

Y5 & Y6 CURRICULUM OVERVIEW 2016



Subjects	National Curriculum Focus	Autumn Term	Helping your child at home
<p>Religious Education</p>	<p>At St Benet's we believe that Religious Education is central to the educative mission of the Church. Religious Education is taught through the process of <i>Explore, Reveal, Respond</i>. This follows the pattern of: the human search for meaning, God's initiative in Revelation and the response in faith. We follow the 'Come and See' Catholic Primary Religious Education programme.</p>	<p>OURSELVES: Created in the image and likeness of God - the children will know and understand 'a deepening awareness of 'Who I am'. They will know and understand ourselves as made in the image and likeness of God.</p> <p>LIFE CHOICES: Marriage, commitment and service - they children will know and understand how to show care and commitment. They will know and understand the call to life and love within the community: marriage.</p> <p>HOPE: Advent-waiting in the joyful hope for Jesus, the promised one -the children will know and understand waiting hopefully. They will know and understand that Advent is the church's season of waiting in joyful hope for the coming of Jesus, the promised one, at Christmas and at the end of time.</p> <p>JUDAISM: Beliefs & festivals / Pesach</p>	<ul style="list-style-type: none"> • Discuss with your child some of the topics and ask for opinions and reasons. • Promote the importance of prayer at home and pray regularly as a family. • Check various websites to help support your child with RE learning. • Visit church as often as possible.
<p>English</p>	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. *See English National Curriculum Overview for more information.</p>	<p>Y5 Genres of Writing (to be covered throughout the year):</p> <ul style="list-style-type: none"> • narrative - using stories to explore writers' techniques (no new story types, use known to develop character and setting - SHOW rather than TELL) <ul style="list-style-type: none"> -flashback -suspense • use further organisational and presentation devices (use previous text types) • newspaper reports (editorials) evaluations and comparisons linked to texts <p>Grammar & Punctuation: Using: cohesion within a paragraph, coherence across a text, bullet points, a range of punctuation: brackets, colons, semi colons, dashes, a range of verb forms including modals and passive , relative clauses and expanded noun phrases</p>	<p>Year 5 & 6:</p> <ul style="list-style-type: none"> • Read regularly with your child • Initiate 'book talk' - what are their thoughts and feelings on what they have read? Can they make predictions? Can they make sense of the text? Can they retrieve information? • Support your child with their spelling when they are doing their homework. • Encourage your child to join their writing at every opportunity. • Visit the library and encourage reading. <p><u>Useful Websites:</u></p> <ul style="list-style-type: none"> • http://www.bbc.co.uk/schools/bitesizeprimary/

		<p>Class based novel:</p> <ul style="list-style-type: none"> • Friend or Foe by Michael Morpurgo -diary accounts -informal letter writing -summary -information reports <p>Y6 Genres of Writing (to be covered throughout the year):</p> <ul style="list-style-type: none"> • narrative - using stories to explore writers' techniques (no new story types, use known to develop character and setting - SHOW rather than TELL) -flashback -suspense • use further organisational and presentation devices (use previous text types) • newspaper reports (editorials) evaluations and comparisons linked to texts <p>*application of all previous learning in a range of contexts</p> <p>Grammar & Punctuation:</p> <p>Consistent use of: cohesion within a paragraph, coherence across a text, bullet points, a range of punctuation: brackets, colons, semi colons, dashes, a range of verb forms including modals and passive, relative clauses and expanded noun phrases</p> <p>Class based novel:</p> <ul style="list-style-type: none"> • Holes by Louis Sachar <p>-summary</p> <p>-diary entry</p> <p>-letter writing</p> <p>-information writing</p> <p>-comparisons</p>	<ul style="list-style-type: none"> • http://www.learninggamesforkids.com/ • Eduplace.com - spelling and word games • http://resources.woodlands-junior.kent.sch.uk/homework/ • http://www.storiesfromtheweb.org/
<p>Mathematics</p>	<p>The national curriculum for mathematics aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. • reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language • can solve problems by applying their 	<p>Y5: Whole numbers;</p> <p>Place Value up to 1000 000; Roman numerals upto 1000</p> <p>Addition and Subtraction; add and subtract numbers with upto 6 digits. Use multi-step problems involving addition and subtraction</p> <p>Multiplication and Division - Multiplying by 1 and 2 digits. Multiplying by 10, 100, 1000. Dividing by 1 and 2 digits with a remainder. Dividing by 10, 100 and 1000</p> <p>Negative numbers - Integers, negative numbers and the thermometer</p>	<ul style="list-style-type: none"> • Recalling times tables regularly • Discussing maths based problems on a regular basis at home. For example, time problems or change from the shop problems. • Rounding to the nearest 10, 100, 1000 and 10,000 • www.primaryresources.co.uk

	<p>mathematics to a variety of routine and non routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</p>	<p>Fractions – Equivalent fractions, comparing fractions, Improper fractions and mixed numbers.</p> <p>Revisit - Revise - Review</p> <p>Y6: Whole numbers; Place Value up to 10,000 000; Rounding to any degree of accuracy multiplying by 1 and 2 digits. Multiplying by 10, 100 and 1000.</p> <p>Negative numbers - adding and subtracting negative numbers.</p> <p>Whole numbers - Dividing by 2 digits with and without remainders. Rounding and estimating. Add , subtract, multiply and divide mentally BOMDAS</p> <p>Algebra - Evaluating expressions and formulae. sequences</p> <p>Multiples and factors - lowest common multiple and highest common factor and prime numbers</p> <p>Fractions - Equivalent fractions, improper fractions, comparing fractions adding and subtracting fractions</p> <p>Revisit - Revise - Review</p>	<ul style="list-style-type: none"> • www.tes.com • http://www.bbc.co.uk/bitesize/ks2/maths/ • http://uk.mathletics.com/ • Operation Maths, Mr Thorne (app) • Encourage use of maths skills during every day situations e.g using time and money in a shop • http://nrich.maths.org/frontpage (good for problem solving activities) • http://mathszone.co.uk/
<p>Science</p>	<p>During years 5 and 6, pupils should be taught to use practical scientific methods, processes and skills through the teaching of the programme of study content. Children should be able to ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p>FORCES & MAGNETS The children will:</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>LIGHT The children will:</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> • Discuss with your child the world around them. • Value your child's opinion regarding scientific concepts. • If possible visit science centres in and around the area, for example The Centre of Life in Newcastle. • Engage with your child; discussing the possibility of scientific concepts • http://www.bbc.co.uk/bitesize/ks2/science/ • http://www.sciencekids.co.nz/ • http://www.childrensuniversity.manchester.ac.uk/ • Explore states of matter during everyday situations e.g boiling a kettle, how the water changes from a liquid to a gas

<p>Art & Design</p>	<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>Observational Drawings - Use of Pencils - Shading techniques to add texture. Discover observational art - discuss views and opinions Pencil Techniques - use of grids/guides to support Drawing with perspective and accuracy. ;Draw what you see- not what you think you see' Provide children with objects- how would they draw it ?</p>	<ul style="list-style-type: none"> • Enjoy art, craft and design with your child at home. • Encourage your child with presentation and neatness in all art and craft work. • Motivate your child with visits to art galleries and discuss likes and dislikes. • Model art work at home, illustrating different skills. <p>http://www.childrensuniversity.manchester.ac.uk/</p>
<p>Computing</p>	<p>The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.</p>	<p>Programming and Coding</p> <ul style="list-style-type: none"> . Design, write and debug programsthat accomplish specific goals, includingcontrollingor simulatingphysicalsystems;solve problemsby decomposing theminto smaller parts. . Use sequence, selection, and repetition in programes; work with variables and various forms of input and output . Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> • Reinfore, craft and desigence that a program is basically a simple set of intructions • Help you child improve word processing skills by regular use of the keyboard. • Discuss with your child the ever changing world and the growing need for computer and technology skilled People.
<p>Design & Technology</p>	<p>Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</p>	<p><u>Design and make a Christmas bag</u> Children will:</p> <ul style="list-style-type: none"> • Explore current designs for bags and carriers, taking inspiration for their own design. • Design and draw their own bag with a purpose to carry Christmas gifts and cards. • Create a prototype of their design, using chosen materials and check for functionality and effectiveness. • Make changes to their design based on results from prototype if necessary and decide upon final piece. • Make final design, using planned methods for construction, with a focus on ethically sourced and environmentally friendly materials. • Test their bag and evaluate final design. Determine the success of the product and identify any changes they would make. 	<ul style="list-style-type: none"> • Enjoy art, craft and design with your child at home. • Encourage your child with presentation and neatness in all design and technology work • Motivate your child with visits to art and design galleries and discuss likes and dislikes. • Model simple design work at home, illustrating different skills.
<p>Geography</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most</p>	<p>Why on Earth?</p> <ul style="list-style-type: none"> • Locational knowledge- children will consider areas in North and South America. They will identify the position of lines of longitude and latitude, the Northern Hemisphere, the Arctic Circle and time zones time zones 	<ul style="list-style-type: none"> • Use maps, atlases and globes to locate countries and describe their features. • Look at cbbc website to discuss environmental issues.

	<p>significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.</p>	<ul style="list-style-type: none"> Human and physical geography- identify patterns in land use and physical/human features of a locality. 	<ul style="list-style-type: none"> www.primaryresources.co.uk www.tes.com
History	<p>Through the teaching of history, we aim to help children gain a coherent knowledge and understanding of Britain's past and that of the wider world, inspiring their curiosity to know more about the past. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p>Marshall Taylor Children will:</p> <ul style="list-style-type: none"> Know who Marshall Taylor was, where he lived and what he was famous for find key places in his life on a map deduction and mapwork identify primary and secondary resources Infer writers' perspectives from what is written and from what is implied To <i>summarise</i> the relationship between Marshall Taylor and other various people To recall, select and organise historical information To place events in a chronological sequence To distinguish between fact and opinion in historical evidence To distinguish between positive and negative in historical evidence To form opinions about evidence and draw conclusions from evidence 	<ul style="list-style-type: none"> Research information about Marshall Taylor. Talk to your child about the project and what they have been learning. If possible take your child to history museums to help inspire your child as a young historian. <p>http://www.childrensuniversity.manchester.ac.uk/</p> <ul style="list-style-type: none"> www.primaryresources.co.uk www.tes.com
Languages	<p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p>	<p>French</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding Engage in simple conversation; ask and answer questions; express opinions and respond to those of others Speak in sentences, using familiar vocabulary, phrases and basic language structures. Broaden their vocabulary and develop the skills and ability to understand new words in spoken and written contexts. Write phrases from memory, and adapt these to create new sentences and to express ideas clearly. <p>Topics to be taught:</p> <ul style="list-style-type: none"> Alphabet/ Journey to school/ Dates/ Directions 	<ul style="list-style-type: none"> BBC-Schools-Primary Languages (revisits simple language e.g. numbers taught in French) <p>http://www.childrensuniversity.manchester.ac.uk/</p> <p>http://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm</p>
Music	<p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence,</p>	<ul style="list-style-type: none"> Children will be taught how to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sound with 	<ul style="list-style-type: none"> Talk to your child about their likes in music Encourage your child to play a musical instrument. Discuss your musical interests with your child; Encourage your child to listen to a wide range of music Sing with your child, encourage the joy of music and

	creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.	<p>increasing memory</p> <ul style="list-style-type: none"> • Appreciate a range of high quality live and recorded music from different traditions and from great composers and musicians. • To develop an understanding of the history of music 	song.
Physical Education	<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>	<p>Striking and fielding - . In this unit children improve their defending and attacking play. They start to play even-sided mini-versions of invasion games, focusing on just two games throughout the unit, <i>eg football and hockey, netball and rugby, basketball and rugby</i>. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.</p> <p>Dance - In this unit children will focus on using different visual images as the starting point for composing, performing and watching dance. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p>	<ul style="list-style-type: none"> • Practise of the basic skills regularly. For example, jumping, skipping, hopping , throwing catching and running. • Involve your child in some P.E outside of school. • Discuss with your child the benefits of fitness and exercise to maintain a healthy body. • Discuss how a balanced diet is essential in keeping a healthy lifestyle. • Regular visits to swimming pools and sports based centres to help inspire your child with a love of various sports. • Encourage your child to try a range of different activities.
SEAL	<p>A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness of how the United Kingdom is governed and how its laws are made and upheld. It should also prepare pupils to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their money well and make sound financial decisions.</p>	<p>These two themes focus on developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.</p> <p><u>New Beginnings</u> This theme offers children the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning environment for all.</p> <p><u>Getting on/Falling out</u> This theme focuses on cooperation and valuing diversity. It focuses on four key content areas, developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.</p>	<ul style="list-style-type: none"> • Refer to school website for information about suitable anti-bullying websites. • Discuss with your child their talents and celebrate their achievements at home. • Talk to them about the qualities of a good friend and how to listen and play cooperatively with others. • Always promote and model ' considering the needs of others'.