Narrative – rebirth Recount Informal letter	Explanation Persuasion Newspaper article Poetry	Narrative – tragedy Biography Diary	Non-chronological Report Instructions Myth	Narrative – rebirth Historical report Narrative – voyage and return Formal letter Poetry	
Science	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells. Compare and give reasons for variations in how components function. Use recognised symbols when representing a simple circuit.	Identify and name main parts of the circulatory system. Describe the function of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle	Describe how living things are classified into broad groups Give reasons for classifying plants and animals based on specific characteristics.	Y6 SATs Revision Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Understand the process of reproduction in some plants and animals.	Recognise that living things have changed over time and that fossils provide information about living things Recognise that living things produce offspring of the same kind Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Recognise that light appears to travel in straight lines 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. Explain why shadows have the same shape as the objects that cast them.

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History	H6 - British history that extends pupils' chronological knowledge beyond 1066		H6 - British history that extends pupils' chronological knowledge beyond 1066	H9 - a non-European society that provides contrasts with British history	H6 - British history that extends pupils' chronological knowledge beyond 1066
Geography	G2 - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and key topographical features		G4 - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	G1 - Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	G3 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
DT	DT CN3 - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. DT D2 Generate, develop, model and communicate their ideas through discussion, DT D1 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose	DT M1 Select from and use a wider range of tools and equipment to perform practical tasks. DT M2 - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients.		DT CN2 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	DT E3 - Understand how key events and individuals in design and technology have helped shape the world DT M2 - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients.

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	DT TK3 - understand and use electrical systems in their products.				
Art		AD 1 Create sketch books to record their observations and use them to review and revisit ideas	AD 2 Improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	AD 3 Learn about great artists, architects and designers in history. AD 2 Improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	AD 3 Learn about great artists, architects and designers in history.
Music	Mu 5 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Mu 3 - listen with attention to detail and recall sounds with increasing aural memory	Mu 6 - develop an understanding of the history of music.	Mu 1 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mu 4 - use and understand staff and other musical notations	Mu 2 - improvise and compose music for a range of purposes using the inter-related dimensions of music
Computing	Co4 - understand computer networks including the internet. Co6 - select, use and combine a variety of software on a range of	Co4 - understand computer networks including the internet. Co5 - use search technologies	Co1 - design, write and debug programs that accomplish specific goals Co2 - use sequence, selection, and	Co1 - design, write and debug programs that accomplish specific goals Co2 - use sequence, selection, and repetition in programs; work with	Co6 - select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content

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	<p>digital devices to design and create a range of programs, systems and content</p> <p>Co7 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour</p>	<p>effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>repetition in programs; work with variables and various forms of input and output</p> <p>Co3 - use logical reasoning to explain how some simple algorithms work and to detect and correct errors</p> <p>Co6 - select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content</p>	<p>variables and various forms of input and output</p> <p>Co3 - use logical reasoning to explain how some simple algorithms work and to detect and correct errors</p> <p>Co6 - select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content</p> <p>Co7 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour</p>	<p>Co7 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour</p>	<p>Co7 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour</p> <p>Co7 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour</p>
PE	<p>Year 5 and 6</p> <p>PE 1 - Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Year 5</p> <p>PE 4 - Perform dances using a range of movement patterns</p> <p>Year 6</p> <p>PE 3 - Develop flexibility, strength, technique, control and balance</p>	<p>Year 5</p> <p>PE 1 - Use running, jumping, throwing and catching in isolation and in combination</p> <p>PE 3 - Develop flexibility, strength, technique, control and balance</p>	<p>Year 5</p> <p>PE 2 - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>PE 4 - Perform dances using a range of movement patterns</p>	<p>Year 5 and 6</p> <p>PE 1 - Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Year 5 and 6</p> <p>PE 2 - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>PE 5 - Take part in outdoor and adventurous activity challenges both</p>

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			<p>Year 6</p> <p>PE 1 - Use running, jumping, throwing and catching in isolation and in combination</p> <p>PE 4 - Perform dances using a range of movement patterns</p>	<p>Year 6</p> <p>PE 2 - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>PE 3 - Develop flexibility, strength, technique, control and balance</p>		<p>individually and within a team</p> <p>PE 7 - Swim competently, confidently and proficiently over a distance of at least 25 metres</p>
RE	<p>Year 5 Inspirational people – Brahman and the Hindu Dieties</p> <p>Key question: Who are the Hindu deities and why do people worship them today?</p> <p>Year 6 The journey of life and death (Christianity)</p> <p>Key question: Why do believers see life as a journey? What key experiences mark this?</p>	<p>Year 5 Teaching and authority (Hinduism)</p> <p>Key question: What makes some books sacred? What influence does it have on believers?</p> <p>Year 6 The journey of life and death (Islam)</p> <p>Key question: What are the key experiences in the life of a Muslim?</p>	<p>Year 5 Symbols and expression (Hinduism)</p> <p>Key question: How and why do Hindus celebrate religious festivals?</p> <p>Year 6 The journey of life and death (Hinduism)</p> <p>Key question: What significant experiences mark the journey of life in Hinduism?</p>	<p>Year 5 Religion and the individual (Hinduism)</p> <p>Key question: What does worship mean to a believer?</p> <p>Year 6 Religion in action in the world</p> <p>Key question: How does Hinduism teach believers to care for others and for the world?</p>	<p>Year 5 Pilgrimage and sacred places (Hinduism)</p> <p>Key question: What is the influence of faith on a believer?</p> <p>Year 6 Religion in action in the world</p> <p>Key question: How does Islam teach believers to care for others and for the world?</p>	<p>Year 5 Beliefs and Questions (Hinduism)</p> <p>Key question: What does a Hindu's faith mean to the individual?</p> <p>Year 6 Religion in action in the world</p> <p>Key question: How does Christianity teach believers to care for others and for the world?</p>
MFL					Year 5 – French numbers 0-30	Year 5 – French Happy Birthday

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					Favourite playground games Favourite hobbies Year 6 – French colours Body parts Describing a monster using colours and body parts	Come to my party Party games Colours Year 6 – French weather Sport and activities
PSHE	Digital resilience	Anti-Bullying	Drug Education		Sex and relationship education	
C4L	Debate – should children be evacuated? Make friends with an oap	How to deal with an emergency	Robinwood Learn to use chopsticks		No electricity day Learn to tie a tie	Plotting a route Enterprise project Performance

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