

Y5 & Y6 CURRICULUM OVERVIEW 2017



Subjects	National Curriculum Focus	Spring 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>LOCAL CHURCH: Mission - the children will know and understand about the mission of inspirational leaders. They will know and understand that Dioceses continue the work and mission of Jesus including ecumenism.</p> <p>EUCCHARIST: Memorial Sacrifice - The children will know and understand how memories are kept alive. They will know and understand that the Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way.</p> <p>LENT/EASTER: Sacrifice - The children will know and understand about giving or refusing to give; appreciating the cost of giving. They will know and understand Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus.</p> <p>ISLAM: Beliefs and Festivals - Ramadan and Pilgrimage</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><u>Y5 Genres of Writing:</u></p> <ul style="list-style-type: none"> • narrative (alternative point of view) • balanced argument • instructional writing • informal letters • newspaper report • summary of reading <p><u>Grammar & Punctuation:</u> Using: a broader range of connectives - time, place and cause,</p>	<p><u>Year 5 & 6:</u></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

		<p>adverbs for manner, time and place, fronted adverbials prepositions, choosing pronouns for clarity, paragraphs, commas to demarcate clauses at the beginning of a sentence , speech marks, possessive apostrophe</p> <p><u>Class based novel:</u> Kensuke's Kingdom by Michael Morpurgo</p> <p><u>Y6 Genres of Writing:</u></p> <ul style="list-style-type: none"> • narrative (alternative point of view/ flashbacks) • discussion (comparison) • persuasion • explanation • formal Letter <p><u>Grammar & Punctuation:</u> Consistent use of: paragraphs, commas to demarcate clauses and fronted adverbial, connectives of time, place, cause, choosing pronouns for clarity, speech marks, possessive apostrophe, use of present perfect form of verbs in contrast to past tense</p> <p><u>Class based novel:</u> The Boy in the Striped Pyjamas</p>	<p>opportunity.</p> <ul style="list-style-type: none"> • Visit the library and encourage reading. <u>Useful Websites:</u> • http://www.bbc.co.uk/schools/bitesizeprimary/ • 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 mathematics to a variety of routine and non routine problems with increasing sophistication, 	<p>Y5: Fractions - Equivalent fractions - fractions of amounts - ordering fractions adding and subtracting fractions</p> <p>Measurement looking at conversion from different units</p> <p>2D shape and 3D shape looking at properties and angles</p> <p>Revisit - Revise - Review</p> <p>Y6: SATS Revision of all mathematical concepts</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 • To provide a list of quality websites to support parents. • To make the schools calculation policy available on the school website • Wherever possible make maths as enjoyable and stimulating as possible. • www.primaryresources.co.uk • www.tes.com

	<p>including breaking down problems into a series of simpler steps and persevering in seeking solutions</p>		<ul style="list-style-type: none"> • 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>Animals Including Humans The children begin to understand why living things need to reproduce and look in detail at human life cycle, comparing with other animals. They will learn about the physical and emotional changes we experience as we grow.</p> <p>Evolution and Inheritance The children will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>The children will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>The children will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Risk and Resilience: Year 6 children will be working with SAFC Foundation of Light to build upon their awareness of risk and resilience. The workshops will take place in school time and will focus on the awareness of drugs and alcohol, as well as negative and positive peer pressure.</p> <p>(Science Curriculum – Animals including humans –Children will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function)</p>	<ul style="list-style-type: none"> • Discuss with your child why living things need to reproduce. • 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/

<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>The children will use the life and times of St Benet to inspire themselves when recreating stain glass windows . The children will use a range of art skills which will link in specifically with maths and measure. The children will measure and cut borders to fit stain glass designs which they will have researched.</p>	<ul style="list-style-type: none"> • Discuss and research St Benet with your child. • Talk about the beauty of stained glass and how it is made. • Visit the local glass centre . • 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>The children will be able to select, use and combine a variety of software(including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>The children will know how to use technology safely, respectfully and responsibly .</p> <p>The police service will attend the school to give the children a talk about the importance of internet safety.</p>	<ul style="list-style-type: none"> • Reinforce that a program is basically a simple set of instructions • 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</p>	<p>Bread</p> <p>This unit provides an opportunity to develop children's understanding of, and skills in, working with food through a range of activities related to bread products. They gain knowledge and understanding from investigating existing products and exploring the functions and properties of ingredients. They then draw on this knowledge when designing and making their own bread products. They use a range of skills and techniques using basic food tools and equipment and taking account of appropriate safety and hygiene issues.</p>	<ul style="list-style-type: none"> • Discuss with your child the ingredients that are needed to make bread. • If possible make bread with your child. • Discuss with your child the need for health, safety and hygiene. • Talk about how important it is to be able to cook and how long people have been making bread for. • 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.

	<p>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>		
Geography	<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 significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.</p>	<p>Rivers and Water Physical - Geography They initially learn about the water supply around the world. The children will learn about the importance of clean water and investigate how it is supplied. The children will also consider who owns and manages water, and contrast water use at home with use in less economically developed countries.</p>	<ul style="list-style-type: none"> • Talk about the importance of water with your child and that it should not be ewasted • Discuss where water comes from? • Talk about and research the water cycle with your child. • Use maps, atlases and globes to locate countries and describe their features. • Look at cbbc website to discuss environmental issues. • 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>A local history study about Sunderland A depth study linked to sunderland. The children will learn all about the history of Sunderland. This will be a study over time tracing how several aspects of national history are reflected in the locality.</p>	<ul style="list-style-type: none"> • Visit the local museum and other centres to try to inspire your child regarding the histry of Sunderland • Take your child to visit the main historic sites of Sunderland, for example. Penshaw Monument . • Research the shipyards and the shipbuilding industry in Sunderland http://www.childrensuniversity.manchester.ac.uk/ • 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</p>	<p>French</p> <ul style="list-style-type: none"> • To listen attentively to spoken language and show understaning 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 	<ul style="list-style-type: none"> • BBC-Schools-Primary Languages (revisits simplelanguage e.g. numbers taught in French) http://www.childrensuniversity.manchester.ac.uk/ http://www.lightbulblanguages.co.uk/resources-pr-fr-scheme of work.htm

	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>and written contexts.</p> <ul style="list-style-type: none"> Write phrases from memory, and adapt these to create new sentences and to express ideas clearly. <p><u>Topics to be taught:</u> Lunchtime/Likes and dislikes/Building sentences/ The planets/Describing the planets/ Describing the planets</p>	
Music	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, 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>Improvise and compose music for a range of purposes using the interrelated dimensions of music He children will appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<ul style="list-style-type: none"> Talk to your child about there 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 song. Talk to your child about the famous composers
Physical Education	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>Gymnastics</p> <p>In this unit children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, <i>eg two jumps, or two rolls</i>.</p> <p>In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p> <p>Net games</p> <p>In this unit children focus on developing the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from</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.

		their opponent	
SEAL	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>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>Say No To bullying:</u> This theme aims to develop and revisit four of the key social and emotional aspects of learning covered in previous themes through a focus on bullying - what it is, how it feels, why people bully, how we can prevent and respond to it, and how children can use their social, emotional and behavioural skills to tackle this crucial problem.</p> <p><u>Going for Goals:</u> This theme focuses primarily on the key aspect of motivation, with a subsidiary focus on self-awareness. It gives an important opportunity for all children's abilities, qualities and strengths to be valued.</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'

During this term, YEAR 6 children will be on a SATs revision timetable which will mainly focus upon consolidating maths and English skills.

As always our curriculum grids are a dynamic document and plans can be adapted throughout the course of the term. If you need further clarification, contact your child's class teacher or ask any questions at Parents' Evening.