

## Curriculum Overview 2021 – 2022 (Year B)

### KINGFISHER CLASS – Year 5/6

| Term  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|---|---|---|---|--|---|---|
| Class Theme<br>Cornerstones                         | Blood Heart   | Early Islamic<br>Civilisation   | Victorians  | Darwin's Delight   | Frozen Kingdom  |   |
| Possible<br>Trips/Visits<br>Memorable<br>experience | <i>Dissecting a heart</i>   | <i>Analysing Islamic<br/>artefacts</i><br><br><i>Faith Tour</i>   | A look at Victorian<br>schools through<br>pictures, videos and<br>research activities   | <i>Natural History Museum<br/>– Evolution workshop</i><br><br><i>Junior Citizen</i>  | <i>Titanic – 'The Real Truth'<br/>documentary by Channel 4</i><br><br><i>Life Bus</i> |   |
| ENGLISH   | <u>Pig-Heart Boy</u><br>Balanced argument<br>Diary<br>Writing in role – series of<br>short written notes<br>Newspaper article<br>Persuasive letter<br>Complaint letter<br>Opinionative piece –<br>expressing a personal<br>viewpoint<br><br><u>BHM: Extracts from 'The<br/>interesting narrative of<br/>the life of Olaudah<br/>Equiano (Afternoon<br/>sessions)</u><br>Autobiography | <u>1001 Arabian Nights</u><br><i>The marriage of<br/>Shahrazad: Narrative</i><br><i>Sinbad the sailor:</i><br>Poetry<br><i>The tale of the<br/>anklet: Diary</i><br><i>Ali Baba: Character<br/>Description</i><br><i>The fisherman and<br/>the bottle: Narrative<br/>– ending</i><br><br><u>Poetry: The<br/>Highwayman</u><br>Playscript<br>Diary entry | <u>Street Child</u><br>Changing narrative to<br>playscript – formal and<br>informal dialogue<br>Discursive writing<br>Diary entry<br>Narrative – retell (2<br>week unit)<br>Biography on Jim Jarvis | <u>Skellig</u><br>Setting description<br>Diary entry<br>Character description<br>Narrative – writing from<br>a different perspective<br>Information leaflet<br>Informal letter | <u>Non-fiction</u><br>Information<br>text<br>SATS revision                            | Explanatory<br>text<br>Newspaper<br>article<br>Discussion text<br>Narrative<br>writing. |
| Quality Text  | Pig-heart boy by Malorie<br>Blackman<br><br>Black History Month -<br>Extracts: The interesting<br>narrative of the life of<br>Olaudah Equiano   | 1001 Arabian Nights<br>by Geraldine<br>McCaughrean<br><br>Poetry<br>The Highwayman by<br>Alfred Noyes   | Street Child by Berlie<br>Doherty   | Skellig by David<br>Almond   | The story of the Titanic<br>DK History  |   |
| MATHEMATICS   | Number and Place<br>Value<br>Decimal place value<br>Four operations<br>Roman numerals   | BODMAS<br>Fractions, decimals<br>and percentages  | Algebra<br>Geometry<br>Shape and space  | Ration and proportion<br>Time  | Measure<br>Data<br>Handling<br>SATS Revision  |   |

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| SCIENCE<br>Y6                          | Animals including humans – the heart  | Electricity  | Living things & their habitats  | Evolution and inheritance   |  | Puberty & Sex Ed<br>Light                                |
| GEOGRAPHY<br>Standalone units/Recovery | <u>Natural Resources</u><br>Natural resources<br>Where does power come from<br>Renewable resources<br>Wood<br>Steel<br>Glass<br>Our homes |  |   | <u>South America and the Galapagos Islands</u><br>Charles Darwin's voyage on the HMS Beagle – map skills<br>Biomes and Climate zones<br>Galapagos Islands – climate and animals in different environments<br>Vegetation<br>Biomes and the Amazon Rainforest – deforestation<br>Climate change | <u>Water world</u><br>Water on our planet<br>Icebergs<br>Polar regions<br>How we use water<br>Water in the UK and Kenya<br>Water for power<br>Local water<br>Primary and secondary sources   |  |
| HISTORY                                |   | <u>Early Islamic Civilisation</u><br>Studying Islamic artefacts<br>The importance of Baghdad<br>What Baghdad was like<br>House of Wisdom<br>Discovery and learning<br>Trade and Power<br>Everyday Life<br>Evaluating sources | <u>Victorians</u><br>Queen Victoria<br>Local history: Tragic railway disaster in Oxfordshire<br>Industrial Revolution<br>Child Labour<br>Victorian schools<br>Health and diseases<br>Leisure time - sources |   | <u>Titanic – the real truth (source work)</u><br>Recognising and evaluating sources<br>Use evidence to build up a picture of a past event<br>Compare accounts of events from different sources.<br>Offer some reasons for different versions of events<br>Bring knowledge gathered from several sources together in a fluent account |  |
| ART                                    | Abstract art<br>Wassily Kandinsky<br>Producing abstract art inspired by Kandinsky using a range of media                                  | Islamic art – exploring designs in a different time and culture. Looking at geometric designs  | The Pre-Raphaelites<br>William Morris<br>Victorian Decoupage  | Birds - Constantin Brancusi (sculptor) and Richard Sweeney (paper designer)<br>Drawing feathers   | Mastering techniques<br>sketching and shading<br>– drawing the   | Art movements:<br>Impressionism<br>Pointillism<br>Cubism |

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|                                     | (paint, pastels and pencils)  | and developing a sculpture through drawing and other preparatory work.               |  | Drawing birds<br>Making textured clay tiles<br>Modelling newspaper birds               | Titanic  | Surrealism<br>Pop Art   |
| DT<br>Stand-alone units (Blocked)   |   | Textiles – making cushions   | Moving Toys – designing and making toys with CAMS.   |  |  | Cooking and nutrition – tasting and evaluating products and baking bread.   |
| COMPUTING<br>123SOW                 | Scratch animation   | Online safety presentation challenge   | Spreadsheets   | Introduction to Microbits  | Choosing an adventure                                    |   |
| PE<br>Complete PE scheme            | Invasion: Netball<br>Health Related Exercise  | Invasion: Football<br>Gymnastics: Counter balance and counter tension                | Invasion: Basketball<br>OAA: Orienteering  | Invasion: Hockey<br>Net & wall: Badminton  | Striking and fielding:<br>Rounders<br>Dance<br>(Titanic) | Striking and fielding:<br>Cricket<br>Athletics  |
| MUSIC<br>Charanga<br>Y6 Units       | Pop/Motown: Happy   | Jazz, Latin, Blues:<br>Classroom Jazz 2  | Western Classical Music, Gospel, Bhangra: Benjamin Britten – A New Year Carol                                      | Celebrating the role of woman in the music industry                                    | The Music of Carole King: You've Got A Friend            | Production  |
| RE<br>Oxfordshire Diocese Scheme    | Y5 Unit 2:<br>Does God communicate with humans  | Y5 Unit 1:<br>Do Muslims need the Qu'ran?  | Y5 Unit 3:<br>Does the community of the Gurdwara help the Sikhs lead better lives?                                 | Y5 Unit 4:<br>Was the death of Jesus a worthwhile sacrifice?                           |  | Y5 Unit 5:<br>Are you inspired?<br><br>Y5 Unit 6:<br>What's best for the world?<br>Does religion help you decide? |
| PSHE<br>Y6 units<br>CORAM:<br>SCARF | <b>Me and my relationships</b><br>Assertiveness<br>Cooperation<br>Safe/Unsafe touches | <b>Valuing differences</b><br>Recognising and reflecting on prejudice-based bullying | <b>Keeping myself safe</b><br>Emotional needs<br>Staying safe online<br>Drugs: norms and risks (including the law) | <b>Rights and responsibilities</b><br>Understanding media bias, including social media | <b>Being my best</b><br>Aspirations and goal setting     | <b>Growing and changing (including Sex. Ed)</b><br>Keeping safe   |

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|                      |                  | Understanding<br>bystander behaviour |                 | Caring: communities<br>and the environment<br>Earning and saving<br>money | Managing<br>risk | Body image<br>Self esteem |
| FRENCH<br>CGP: Salut | UNIT D: Playtime |                                      | UNIT E: My Home |   |                  | Unit F: My Town           |