



# UPPER JUNIOR CURRICULUM GRID – CYCLE A (2017-2018)



SUBJECTS	AUTUMN TERM	SPRING TERM	SUMMER TERM
<p style="text-align: center;"><b>Religious Education</b></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 Explore, Reveal, Respond. 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><b>LOVING:</b> God who never stops loving – the children will know and understand the love and care of people. They will know and understand that God’s love is unconditional and never ending.</p> <p><b>VOCATION AND COMMITMENT:</b> The vocation of priesthood and religious life – the children will know and understand about ‘commitment in life’. They will know and understand about the vocation to the priesthood and religious life.</p> <p><b>EXPECTATIONS:</b> Jesus born to show God to the world – the children will know and understand the meaning of expectation. They will know and understand that Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus.</p> <p><b>SIKHISM:</b> Beliefs &amp; festivals/ Guidelines for living, sewa</p>	<p><b>SOURCES:</b> The Bible, the special book for the Church – the children will know and understand about a wide variety of books and the purpose for which they were written. They will know and understand the Bible as the story of God’s love, told by the People of God.</p> <p><b>UNITY:</b> Eucharist enabling people to live in communion – the children will know and understand what nourishes and what spoils friendship and unity. They will know and understand that the Eucharist challenges and enables the Christian family to live and grow in common every day.</p> <p><b>DEATH &amp; NEW LIFE:</b> Celebrating Jesus’ death &amp; resurrection – the children will know and understand that loss and death bring about change for people. They will know and understand the Church’s seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life.</p> <p><b>ISLAM:</b> Ramadan and Pilgrimage / Guidance for Muslims</p>	<p><b>WITNESSES:</b> The Holy Spirit enables people to become witnesses – the children will know and understand the courage to be a witness. They will know and understand Pentecost: the Holy Spirit enables people to witness to the Easter message.</p> <p><b>HEALING:</b> Sacrament of the Sick – the children will know and understand when people become sick and need care. They will know and understand the sacrament of the anointing of the Sick.</p> <p><b>COMMON GOOD:</b> Work of the worldwide Christian family – the children will know and understand justice for the good of all. They will know and understand the work which Christians do for the common good of all.</p>

## Science

During years 5 and 6, pupils will be taught to use practical scientific methods, processes and skills through the teaching of the programme of study content. Children will be able to ask relevant questions and use different types of scientific enquiries to answer them.

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.
- Present findings in written form, displays and other presentations.
- Use test results to make predictions to set up further comparative and fair tests.
- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

### PROPERTIES & CHANGES OF MATERIALS:

- Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.

### TO INVESTIGATE LIVING THINGS:

- Describe how living things are classified into broad groups according to common observable characteristics.

- Give reasons for classifying plants and animals based on specific characteristics.

### TO UNDERSTAND ANIMALS & HUMANS:

- Describe the changes as humans develop to old age.

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

- Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.

- Describe the ways in which nutrients and water are transported within animals, including humans.

### TO UNDERSTAND ELECTRICAL CIRCUITS:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

- Use recognised symbols when representing a simple circuit in a diagram.

### TO INVESTIGATE SOUND & HEARING:

- Find patterns between the pitch of a sound and features of the object that produced it.

- Find patterns between the volume of a sound and the strength of the vibrations that produced it.

- Recognise that sounds get fainter as the distance from the sound source increases.

<p style="text-align: center;"><b>CREATIVE CURRICULUM (History/ Geography/ Art &amp; Design/ Design Technology/ Music)</b></p> <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.</p> <p>Children will 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>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.</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.</p>	<p><b><u>A LOCAL HISTORY STUDY THAT IS SIGNIFICANT IN THE LOCALITY:</u></b></p> <p>Northern Saints / Links with St Peter's Church</p> <ul style="list-style-type: none"> <li>-Who were the Northern Saints?</li> <li>-A historical overview of the Anglo-Saxon period relating to the 'northern saints'</li> <li>-Explain some of Christianity's early beginnings</li> <li>-What is a saint?</li> <li>-Visit to St Peter's Church</li> </ul> <p>(Link to St Benet's Day- January)</p> <p><b><u>GEOGRAPHY:</u></b></p> <ul style="list-style-type: none"> <li>- Locate the world's countries, with a focus on Europe and countries of particular interest – link to Northern Saints</li> <li>-Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country /Italy - Rome- link to Northern Saints</li> </ul> <p><b><u>ART &amp; DESIGN/ DESIGN TECHNOLOGY:</u></b></p> <p>Artist Study – Renaissance art Michelangelo/ The Sistine Chapel and Sculpture</p> <ul style="list-style-type: none"> <li>-Sketch (lightly) before painting to combine line and colour.</li> </ul>	<p><b><u>A STUDY OF A THEME IN BRITISH HISTORY:</u></b></p> <p>Beyond 1066 - World War 2/ Conflict</p> <ul style="list-style-type: none"> <li>-WW2 events in order</li> <li>-Outbreak of war</li> <li>-Evacuation</li> <li>-The Blitz/ rationing/ Home Front</li> <li>-Propaganda</li> <li>-Battle of Britain</li> <li>-Holocaust/ Anne Frank</li> </ul> <p><b><u>GEOGRAPHY:</u></b></p> <p>Investigating our local area- Sunderland/ North East of England</p> <ul style="list-style-type: none"> <li>-Understand geographical similarities and differences through the study of human and physical geography of Sunderland</li> <li>-Investigating rivers</li> </ul> <p><b><u>ART &amp; DESIGN/ DESIGN TECHNOLOGY:</u></b></p> <p>Artist Study – Paul Nash (link to WW2)</p> <ul style="list-style-type: none"> <li>-Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>-Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>-Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>- Use lines to represent movement.</li> </ul>	<p><b><u>A NON-EUROPEAN SOCIETY THAT CONTRASTS WITH BRITISH HISTORY:</u></b></p> <p>Early Islamic Civilization – Life in Baghdad</p> <p><b><u>GEOGRAPHY:</u></b></p> <p>Istanbul Project - Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>- human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies</li> </ul> <p><b><u>ART &amp; DESIGN/ DESIGN TECHNOLOGY:</u></b></p> <p>Building Bridges (Link to Rivers previous term)</p> <ul style="list-style-type: none"> <li>-Investigating bridges in the North East/ history</li> <li>-Structure designs</li> <li>-Designing and making a bridge</li> </ul> <p><b><u>Y6 Making Cushions in the style of William Morris</u></b></p> <ul style="list-style-type: none"> <li>-Create objects (such as a cushion) that employ a seam allowance</li> <li>-Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration)</li> <li>-Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)</li> </ul>
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<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, creativity and sense of achievement.</p>	<ul style="list-style-type: none"> <li>-Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>- Create a colour palette based upon colours observed in the natural or built world.</li> <li>- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>- Combine colours, tones and tints to enhance the mood of a piece.</li> <li>- Use brush techniques and the qualities of paint to create texture.</li> </ul> <p><b><u>MUSIC:</u></b></p> <p>Renaissance music and dance</p> <ul style="list-style-type: none"> <li>- Choose from a wide range of musical vocabulary to accurately describe and appraise music</li> <li>- Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	<p><b><u>MUSIC:</u></b></p> <p>Role of music in WW2</p> <p>Sing or play from memory with confidence.</p> <ul style="list-style-type: none"> <li>-Perform solos or as part of an ensemble</li> <li>- Sing or play expressively and in tune</li> <li>-Hold a part within a round</li> <li>-Sing a harmony part confidently and accurately</li> <li>-Sustain a drone or a melodic ostinato to accompany singing</li> <li>-Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>	<p><b><u>MUSIC:</u></b></p> <ul style="list-style-type: none"> <li>- Create songs with verses and a chorus.</li> <li>-Create rhythmic patterns with an awareness of timbre and duration.</li> <li>-Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>-Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>-Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>-Convey the relationship between the lyrics and the melody.</li> <li>-Use digital technologies to compose, edit and refine pieces of music.</li> </ul>
<p style="text-align: center;"><b>COMPUTING</b></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</p>	<p><b><u>TO CODE USING SCRATCH:</u></b></p> <ul style="list-style-type: none"> <li>-design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul> <p><b><u>E-SAFETY – INTERNET RESEARCH:</u></b></p> <ul style="list-style-type: none"> <li>-E-Safety –online research</li> </ul>	<p><b><u>CONNECT:</u></b></p> <ul style="list-style-type: none"> <li>-Collaborate with others online on sites approved and moderated by teachers (blog)</li> <li>- Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems</li> <li>-Understand and demonstrate knowledge</li> </ul>	<p><b><u>MULTIMEDIA PROJECT USING INTERNET RESEARCH:</u></b></p> <p>Use PURPLE MASH - Link to Bridges topic</p>

<p>future workplace and as active participants in a digital world.</p>	<p>-understand computer networks including the internet</p> <p>-use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>-Link to Northern Saints to produce a PowerPoint</p>	<p>that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder</p> <p>-Understand the effect of online comments and show responsibility and sensitivity when online</p> <p>-Understand how simple networks are set up and used</p>	
<p style="text-align: center;"><b>LANGUAGES – FRENCH</b></p> <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><b>YEAR 5:</b>          Alphabet          Places in the locality          Journey to school          Journey to school          Directions          Dates          Lunchtime          Likes and dislikes          Building sentences          Recipe for Christmas</p> <p><b>YEAR 6:</b>          Time hour          Time half hour          Schools          Places          Tour of school          Time quarter hour          Subjects          Timetable</p>	<p><b>YEAR 5:</b>          The planets          Describing the planets          Describing the planets          Distances from the sun          Compound sentences          Presentation          Months and seasons          Weather and seasons          Poem          Seasonal colours</p> <p><b>YEAR 6:</b>          Places-shops          Sentence building          Dates and years          More dates and years          Then and now          Find the difference</p>	<p><b>YEAR 5:</b>          Conscience ally          Beach scene          Bringing a picture to life          Writing a description          Class poem          Individual poem</p> <p><b>YEAR 6:</b>          Compare and contrast          Compare and contrast          Tour guide          Au cafe          Cafe song          Cultural specialities          Au restaurant</p>
<p style="text-align: center;"><b>PHYSICAL EDUCATION</b></p> <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.</p>	<p><b>Invasion Games</b>          The children will play and make up small sided and modified competitive net striking fielding invasion games.          The children will learn and then apply new skills and tactics suitable for attacking and defending.</p>	<p><b>Gymnastics Activities</b>          Create and perform fluent sequences on the floor and using apparatus.          Include variations in level, speed and direction in their sequences.  <b>Cross country running</b>          All children to take the opportunity of long</p>	<p><b>Athletic Activities</b>          Take part and design challenges that call for speed, power and stamina. Use running, jumping and throwing skills both singly and in combination. Pace themselves in these challenges and competitions.  <b>Striking and fielding games</b>  <b>ROUNDERS</b></p>

<p>Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>	<p><b>Dance Activities</b> Create and perform dances using a range of movement patterns including those from different time places and culture.</p>	<p>distance running. Compare their performances with previous weeks and discuss improvement</p>	<p>Use a range of skills with increasing control. Strike a ball with intent and throw it more accurately. When bowling and/or fielding. Intercept and stop the ball with consistency, and sometimes catch the ball and return the ball quickly and accurately <b>Festival at St Anthony's</b></p>
<p style="text-align: center;"><b>PSHCE (SEAL)</b></p> <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><b>NEW BEGINNINGS:</b> 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><b>GETTING ON &amp; FALLING OUT:</b> 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>	<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><b>SAY NO TO BULLYING:</b> 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><b>GOING FOR GOALS:</b> 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>	<p><b>RELATIONSHIPS:</b> This theme is the second of two focusing specifically on feelings. It explores feelings within the context of our important relationships including family and friends. The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.</p> <p><b>CHANGES:</b> This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: motivation, social skills and managing feelings.</p>
<p style="text-align: center;"><b>OTHER</b></p>	<ul style="list-style-type: none"> <li>-Head Boy &amp; Head Girl Elections</li> <li>-Y6 Nissan Visit</li> <li>-Y6 Hit the Surf at Roker Beach</li> <li>-Sport's Day</li> <li>-Language Week</li> <li>-Book Fair</li> <li>-Visit to St Peter's Church / Bede's World</li> <li>-Y5/Y6 Derwent Hill</li> <li>-Y5 SafetyWorks Visit</li> <li>-Y6 First Aid Training</li> <li>-Christmas Pantomime</li> </ul>	<ul style="list-style-type: none"> <li>-St Benet's Feast Day celebrations</li> <li>-Y5 St Anthony's –science</li> <li>-Y5/6 School Nurse</li> <li>-Y5 London Trip</li> <li>-World Book Day celebrations</li> </ul>	<ul style="list-style-type: none"> <li>-Y5 St Anthony's Design &amp; Technology</li> <li>-Y5/6 Lego Project with Sunderland University</li> <li>-Y5 British Values Assembly</li> <li>-Y6 Youth Village</li> <li>-Y6 Secondary School Transition</li> <li>-Y6 End of Year Production</li> <li>Y6 Presentation Night</li> <li>-Y5/6 Beach Visit</li> </ul>

	-Y5/6 carol service -Y6 Singing/ Carols at Bryony House		
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***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.***