



UPPER JUNIOR CURRICULUM GRID – CYCLE B (2018-2019)



SUBJECTS	AUTUMN TERM	SPRING TERM	SUMMER TERM
<p style="text-align: center;">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 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>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- the children 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: Pesach / Yom Kippur</p>	<p>MISSION: Continuing Jesus’ mission in diocese (ecumenism) – 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>MEMORIAL SACRIFICE: Eucharist as the living memorial of Christ’s 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>SACRIFICE: Lent -aligning with the sacrifice made by Jesus – 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: Ramadan and Pilgrimage / Guidance for Muslims.</p>	<p>TRANSFORMATION: Celebration of the Spirit’s transforming power – the children will know and understand transforming energy. They will know and understand Pentecost; the celebration of the Spirit’s transforming power.</p> <p>FREEDOM & RESPONSIBILITY: Commandments enable Christians to be free & responsible – the children will know and understand freedom involves responsibility. They will know and understand God’s rules for living freely and responsibly – the Commandments.</p> <p>STEWARDSHIP: The Church is called to the stewardship of Creation – the children will know and understand caring for the earth. They will know and understand the church is called to stewardship of Creation.</p>
<p style="text-align: center;">SCIENCE</p> <p>During Years 5 and 6, pupils will be taught to use practical scientific methods, processes and skills</p>	<p>PROPERTIES & CHANGES OF MATERIALS:</p> <ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical 	<p>TO INVESTIGATE LIVING THINGS & THEIR HABITATS:</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. 	<p>TO UNDERSTAND MOVEMENT, FORCES & MAGNETS:</p> <ul style="list-style-type: none"> • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each

<p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>and thermal), and response to magnets.</p> <p><u>TO UNDERSTAND LIGHT & SEEING:</u></p> <ul style="list-style-type: none"> • Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. <p><u>TO UNDERSTAND THE EARTH'S MOVEMENT IN SPACE:</u></p> <ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p><u>TO UNDERSTAND EVOLUTION & INHERTANCE:</u></p> <ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>other, depending on which poles are facing.</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i> • <i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i> • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.
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CREATIVE CURRICULUM (History/ Geography/ Art & Design/ Design Technology/ Music)

Through themes, children will be taught subject specific key skills.

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.

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.

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.

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and

THE VIKINGS:

- Viking raids and invasion
- Edward the Confessor

GEOGRAPHY: (link to science sessions)

- Locate the geographic zones of the world.

- Understand the significance of the geographic zones of the world.

Art & Design / Design Technology:

Artist Study – Vincent Van Gough – Sunflowers linked to science topic

Food- Making biscuits

- Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).

- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.

- Demonstrate a range of baking and cooking techniques.

- Create and refine recipes, including ingredients, methods, cooking times and temperatures.

MUSIC:

- Create songs with verses and a chorus

ANCIENT GREECE:

- Who were the ancient Greeks?
- Family life
- Olympic Games
- Ancient Gods and heroes
- Culture/ influence on the western world

GEOGRAPHY:

- Extreme weather
- Volcanoes and Earthquakes

Art & Design / Design Technology:

Greek pottery – clay

- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations

- Use tools to carve and add shapes, texture and pattern

- Combine visual and tactile qualities

- Use frameworks (such as wire or moulds) to provide stability and form.

MUSIC:

- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play

- Read and create notes on the musical stave

- Understand the purpose of the treble and bass clefs and use them in transcribing

A STUDY OF A THEME IN BRITISH HISTORY:

- Marshall Taylor Project - the life and times of the 1899 world cycling champion, who faced powerful racial prejudice.

GEOGRAPHY:

- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.

- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.

- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.

Art & Design / Design Technology:

Observational sketches – 'Bicycle'

Y6 Making Cushions in the style of William Morris

- Create objects (such as a cushion) that employ a seam allowance

- Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration)

- 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)

MUSIC:

<p>relevant problems within a variety of contexts, considering their own and others' needs, wants and values.</p> <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"> -Create rhythmic patterns with an awareness of timbre and duration - Combine a variety of musical devices, including melody, rhythm and chords - Thoughtfully select elements for a piece in order to gain a defined effect - Use drones and melodic ostinati (based on the pentatonic scale) - Convey the relationship between the lyrics and the melody - Use digital technologies to compose, edit and refine pieces of music. 	<p>compositions</p> <ul style="list-style-type: none"> - Understand and use the # (sharp) and ♭ (flat) symbols -Use and understand simple time signatures 	<p>History of music</p> <ul style="list-style-type: none"> - Choose from a wide range of musical vocabulary to accurately describe and appraise music - Describe how lyrics often reflect the cultural context of music and have social meaning.
<p style="text-align: center;">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><u>TO CODE USING PURPLE MASH:</u></p> <ul style="list-style-type: none"> -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <p><u>E-SAFETY – INTERNET RESEARCH:</u></p> <ul style="list-style-type: none"> -E-Safety –online research -understand computer networks including the internet -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p><u>APP DESIGN/ MAGAZINE COVER – PURPLE MASH</u></p> <p><u>2INVESTIGATE – PURPLE MASH</u></p> <ul style="list-style-type: none"> -Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. 	<p><u>MULTIMEDIA PROJECT USING INTERNET RESEARCH:</u></p> <p>Use PURPLE MASH - Link to Marshall Taylor project</p>

<p style="text-align: center;">LANGUAGES – FRENCH</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>YEAR 5: Alphabet Places in the locality Journey to school Directions Dates Lunchtime Likes and dislikes Building sentences Recipe for Christmas</p> <p>YEAR 6: Time hour Time half hour Schools Places Tour of school Time quarter hour Subjects Timetable</p>	<p>YEAR 5: The planets Describing the planets Distances from the sun Compound sentences Presentation Months and seasons Weather and seasons Poem Seasonal colours</p> <p>YEAR 6: Places-shops Sentence building Dates and years Then and now Find the difference</p>	<p>YEAR 5: Conscience ally Beach scene Bringing a picture to life Writing a description Class poem Individual poem</p> <p>YEAR 6: Compare and contrast Tour guide Au cafe Cafe song Cultural specialities Au restaurant</p>
<p style="text-align: center;">PHYSICAL EDUCATION</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. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>	<p><u>Invasion Games</u> 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><u>Dance Activities</u> Create and perform dances using a range of movement patterns including those from different time places and culture.</p>	<p><u>Gymnastics Activities</u> Create and perform fluent sequences on the floor and using apparatus. Include variations in level, speed and direction in their sequences.</p> <p><u>Cross country running</u> All children to take the opportunity of long distance running. Compare their performances with previous weeks and discuss improvement</p>	<p><u>Athletic Activities</u> 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.</p> <p><u>Striking and fielding games</u> 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</p>
<p style="text-align: center;">PSHCE (SEAL)</p> <p>A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to</p>	<p>NEW BEGINNINGS: 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>SAY NO TO BULLYING: 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</p>	<p>RELATIONSHIPS: 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,</p>

<p>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>The 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>GETTING ON & FALLING OUT: 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>how children can use their social, emotional and behavioural skills to tackle this crucial problem.</p> <p>GOING FOR GOALS: 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>managing feelings and empathy.</p> <p>CHANGES: 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;">OTHER</p>	<ul style="list-style-type: none"> -Sport's Day -Transition school open evenings -Language Week -Y6 Hit the Surf at Roker Beach -Y6 Derwent Hill -Book Fair -Parents' afternoon & evenings -Y6 SATs Information Meeting 	<ul style="list-style-type: none"> -St Benet's Feast Day celebrations -Y5 London Residential -World Book Day celebrations -Y6 Nissan Visit -Book Fair -Parents' afternoon & evenings 	<ul style="list-style-type: none"> -Y5 St Anthony's Design & Technology -Y6 University Visit -Y5 British Values Assembly -Y5/6 Beach Visit -Y5 Bikeability -Y6 School Nurse visit -Y5 Safetyworks Visit -Y6 Youth Village Y6 Secondary School Transition -Y6 End of Year Production

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.