

Chapmanslade Primary School Class Curriculum Map Year A 2023-24 – Redwood Class Y5/6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	<p>What is a force and how does it impact on the way things move?</p> <p>FORCES</p> <ul style="list-style-type: none"> •Know what gravity is and its impact on our lives •Identify and know the effect of air resistance •Identify and know the effect of water resistance •Identify and know the effect of friction •Explain how levers, pulleys and gears allow a smaller force to have a greater effect <p><u>Working Scientifically</u></p> <p>Fair testing</p> <ul style="list-style-type: none"> •Shape of an object and the time it takes to travel through water <p>Pattern seeking</p> <ul style="list-style-type: none"> •Surface material on a ramp and note the distance/speed it travels 	<p>What do we know about the life cycles of humans and various animals?</p> <p>HUMAN LIFE CYCLES</p> <p>Know the life cycle of different living creatures, e.g. mammal, amphibian, insect, bird</p> <ul style="list-style-type: none"> •Know the differences between different life cycles •Know the process of reproduction in plants •Know the process of reproduction in animals •Create a timeline to indicate stages of growth in humans <p><u>Working Scientifically</u></p> <p>Research</p> <ul style="list-style-type: none"> •Research changes in humans at different stages in our lives •Research the life cycle of different animal groups <p>Grouping</p> <ul style="list-style-type: none"> •Classify/group an animal based on its group and species <p>Pattern seeking</p> <ul style="list-style-type: none"> •Compare height with physical task, e.g., distance a ball is thrown 	<p>How does the heart work and why is it so important?</p> <p>HEART AND THE CIRCULATORY SYSTEM</p> <ul style="list-style-type: none"> •Identify and name the main parts of the human circulatory system •Know the function of the heart, blood vessels and blood •Know the impact of diet, exercise, drugs and lifestyle on health •Know how nutrients and water are transported in animals, including humans <p><u>Working Scientifically</u></p> <p>Fair testing</p> <ul style="list-style-type: none"> •Impact of exercise on the heart rate <p>Research</p> <ul style="list-style-type: none"> •Research how drugs affect the body <p>Pattern seeking</p> <ul style="list-style-type: none"> •Compare the resting heart rates of different people 	<p>How does electricity work and how does its power vary?</p> <p>ELECTRICITY</p> <ul style="list-style-type: none"> •Compare and give reasons why components work and do not work in a circuit •Draw circuit diagrams using the correct symbols •Know how the number and voltage of cells in a circuit link to a lamp's brightness or a buzzer's volume. <p><u>Working scientifically</u></p> <p>Fair testing</p> <ul style="list-style-type: none"> •Effect of increasing voltage on the brightness of a bulb <p>Pattern seeking</p> <ul style="list-style-type: none"> •Compare brightness of bulb in series and parallel circuits. 	<p>How do our eyes help us see?</p> <p>LIGHT</p> <ul style="list-style-type: none"> •Know how light travels •Know and demonstrate how we see objects •Know why shadows have the same shape as the object that casts them •Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc. <p><u>Working scientifically</u></p> <p>Grouping and Classifying</p> <ul style="list-style-type: none"> •Group materials based on transparency <p>Pattern seeking</p> <ul style="list-style-type: none"> •Compare distance from light source and shadow <p>Experimenting and investigating</p> <ul style="list-style-type: none"> •Experiment to find out that light travels in straight lines 	

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WORKING SCIENTIFICALLY			
<ul style="list-style-type: none"> ○ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ○ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ○ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ○ using test results to make predictions to set up further comparative and fair tests ○ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations ○ identifying scientific evidence that has been used to support or refute ideas or arguments 			
History	WHAT IMPACT DID THE TWO WORLD WARS HAVE ON BRITIAN?	WHAT WAS THE IMPACT OF IMMIGRATION ON BRITAIN OVER THE PAST 100 YEARS?	HOW DID BRITAIN CHANGE BETWEEN THE END OF THE ROMAN OCCUPATION AND 1066?
	<ul style="list-style-type: none"> ● Know the dates that WW1 and WW2 started and ended. ● Know about the main events that led to both wars beginning. ● Know about significant leaders such as Hitler and Churchill. ● Know the names of the countries that supported Britain in both world wars. ● Know the impact that the war had on ordinary people. 	<ul style="list-style-type: none"> ● Know why many people found Britain an attractive place to live. ● Know about the prejudice many immigrants faced when they arrived in Britain. ● Know what is meant by the Windrush generation. ● Know why there are large Asian communities in the North-West of England. ● Know about the impact many individuals from immigrant families have on our lives today. 	<ul style="list-style-type: none"> ● Know why the Romans came to Britain. ● Know what the Romans did to improve Britain. ● Know why many Britons were opposed to the Roman occupation ● Know why the Romans left Britain
Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.			
Geography	HOW ARE MOUNTAINS FORMED AND WHAT CAUSES AN EARTHQUAKE, TSUNAMI OR VOLCANO?	WHAT IS FAIRTRADE AND WHY SHOULD IT MATTER TO ALL OF US?	TO WHAT EXTEND IS INDUSTRY RESPONSIBLE FOR CLIMATE CHANGE?
	<ul style="list-style-type: none"> ● Know the names of and locate at least eight European countries ● Know where the main mountain regions are in the UK ● Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map ● Appreciate that climate and physical features have an important part to play when considering how people live ● Know what causes earthquakes and tsunamis ● Label the different parts of a volcano 	<ul style="list-style-type: none"> ● Know how different countries trade with each other ● Know which countries are exploited and locate them on a world maps ● Understand what people mean by ‘Fairtrade’ ● Know why it is important to work to a culture of Fairtrade ● Know what is meant by sustainability, global citizenship and ethical codes 	<ul style="list-style-type: none"> ● Know what we mean by climate change. ● Recognise the issues associated with industry and climate zone. ● Know what we mean by ‘greenhouse gases’. ● Know what is meant by ‘ozone layer’. ● Know about the campaign of Greta Thunberg and others.

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	<ul style="list-style-type: none"> Know the names of some of the world's highest mountains 					
RE	<p>RELIGION: ISLAM</p> <p><u>Key question:</u> What is the best way for a Muslim to show commitment to God?</p> <p><u>Theme:</u> Beliefs and Practices</p> <p>Discovery RE</p>	<p>RELIGION: CHRISTIANITY</p> <p><u>Key question:</u> What kind of king would Jesus be?</p> <p><u>Concept:</u> Kingdom of God</p> <p>Understanding Christianity 2b.8</p>	<p>RELIGION: CHRISTIANITY</p> <p><u>Key question:</u> What difference does the resurrection make to Christians?</p> <p><u>Concept:</u> Salvation</p> <p>Understanding Christianity 2b.7</p>	<p>RELIGION: CHRISTIANITY</p> <p><u>Key Question:</u> What would Jesus do?</p> <p><u>Concept:</u> Gospel</p> <p>Understanding Christianity 2b.5</p>	<p>RELIGION: ISLAM</p> <p><u>Key Question:</u> Does belief in Akhirah help Muslims to lead good lives? (Part 1)</p> <p><u>Theme:</u> Beliefs and Moral Values</p> <p>Discovery RE</p>	<p>RELIGION: ISLAM</p> <p><u>Key Question:</u> Does belief in Akhirah help Muslims to lead good lives? (Part 2) DRE</p> <p><u>Theme:</u> Beliefs and Moral Values</p> <p>Discovery RE</p>
PSHE	<p>What makes up a person's identity?</p> <ul style="list-style-type: none"> how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) about stereotypes and how they are not always accurate, and can negatively influence 	<p>What decisions can people make with money?</p> <ul style="list-style-type: none"> how people make decisions about spending and saving money and what influences them how to keep track of money so people know how much they have to spend or save how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) how to recognise what makes something 'value for money' and what this means to them that there are risks associated with money (it can be won, lost or stolen) 	<p>How can we help in an accident or emergency?</p> <ul style="list-style-type: none"> how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help 	<p>What will change as we become more independent?</p> <ul style="list-style-type: none"> that people have different kinds of relationships in their lives, including romantic or intimate relationships that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another 	<p>How do friendships change as we grow?</p> <ul style="list-style-type: none"> that adults can choose to be part of a committed relationship or not, including marriage or civil partnership that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime how puberty relates to growing from childhood to adulthood about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made² how growing up and becoming more independent comes with increased opportunities and responsibilities how friendships may change as they grow and how to manage this how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	

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	behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others	and how money can affect people's feelings and emotions			
Computing	Computer Systems and Networks: Communication and Collaboration	Creating Media: Web Page Creation	Data Handling: Flat-file database	Computer Systems and Networks: Communication and Collaboration	
	ONLINE SAFETY use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact				
Art	<p>How to create tone and perspective in drawing?</p> <p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> •Children are able to show contrast in terms of tone in their drawings. •Children successfully use viewfinders to be able to focus on a given feature •Children recognise the difference when using ink pens •Children use their drawing techniques effectively to capture different observations. •Children begin to use perspective in their drawing. •Children know when it is appropriate to use close observation skills in their work 	<p>How do you mix colours to match objects?</p> <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> •Mix colour accurately and make decisions about which type of paint is appropriate for each aspect of their art •Talk about how colour creates different moods and can make appropriate choices •Create different moods in their work according to the colour used •Uses water colours techniques accurately •Uses fine brush strokes in own art •Understands how an artists uses colour to explore feelings. 	<p>How do we create sculptures from wire?</p> <p style="text-align: center;">Sculpture</p> <ul style="list-style-type: none"> •Children know about a number of sculptors and how they worked. •They know how to use wire to create their own sculptures. •They can shape and model using wire. •They know how to add paper Mache' or modroc to create a 3D effect. •They know how to use tools carefully and safely. 		
	Design & Technology	<p>How can we source ingredients for and make a fruit crumble?</p> <p style="text-align: center;">Designing</p> <ul style="list-style-type: none"> •Competently research about ingredients needed for crumble •Produce a detailed, step-by-step plan as to how source the ingredients, including costings •Start to appreciate how much the crumble costs to make. <p style="text-align: center;">Making</p>	<p>How can we create a structure to reflect an aspect of European life which a European landmark out of recycled materials?</p> <p style="text-align: center;">Designing</p> <ul style="list-style-type: none"> •Competently research products similar to the one they are intending to design and evaluate strengths and weakness to be incorporated into their own design. •Research and use ICT (google) where appropriate •Design, with a range of initial ideas, after collecting information from investigating existing products •With growing confidence, apply a range of finishing techniques including those from art and design. 	<p>How can we create a textile product which tells a story and incorporates fabric sewn onto fabric?</p> <p style="text-align: center;">Designing</p> <ul style="list-style-type: none"> •Competently research the Bayeux tapestry to gain ideas lined to the intended design and evaluate strengths and weakness to be incorporated into own design. •Research and use ICT where appropriate •Produce a detailed, step-by-step plan •Explain how a product will appeal to a specific audience and how it meets the purpose 	

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	<ul style="list-style-type: none"> •Name and use a range of utensils competently •Select appropriate utensils and measure accurately. <p>Evaluating</p> <ul style="list-style-type: none"> •Evaluate the crumble against original design specifications and by checking taste. •Evaluate appearance against original criteria <p>Food Technology</p> <ul style="list-style-type: none"> •Be both hygienic and safe in the kitchen •Know how to prepare a meal by collecting the ingredients in the first place •Weigh and measure accurately (timings, dry ingredients and liquids) •Understand how food is processed into ingredients that can be eaten or used in cooking. •Begin to understand that different food and drink contain different substances –nutrients, water and fibre –that are needed for health 		<p>Making</p> <ul style="list-style-type: none"> •Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. •Use finishing techniques to strengthen and improve the appearance of their products using a range of equipment including ICT. •Make a prototype before making a final version •Carry out finishing techniques (including lights) to enhance the appearance and function of their product <p>Evaluating</p> <ul style="list-style-type: none"> •Suggest alternative plans; outlining the positive features and drawbacks •Evaluate appearance and function against original criteria •Begin to evaluate their product personally and seek evaluation from others. <p>Technical Knowledge</p> <ul style="list-style-type: none"> •Suggest alternative plans; outlining the positive features and drawbacks •Evaluate appearance and function against original criteria 		<ul style="list-style-type: none"> •With growing confidence, apply a range of finishing techniques including those from art and design. •Start to appreciate how make products cost to make. <p>Making</p> <ul style="list-style-type: none"> •Select appropriate materials, tools and technique (e.g. cutting, shaping, joining and finishing) accurately. •Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities. •Use finishing techniques to strengthen and improve the appearance of their products using a range of equipment •Make a prototype before making a final version •Carry out finishing techniques to enhance the appearance and function of their product <p>Evaluating</p> <ul style="list-style-type: none"> •Suggest alternative plans; outlining the positive features and drawbacks •Evaluate appearance and function against original criteria •Begin to evaluate their product personally and seek evaluation from others. <p>Technical Knowledge</p> <ul style="list-style-type: none"> •Use a range of sewing techniques, including applique and various stitches. 	
Music	<p>GETTING STARTED WITH MUSIC TECH</p> <p>Theme: How Does Music Bring Us Together?</p>		<p>EMOTIONS & MUSICAL STYLES</p> <p>Theme: How Does Music Connect Us with Our Past?</p>	<p>EXPLORING TIME & KEY SIGNATURES</p> <p>Theme: How Does Music Improve Our World?</p>	<p>INTRODUCING CHORDS</p> <p>Theme: Creating Simple Melodies Together</p>	
PE * In some cases we may take advantage of sport specialists/	<p>CRICKET</p> <p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p>	<p>FOOTBALL</p> <p>I can communicate with my team and move into space to keep possession and score.</p>	<p>DANCE</p> <p>I can accurately copy and repeat set choreography. I can choreograph phrases individually and with</p>	<p>GYMNASTICS</p> <p>I can create and perform sequences using apparatus, individually and with a partner.</p>	<p>TAG RUGBY</p> <p>I can communicate with my team and move into space to keep possession and score.</p>	<p>ATHLETICS</p> <p>I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good.</p>

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<p>coaches which may replace our second (bottom) unit</p>	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can strike a bowled ball with increasing consistency.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use this.</p>	<p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can often make the correct decision of who to pass to and when.</p> <p>I can use tracking and intercepting when playing in defence.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can use them most of the time to play honestly and fairly.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>others considering actions and dynamics.</p> <p>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>I can lead a group through short warm-up routines.</p> <p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <p>I can suggest ways to improve my own and other people’s work using key terminology.</p> <p>I can use counts when choreographing to stay in time with others and the music.</p> <p>I can use feedback provided to improve my work.</p>	<p>I can lead a partner through short warm-up routines.</p> <p>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>I can use strength and flexibility to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p>	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass and receive the ball with some control under pressure.</p> <p>I can tag opponents and close down space.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I can perform a range of jumps showing some technique.</p> <p>I can show control at take-off and landing in jumping activities.</p> <p>I can take on the role of coach, official and timer when working in a group.</p> <p>I can use feedback to improve my sprinting technique.</p> <p>I persevere to achieve my personal best.</p> <p>I show accuracy and power when throwing for distance.</p>
	<p>DODGEBALL</p> <p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can throw accurately at a target.</p>	<p>BASKETBALL</p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p>	<p>YOGA</p> <p>I am confident to lead others through poses and flows.</p> <p>I can create a yoga flow working safely with a partner.</p> <p>I can identify how different activities can benefit my physical health.</p>	<p>HOCKEY</p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p>	<p>ORIENTEERING</p> <p>I am inclusive of others, can share job roles and lead when necessary.</p> <p>I can orientate a map efficiently to navigate around a course.</p> <p>I can pool ideas within a group, selecting and</p>	<p>TENNIS</p> <p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify how different activities can benefit my physical health.</p>

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	<p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use these.</p>	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use tracking and intercepting when playing in defence.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I can move with control from one pose to another demonstrating good balance.</p> <p>I can provide feedback to others using key terminology.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use my breath to move from pose to pose.</p> <p>I show strength and flexibility whilst holding yoga poses.</p>	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use tracking, tackling and intercepting when playing in defence.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can use them most of the time to play fairly and honestly.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>applying the best method to solve a problem.</p> <p>I can use critical thinking skills to form ideas and strategies to solve challenges.</p> <p>I can work effectively with a partner and a group to solve challenges.</p> <p>With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.</p>	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I can work cooperatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>
<p>MFL - French</p>	<p>GETTING TO KNOW YOU</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>		<p>ALL IN A DAY</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build</p>		<p>THIS IS FRANCE</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine,</p>	

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	<p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>sentences; and how these differ from or are similar to English</p>	<p>masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>
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