

# Y5 & Y6 CURRICULUM OVERVIEW 2017



Subjects	National Curriculum Focus	Summer Term	Helping your child at home
<p><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 <i>Explore, Reveal, Respond</i>. This follows the pattern of: the human <b>search</b> for meaning, God's initiative in <b>Revelation</b> and the <b>response</b> in faith. We follow the 'Come and See' Catholic Primary Religious Education programme.</p>	<p><b>Transformation</b> - In the topic transformation the children will have explored the transforming power of energy. They will learn about how Jesus appeared to the disciples after the resurrection: the message of Peter that the Holy Spirit will transform lives; how Paul's life was transformed; how the Holy Spirit makes Christians children of God and how the spirit transforms lives through 'the fruits of the spirit' They will learn about how the Pentecost story continues in the church today.</p> <p><b>Freedom and Responsibility</b> - 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><b>Stewardship</b> - The children will know and understand caring for the earth. They will know and understand the church is called to stewardship of Creation.</p>	<ul style="list-style-type: none"> <li>• Discuss with your child some of the topics and ask for opinions and reasons.</li> <li>• Promote the importance of prayer at home and pray regularly as a family.</li> <li>• Check various websites to help support your child with RE learning. Visit church as often as possible.</li> </ul>
<p><b>English</b></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><b>Y5 Genres of Writing (to be covered throughout the year):</b></p> <ul style="list-style-type: none"> <li>• narrative (descriptive writing)</li> <li>• persuasive writing</li> <li>• playscript</li> <li>• explanation writing</li> <li>• summary of reading</li> </ul> <p><b>Grammar &amp; Punctuation:</b> Using: adjectives, adverbs, contractions, noun phrases (to improve writing) a range of clauses, nouns, verbs (including modal), relative and possessive pronouns, determiners, inverted commas, colon, prepositions, apostrophes, tenses and semi-colons.</p> <p><b>Class based novel:</b> Holes by Louis Sachar</p>	<p><b>Year 5 &amp; 6:</b></p> <ul style="list-style-type: none"> <li>• Read regularly with your child</li> <li>• 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?</li> <li>• Support your child with their spelling when they are doing their homework.</li> <li>• Encourage your child to join their writing at every opportunity.</li> <li>• Visit the library and encourage reading.</li> </ul> <p><u>Useful Websites:</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/schools/bitesizeprimary/">http://www.bbc.co.uk/schools/bitesizeprimary/</a></li> </ul>

		<p><b><u>Y6 Genres of Writing (to be covered throughout the year):</u></b></p> <ul style="list-style-type: none"> <li>narrative (moral dilemma, different time periods) -myths and legends</li> <li>discussion (comparison)</li> <li>persuasion</li> <li>explanation</li> </ul> <p><b><u>Grammar &amp; Punctuation:</u></b> 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><b><u>Class based novel:</u></b> Kenzuke's Kingdom by Michael Morpurgo</p>	<ul style="list-style-type: none"> <li><a href="http://www.learninggamesforkids.com/">http://www.learninggamesforkids.com/</a></li> <li>Eduplace.com - spelling and word games</li> <li><a href="http://resources.woodlands-junior.kent.sch.uk/homework/">http://resources.woodlands-junior.kent.sch.uk/homework/</a></li> <li><a href="http://www.storiesfromtheweb.org/">http://www.storiesfromtheweb.org/</a></li> </ul>
<p><b>Mathematics</b></p>	<p>The national curriculum for mathematics aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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.</li> <li>reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language</li> <li>can solve problems by applying their 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.</li> </ul>	<p><b>Y5:</b> Measurement looking at area, perimeter, volume. Also including money and time problems. 2D shape and 3D shape looking at properties and angles. Created translated, reflected and rotated shapes using co-ordinates on a grid. Using topics in wider curricular subjects to correlate statistics, to be used in maths for ratio.</p> <p>Revisiting fractions, decimals and percentages and solving problems.</p> <p>Revision of mental and written strategies for multiplication, division, addition and subtraction, focusing more on complex questions and problem solving.</p> <p><b>Y6:</b> Revision of maths concepts covered throughout the year. The children will be looking at maths concepts with an ICT focus, using the various software available in school.</p> <ul style="list-style-type: none"> <li>Place value</li> <li>Rounding</li> <li>Use of 4 operations addition- subtraction- multiplication and division</li> <li>Multiples, factors, prime numbers</li> <li>Percentages</li> <li>Fractions</li> <li>Decimals</li> </ul> <p>Look at securing every child's timetables understanding upto the 12 times tables.</p>	<ul style="list-style-type: none"> <li>Recalling Times tables regularly</li> <li>Discussing maths based problems on a regular basis at home. For example, time problems or change from the shop problems.</li> <li>Rounding to the nearest 10, 100, 1000 and 10,000</li> <li>To provide a list of quality websites to support parents.</li> <li>To make the school's calculation policy available on the school website</li> <li>Wherever possible make maths as enjoyable and stimulating as possible.</li> </ul>

<p style="text-align: center;"><b>Science</b></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><u>Light -</u> Children should be taught to :</p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in a straight line.</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>• 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.</li> <li>•</li> </ul> <p><u>Properties and changes of materials -</u> Children will be taught to:</p> <ul style="list-style-type: none"> <li>• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• 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 and the action of acid on bicarbonate of soda</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with your child 'Light' and research the topic on the internet</li> <li>• <a href="http://www.primaryresources.co.uk">www.primaryresources.co.uk</a></li> <li>•</li> <li>• Value your child's opinion regarding scientific concepts.</li> <li>• If possible visit science centres in and around the area, for example The Centre of Life in Newcastle.</li> <li>• Engage with your child; discussing the possibility of scientific concepts</li> </ul>
<p style="text-align: center;"><b>Art &amp; Design</b></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</p>	<p><b>Greek Pottery linked to the history topic</b></p> <p>To carry out a study into ancient Greek artefacts, and create a design to represent the findings.</p> <p>Use modelling clay to create a 3D object, focusing on their design and the original designs from their study into the artefacts.</p>	<ul style="list-style-type: none"> <li>• Discuss and research St Benet with your child.</li> <li>• Talk about the beauty of stained glass and how it is made.</li> <li>• Visit the local glass centre .</li> <li>• Enjoy art, craft and design with your child at home.</li> <li>• Encourage your child with presentation and neatness in all art and craft work.</li> <li>• Motivate your child with visits to art galleries and</li> </ul>

	our history, and contribute to the culture, creativity and wealth of our nation.		<p>discuss likes and dislikes.</p> <ul style="list-style-type: none"> <li>• Model art work at home, illustrating different skills.</li> </ul> <p><a href="http://www.childrensuniversity.manchester.ac.uk/">http://www.childrensuniversity.manchester.ac.uk/</a></p>
<b>Computing</b>	<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>Presentations. Creating new media using technology. The children are responsible competent and confident and creative users of information and communication technology</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. The children will know how to use technology safely, respectfully and responsibly .</p>	<ul style="list-style-type: none"> <li>• Reinforce that a program is basically a simple set of instructions</li> <li>• Help you child improve word processing skills by regular use of the keyboard.</li> <li>• Discuss with your child the ever changing world and the growing need for computer and technology skilled People.</li> </ul>
<b>Design &amp; Technology</b>	<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><b>Year 6</b> - Cushions in the style of William Morris Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. The children will be able to</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves based on design criteria.</li> <li>• generate, develop, model and communicate their ideas through talking, drawing and templates,</li> <li>• select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with your child the ingredients that are needed to make bread.</li> <li>• If Possible make bread with your child.</li> <li>• Discuss with your child the need for health, safety and hygiene.</li> <li>• Talk about how important it is to be able to cook and how long people have been making bread for.</li> <li>• Enjoy art, craft and design with your child at home.</li> <li>• Encourage your child with presentation and neatness in all design and technology work</li> <li>• Motivate your child with visits to art and design galleries and discuss likes and dislikes.</li> </ul>

<p><b>Geography</b></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 significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.</p>	<p><b>Rivers and Water</b> Physical - Geography Water is a topic which children 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"> <li>• Talk about the importance of water with your child and that it should not be ewasted</li> <li>• Discuss where water comes from?</li> <li>• Talk about and research the water cycle with your child.</li> <li>• Use maps, atlases and globes to locate countries and describe their features.</li> <li>• Look at cbbc website to discuss environmental issues.</li> <li>• <a href="http://www.primaryresources.co.uk">www.primaryresources.co.uk</a></li> <li>• <a href="http://www.tes.com">www.tes.com</a></li> </ul>
<p><b>History</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. 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><b>Ancient Greeks -</b> A study of Greek life and their achievemnets and their influence on the western world. In this unit children find out about the way people lived in the ancient Greek empire. They use a range of archaeological and written sources, select and record information and interpret the past in different ways. They use their own experience, particularly of being at school, as a springboard to find out about the influence that the ancient Greeks continue to have on our lives. Children use a wide range of sources, including archaeology, to find out about the ancient Greeks and compare a past society with society today.</p>	<ul style="list-style-type: none"> <li>• Visit the local museum and other centres to try to inspire your child regarding the history of the ancient Greaks.</li> <li>• Take your child to visit the main historic sites of Sunderland, for example. Penschaw Monument .</li> <li>• Research the shipyards and the shipbuilding industry in Sunderland <a href="http://www.childrensuniversity.manchester.ac.uk/">http://www.childrensuniversity.manchester.ac.uk/</a></li> <li>• <a href="http://www.primaryresources.co.uk">www.primaryresources.co.uk</a></li> <li>• <a href="http://www.tes.com">www.tes.com</a></li> <li>•</li> </ul>
<p><b>Languages</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>French</b></p> <p>The children will look at topics such as,</p> <ul style="list-style-type: none"> <li>• Holidays and Hobbies</li> <li>• The School Days</li> <li>• This is France</li> <li>• On the Move</li> <li>• Let go Shopping</li> </ul> <p>The children will also have the opportunity to revise vocanulary from previous years.</p>	<ul style="list-style-type: none"> <li>• BBC-Schools-Primary Languages (revisits simple language e.g. numbers taught in French) <a href="http://www.childrensuniversity.manchester.ac.uk/">http://www.childrensuniversity.manchester.ac.uk/</a> <a href="http://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm">http://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm</a></li> </ul>

<p><b>Music</b></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. 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>	<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 life and recorded music drawn from different traditions and from great composers and musicians  <b>Year 6 End of year production:</b>          The children will be learning a variety of songs and dances. The music be taken from a range of artists and the children will be exploring pitch, pulse and rhythm and lyrics and melody.</p>	<ul style="list-style-type: none"> <li>• Talk to your child about there likes in music</li> <li>• Encourage your child to play a musical instrument.</li> <li>• Discuss your musical interests with your child;</li> <li>• Encourage your child to listen to a wide range of music</li> <li>• Sing with your child , encourage the joy of music and song.</li> <li>• Talk to your child about the famous composers</li> </ul>
<p><b>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><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.  <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.            Y5 children will be involved in a 6 week course with SAFC on the subject of Citizenship and Racism</p>	<ul style="list-style-type: none"> <li>• Refer to school website for information about suitable anti-bullying websites.</li> <li>• Discuss with your child their talents and celebrate their achievements at home.</li> <li>• Talk to them about the qualities of a good friend and how to listen and play cooperatively with others.</li> </ul> <p>Always promote and model ' considering the needs of others'</p>
<p>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.</p>			