YEAR 3 CURRICULUM OVERVIEW 2021 - 2022

	Autumn Term 1 *Ancient Britain* 	**Autumn Term 2** *Brazil* 	**Spring Term 1** *Active Planet* 	**Spring Term 2** *Italy* 	**Summer Term 1** *Ancient Greece* 	**Summer Term 2** *Ancient Greece* 
Writing	**Text Type: Narrative** **Context: Stone Age Boy** Children to write an adventure in the Stone Age. (2 weeks) **Fiction** **Text Type: Instructions** **Context: Stone Age Boy** Children to write instructions on how to hunt in the Stone Age. (2 weeks) **Non-Fiction** **Text Type: Narrative (focus on dialogue)** **Context: Ug or Cave Baby** Children to write an additional section of the story. (2 weeks) **Fiction**	**Text Type: Poetry** **Context: Rainforests** Children to write a poem about a rainforest animal following a given rhyme scheme. (3 weeks) **Fiction** **Text type: Non-chronological report** **Context: Rainforests** Children to explore the layers of the rainforest and write a report. (3 weeks) **Non-Fiction**	**Text Type: Recount (diary)** **Context: Escape from Pompeii** Children to write a recount of the events in the first person. (3 weeks) **Realistic Fiction** **Text Type: Informal Letter** **Context: Disaster Strikes** Children to write an informal letter recounting an earthquake happening. (3 weeks) **Non-Fiction**	**Text Type: Narrative** **Context: The Nightmare Man** Children will use this Pie Corbett short story to explore how authors build suspense before writing their own version. (3 weeks) **Fiction** **Text Type: Persuasion** **Context: Italy Holiday Brochure** Children to explore the features of this text type and write a holiday brochure encouraging visitors to Italy. (3 weeks) **Non-Fiction**	**Text Type: Persuasive Letter** **Context: Persephone and the Pomegranate** Children to write a formal letter to Zeus in the first person. (2 week) **Non-Fiction** **Text Type: Narrative** **Context: Greek Myths** Children to write their own version of a Greek quest myth. (2 weeks) **Fiction** **Text Type: Non-Chronological Report** **Context: Greek Gods** Children to write a report about a Greek God. (Week 1 of 2) **Non-Fiction**	**Text Type: Non-Chronological Report** **Context: Greek Gods** Children to write a report about a Greek God. (Week 2 of 2) **Non-Fiction** **Text Type: Recount (diary)** **Context: Arachne and Athena** Children to write a recount of the events in the first person, as either character. (2 weeks) **Non-Fiction** **Text Type: Narrative** **Context: Greek Myths** Children to write their own myth to explain what the Greeks believe. (2 weeks) **Fiction**

Reading	**Text: You Can Grow Your Own Food** **Text type: Non-Fiction** Children will be introduced to several reading skills such as making predictions, answering retrieval comprehension questions and understanding the features of the text type. They will also be introduced to asking their own questions to develop their understanding. **Text: The Truth Pixie** **Text type: Fiction** Children will listen to and read this narrative poem. They will use these techniques to develop their reading skills: prediction, understanding the characters, summarising, rehearsing and performing.	**Text: The Worst Witch** **Text type: Fiction** Children will predict, ask their own questions and ask questions of a partner. They will also answer comprehension questions using their inference skills and show their understanding of the characters by hot seating. **Linking with the topic Brazil** **Text: Rainforest** **Text type: Non-Fiction** Children will develop their reading skills by asking and answering questions about life in the rainforest using the information in the text.	**Linking with the topic Active Planet** **Text: Escape from Pompeii** **Text type: Realistic Narrative** Children will be reading the text and summarising the story. They will answer inference questions and complete a character description. The children will also use dictionaries and thesauruses to explore the vocabulary used in the text. **Text: George's Marvellous Medicine** **Text type: Narrative** Children will be developing their prediction, summarising and comprehension skills as well as discussing the author's use of language.	**Text: You Can Save the Planet** **Text type: Non-Fiction** Children will be consolidating several reading skills such as making predictions, answering retrieval comprehension questions and understanding the features of the text type. They will also create an information leaflet using ideas from the text. **Text: Journey** **Text type: Fiction** Children will be using this picture book develop their questioning and inference skills. They will also be explaining their opinions using the images in the text.	**Text: Nothing to See Here Hotel** **Text type: Narrative** Children will be revising their reading skills and summarising by creating a family tree of the characters. The children will also use dictionaries and thesauruses to explore the vocabulary used in the text and will consider an alternative ending. **Linking with the topic Ancient Greece** **Text: The Lion's Slave** **Text type: Narrative** Children read this first person story about life in the time of the Ancient Greeks and summarise the key points. They will then rehearse and perform a part of the story in a group.	**Linking with the topic Ancient Greece** **Text: Who Let the Gods Out?** **Text type: Narrative** Children will have time to read this long chapter book, fully immersing themselves with the characters and the story, which is linked to their learning about what the Greeks believed about the Gods. They will consolidate the reading skills they have been taught this year and show their understanding of these concepts by writing a blurb, creating a new front cover and continuing the story to a new conclusion.

Maths	**Topic: Number** Children will find 10, 100 more and less and will consolidate their understanding of place value up to 3 digits. **Topic: Addition and Subtraction** Using mental strategies to add and subtract before moving onto the column method for both operations. **Topic: Measure** Children will learn the units of measure for length, weight and capacity. **Statistics** Interpreting and presenting data using pictograms.	**Topic: Multiplication and Division** Children will revise their knowledge of multiplication facts for the 2, 5 and 10 times tables before moving onto 3x and 4x. They will also learn how to multiply and divide by 10.Children will be taught the expanded written method for multiplication and consolidate their understanding of dividing by grouping. **Topic: Time** Children will be taught how to tell and write the time using analogue clocks. They will consolidate their learning of O'clock, quarter past, half past and quarter to. **Topic: Fractions** Children will be taught the difference between unit and non-unit fractions and be able to recognise both. They will learn how to count in tenths and to calculate fractions of an amount.	**Topic: Money** Children will be taught the value of coins in our currency and will learn how to convert from £ to p and vice versa. They will also be taught how to add and subtract money. **Topic: Mental and written methods (addition & subtraction)** Children will consolidate their understanding of the mental and written methods extending into carrying and exchanging into and from the 100s. **Topic: Measure** Children will be taught how to use a scale to accurately measure weight using kg and g. **Topic: Statistics** Children will be taught how to interpret data from bar charts before learning how to present their own data using bar charts.	**Topic: Multiplication and Division** Children will learn the multiplication facts for 8x. They will be taught to multiply and divide multiples of 10. **Topic: Measure** Children revise their knowledge of measuring length using cm and mm and use this to solve problems. **Topic: Fractions** Children will be taught how to divide ones by 10. They will also learn about equivalent fractions and adding fractions within a whole. **Topic: Geometry** Children will be taught about angles in shapes and how to use the symbols < > and = to express the difference between angles.	**Topic: Place Value** **C**hildren will be taught how to partition 3 digit numbers in a variety of ways. They will also order numbers up to 1000 and count in multiples of 4, 8, 50 and 100. Children will also be taught Roman numerals from I to XII. **Topic: Addition &subtraction** Children will learn how to add and subtract near multiples of 10 and 100 mentally. They will also be taught how to solve missing number problems using the inverse operations. **Topic: Multiplication and Division** Children will consolidate their understanding of the times tables up to 8x. They will be taught how to use short multiplication and division to multiply and divide. **Topic: Measure** Children will be taught how to use a scale to accurately measure capacity using l and ml.	**Topic: Multiplication and Division** Children will consolidate their understanding of short multiplication and division and use it to solve problems. **Topic: Measure** Children revise their knowledge of measure and solve a variety of problems using all units of measure. **Topic: Fractions** Children will be taught how to compare and order fractions. They will also learn how to find fractions of quantities using repeated halving and mental strategies. **Topic: Geometry** Children will be taught how to make 3D shapes. They will also learn how to measure and calculate the perimeter of shapes.

Science	**Animals including humans** Children learn about bones, muscles and the function of the skeleton. They also start to classify animals, look at the different food groups and how to eat healthily.	**Forces and magnets** Children learn about the strength of different magnets, poles of the magnets and how through these poles, magnets will attract and repel. They also classify different materials based on their levels of magnetism.	**Rocks** Children learn about where rocks are found and investigate the properties in order to classify the different types of rock. They also learn how rocks turn into fossils.	**Plants** Children learn about the plant life cycle and what plants need in order to grow. They investigate how water is transported within plants by experimenting with walking water.	**Light** Children learn that light travels in straight lines. They investigate shadows and how the size changes dependent on the distance from the light source. They also look at reflection and understand that without light, we get darkness.	**Fair test experiments** Children carry out a variety of fair test experiments which link to the previous Science topics and also across the curriculum in order to prove or disprove a variety of hypotheses.
Computing	**Digital Literacy** The children will learn the basics of logging onto a computer. They will also understand how to open and save a file as well as being able to use the basic functions of a keyboard.	**Digital Literacy: Word** The children will learn how to manipulate text within Word making use of many of the tools. They will demonstrate their knowledge and understanding by creating a document which includes elements of all the skills they have learned.	**Keeping Safe Online** Children to know how to use the internet safely and create a fact file on an animal of the rainforest.	**Digital Literacy: Emails** The children will learn what emails are and how to use them. They will learn how to structure and how to attach media to an email.	**Coding: WeDo** The children will follow a set of instructions to make an animal. They will then programme it to follow a series of commands and debug it. .	**Stop Motion** The children will learn how to use the Stop Motion software on the Chrome books and create their own movie using Lego characters.
History	**Ancient Britain** Children learn about the period in history from the Stone Age through the Bronze Age to the Iron Age. They learn about how the people lived during these ages and where they fit on the timeline of British history.				**Ancient Greece** Children learn about where Ancient Greece fits on the timeline of World history and make links with the same time period in Britain. They also use atlases to place Greece on a World Map. They learn about the lives of people who lived in Ancient Greece and compare and contrast that with modern day life. The children will understand the impact of the Trojan War on Ancient Greece and how democracy was founded in Athens. They will also be able to explain how the Ancient Olympics and famous Greeks influence the modern world.	

Geography		**Brazil** Children learn how to use maps to locate topographical features, biomes, vegetation belts and cities. They will also learn about the human and physical geography of a region and investigate how its land use has changed.	**Active Planet** The children will understand tectonic plates, how they cause earthquakes and the impact of these. They will also be able to explain how volcanoes are formed and how their eruptions impact on land use. They will also complete a fieldwork comparison of the local area.	**Italy** Children learn how touse maps to locate topographical features, biomes, vegetation belts and cities. They will also learn about the human and physical geography of a regionand investigate how its land use has changed.		
RE		**Christianity: Believing** Investigation into what role models/leaders are and the influence they have on the wider society. The children will learn, through using a Bible, about how and why Christians celebrate Christmas and how the teachings of Jesus affect the way Christians live.		**Christianity: Behaving** To be able to retell the story of Passover and to understand the Ten Commandments. To explain how Christians respond to local, national and worldwide disasters and needs.	**Christianity: Belonging** Identify the key practices of a faith and some of the differences between denominations or sects. (Catholics and Protestants) Understand the meaning of Lent and the resurrection of Jesus as well as what Christians believe about life after death.	
PSHE	**Relationships** The children will learn about different types of family and the relationships within them. They will also learn about respect and how to demonstrate their understanding of it.		**Mental Health** The children learn what mental health is and the range of emotions felt by humans. They will also learn about themselves as individuals and how to recognise when they feel unsafe.			**Physical Health** The children will learn about the benefits of an active lifestyle. They will know how to keep safe in the sun and the importance of sleep and a healthy diet. They will know why you might make an emergency call.

Art		**Brazil Collage** Children will learn about the artwork of Frida Khalo. They will learn the different techniques of collage before creating their own in her style.			**Sketching 2D** The children will be taught various sketching skills andwill apply these in different ways. They will learn about proportion and scale and use them to create a sketch.	**Sculpture 3D** Children will learn how to make a Greek column, including the capital, using a variety of materials and techniques.
Design Technology	**Neolithic Shelters** Children will learn about different shelters in Ancient Britain and will design and make their own version ofa Neolithic shelter.		**Weather Gauges** The children will learn about a variety of tools used to measure weather. They will then follow instructions to make their own before testing and evaluating their effectiveness.	**Mini Greenhouses** The children will learn about different types of greenhouse. They will then design, build and evaluate their own version.		
French	**All About Me** The children will learn how to great each other and say how they feel. They will also learn how to count from 1-12 and be able to name nouns and use their colours to describe them.	**Milo's Rainforest Adventure** The children will understand and narrate a story about Milo and his adventures in the rainforest. They will link this learning to our rainforest topic and write a story book about the animals you can find there.	**Responding to stories** The children will continue to learn about colours linking in with the topic 'Active Planet'. They will also learn the French names for familiar parts of the body.	**In My Town** The children will learn the names of shops and buildings using dictionaries to identify whether they are masculine or feminine nouns. They will present their information as a triorama.	**The Hungry Caterpillar** The children will learn the days of the week and the names fruits. They will also be able to retell the story of The Hungry Caterpillar in French using actions.	**Ice creams** The children will continue their learning of numbers up to 20. They will also learn flavours of ice cream and create a bilingual menu.
Music	**Singing** The children will explore pitch using their voices and learn singing techniques. They will learn to create harmonies and explore tempo and dynamics.	**Little Train of Caipira** The children will link their rainforest learning to music by composing soundscapes using body percussion. They will learn about the composer Heitor Villa-Lobos and learn to read rhythms.	**Tuned percussion** The children will be exploring pitch in steps and leaps, learn how to correctly play tuned percussion and read visual scores. Pupils will experience playing in a musical ensemble.	**Anna Meredith** The children will be learning about the work of the composer and creating their own percussion with a focus on rhythm.	**Samba** The children will learn where Samba music originated and will explore the syncopated rhythms working towards creating a multi-layered ensemble using Samba instruments.	**Beethoven** The children will explore the famous musical motifs in Beethoven's 5th symphony with a focus on pitch and rhythm.

PE	**Gymnastics and Outdoor Adventurous Activities** The children will learn how to use their gross and fine motor skills accurately. They will also participate in outdoor activities designed to promote team-building skills.	**Dance and Multi-Skills** The children will learn about spatial awareness and how keeping fit is good for your health. The children will learn how to move in time with music in a variety of styles.	**Badminton and Netball** The children will work on coordination and footwork skills in order to be able to compete in these games.	**Gymnastics and Fielding Skills** The children will practise using their gross and fine motor skills accurately. They will also learn how to field in preparation for playing cricket and baseball.	**Athletics** The children will learn the skills required to compete in the different athletic disciplines.	**Tennis and Health Related Fitness** The children will develop their spatial awareness skills in order to compete in tennis. They will also be able to link exercise to other subjects such as Science when they learn about their muscles and bones.
Games	**Hockey and Football** The children will learn the skills required, using the correct equipment to compete in these invasion games.		**Tag Rugby and Basketball** The children will learn the skills required, using the correct equipment to compete in these invasion games.		**Cricket and baseball** The children will learn the skills to enable them to compete in cricket and baseball. They will be able to explain the similarities and differences between the skills required for both.	
Enrichment		**The Living Rainforest Trip** **External provider** The children visit The Living Rainforest in Newbury to consolidate their learning on this topic.	**Field Study** **In house provision** The children will complete a local field study to consolidate their science learning about rocks.		**Greek Week** **In house provision and External provider** The children have the opportunity to learn more about the food and culture of Ancient Greece. They taste Greek food and can dress in traditional Greek clothes. They use clay to make Greek pots and work with local artists to build a Trojan horse and a Greek ship. Stowe Gardens Children visit Stowe to complete observational drawings of the architecture.	**Residential** **External provider** This is an optional residential visit that focuses on team building and independence skills.

YEAR 4 CURRICULUM OVERVIEW 2021-2022

	Autumn Term 1 *The Romans* 	**Autumn Term 2** *Polar Explorers* 	**Spring Term 1** *The Mayans* 	**Spring Term 2** *The Victorians* 	**Summer Term 1** *Location, Location, Location* 	**Summer Term 2** *Rivers* 
Writing	**Text Type: Narrative** **Context: The Captive Celt** Children to write a 1st person narrative (2 weeks) **Fiction** **Text type: Persuasion** **Context: Roman Army** Children to write a persuasive text to join the Roman Army (2 weeks) **Non-Fiction** **Text type: Explanation Text** **Context: Roman mosaics** Children write an explanation about the creation of mosaics, which links to their work in Art this half term. (2 weeks) **Non-Fiction**	**Text Type: Narrative** **Context: Lost & Found** Children to write a descriptive narrative to accompany the story. (3 weeks) **Fiction** **Text type: Recount (diary)** **Context: Lily and the Snowman** Children to write a diary entry exploring the feelings of Lily based on the animation (3 weeks) **Fiction**	**Text type: Narrative** **Context: Charlie and the Chocolate Factory** Children to write a description of entering the chocolate room (3 weeks) **Fiction** **Text type: Persuasion** **Context: Charlie and the Chocolate Factory** Children to write a persuasive leaflet about visiting a chocolate factory (3 weeks) **Non-Fiction**	**Text Type: Recount (letter)** **Context: The Railway Children** Children to use extracts from the updated film to help them write a letter from the perspective of Bobby. (3 weeks) **Fiction** **Text Type: Suspense Narrative** **Context: The Railway Children** Children to use the 'Flag Waving Scene' extract to write a suspense narrative from the perspective of Bobby. (3 weeks) **Fiction**	**Text Type: Narrative** **Context: Paddington Bear** **Children to write a narrative based on Paddington's arrival to the UK.** **(2 weeks) Fiction** **Text Type: Description** **Context: London** **Children to write a contrasting description of London during the day and at night.** **(6 lessons) Fiction** **Text Type: Persuasive Writing** **Context: The UK coast** Children to write a persuasive leaflet about a UK seaside location (2 weeks) **Non-Fiction**	**Text Type: Narrative** **Context: The Snail and the Whale** Children to write their own narrative based on Julia Donaldson's book (2 weeks) **Fiction** **Text Type: Explanation Text** **Context: Water Cycle** Children to write a text explaining the water cycle. (2 weeks) **Non-Fiction** **Text Type: Recount** **Context:** (2 weeks) **Non-Fiction** **Text Type: Performance Poetry.** Children to perform a poem based on the

						character of Matilda (1 week).
Reading	**Text: Captive Celt** **Text Type: Fiction** This text present characters from various aspects of Roman life and help children to understand the Roman period of history. **Text: What did the Ancient Romans do for me?** **Text Type: Non-Fiction** This non-fiction text is based around how this ancient civilisation has impacted society today. **Text: Autumnal Poetry** **Text Type: Poetry** Children study autumnal poetry to support their understanding of composing poetry and as well analysing the language used.	**Text: Beneath the Ice or A Matter of Life and Death** **Text Type: Non-Fiction** These non-fiction texts are based around historical events in the Polar regions to support their understanding of the region and it's dangers. **Text: Arctic Dreams or Ice Breaker** **Text Type: Fiction** These Project X narrative books are set in the Polar Regions to support the children's understanding of the environment. **Text: Arctic Dreams** **Text Type: Poetry** Children study winter themed poetry to support their understanding in writing and about how	**Text: Choc-Bots Charge or The Chocolate Finger** **Text Type: Fiction** These Project X texts are based around the topic of chocolate to link to their work on the Mayans **Text: Choc Chaos or The Chocolate Connection** **Text Type: Non-Fiction** These non-fiction texts provide factual information around the sourcing, production and distribution of chocolate	**Text: Hard Times** **Text Type: Non-Fiction** This text provides factual information about the Victorian era, focusing on the lives of children. **Text: Oliver Twist** **Text Type: Fiction** These differentiated versions of the story give children the opportunity to explore the life of a Victorian child and compare how it differs from their life. **Text: The Sewer Sleuth** **Text Type: Fiction** This story asked the children to compare many differences between the Victorians and today whilst making predictions about character behaviour and responses.	**Text: How it works** **Text Type: Non-Fiction** Information text about navigating around London **Text: City Sounds After Dark** **Text Type: Poetry** Poem describing a big city after dark **Text: Paddington** **Text Type: Fiction** Chapter 1 of the story describing Paddington's arrival in the UK. **Text: Green London** **Text Type: Non-Fiction** Information text about the range of parks and activities available in London's green spaces **Text: The Seaside Holiday** **Text Type: Poetry** Poetry set around the seaside.	**Text: This Morning I Met a Whale – Michael Morpurgo** **Text Type: Fiction** Novel based around the ocean to allow children to develop their understanding of characters and plot **Text: Kensuke's Kingdom - Michael Morpurgo** **Text Type: Fiction** Novel based around the ocean to allow children to develop their understanding of characters and plot

		poets produce and construct verses.				
Maths	**Topic: Place Value** Children will develop their knowledge of place value of 4 digit numbers as well as demonstrating their understanding through different representations. **Topic: Written methods (2wks)** The children will be taught / consolidate a formal written method for all 4 operations. **Topic: Fractions** Children will be taught to show equivalent fractions, counting in fractions and finding fractions of amounts. **Topic: Measure** Children will be taught to read, write and convert between 12 and 24 hour clocks, solve time problems involving time. **Topic: Geometry** Children will be taught all about 2D shapes and triangles.	**Topic: Multiplication and Division** The children will explore factor pairs, the 7 times table, the formal method for multiplication and division. **Topic: Fractions/Measure** The children will explore tenths and hundredths and converting between different units of measure. **Topic: Statistics** The children will look at presenting data in a bar chart and solving problems using pictograms. **Topic: Multiplication and Division** The children are taught to recall the 9 times table, multiply and divide by 10 and 100 using known facts and to practise the formal method for division.	**Topic: Number** The children will order and compare numbers beyond 1000, count of in multiples of 10, 25, 100 and 1000 and round numbers to the nearest 10, 100 or 1000. **Topic: Addition and Subtraction** The children will use addition and subtraction facts to find other related facts and practise their formal methods. **Topic: Multiplication and Division** Children to review their multiplication facts, practise the 11 times table and practise the formal method for multiplication and division. **Topic: Fractions** Children will explore decimal equivalents, dividing 2 digit numbers by 10 and 100 and use decimals in the context of measure.	**Topic: Multiplication and Division** Children to practise the 12 times table, recognise factor pairs and practise their formal methods. **Topic: Measure** Children will calculate perimeter and find the area by using multiplication. **Topic: Statistics** Children to interpret data presented in a bar chart, interpret and present continuous data and qill solve problems using information presented in tables **Topic: Fractions** Children to find fractions of numbers and quantities, add and subtract fractions with the same denominators and practise counting forwards and	**Topic: Number** Children to count backwards through zero, round any number to the nearest 10, 100 or 1000 and read Roman Numerals to 100. **Topic: Addition and subtraction** Children to +/- to the nearest multiple of 10, practise a written method for addition and subtraction and will estimate answers by rounding and to check answers using inverse operations. **Topic: Multiplication and Division** Children to recall and use known x / ÷ facts, use partitioning to multiply 2 digit numbers by 1 digit numbers mentally and will use partitioning to divide 2 digit numbers by 1 digit numbers mentally. **Topic: Fractions**	**Topic: Addition and Subtraction** Children touse a variety of strategies to +/- numbers mentally, practise a written method for addition and subtraction and will solve number puzzles involving addition and subtraction. **Topic: Multiplication and Division** Children to multiply three numbers together in any order, use a written method to multiply and divide, use mental methods to solve 1 step and 2 step word problems and will solve number puzzles involving multiplication and division. **Topic: Measure** Children to solve problems involving converting between units of time, solve word problems involving calculating lengths of time,

		Topic: Measure The children are taught how to measure perimeter and find the area of irregular shapes by counting squares. **Topic: Geometry** The children will explore lines of symmetry, comparing and classifying angles and describing positions on a 2D grid.	**Topic: Measure** Children will continue to explore units of measure and converting between them. **Topic: Geometry** Children to explore quadrilaterals, symmetry, coordinates and position and direction.	backwards using decimal fractions. **Topic: Measure:** Children will solve word problems involving the conversion of measures between different units, add and subtract amounts of money using a written method and solve problems involving money using mental methods. **Topic: Calculations** Children will multiply 2 digit numbers by 1 digit numbers mentally, use mental methods to solve 2 step word problems, use written methods to solve word problems and will develop strategies to +/- numbers mentally.	Children to add and subtract fractions with the same denominator beyond one whole one, round decimals with one decimal place to the nearest whole number, compare and order decimals and will locate decimals on a number line. **Topic: Measure** Children to measure capacity and convert between litres and millilitres, solve 1 step and 2 step problems involving the conversion of measures between different units, use mental methods to calculate measures and to convert between different units and will solve problems involving money using mental methods. **Topic: Geometry** Children to draw 2D shapes according to their properties and identify lines of symmetry, complete symmetric patterns involving different	multiply amounts of money using a written method and will divide amounts of money using a written method. **Topic: Statistics** Children to solve problems using information presented in bar charts and to begin to interpret and present change over time in graphs. **Topic: Review** Children to review topics as appropriate to the set according to assessment data. **Topic: Written Methods and Fractions** Children to use mental methods to solve 2 step word problems, use written methods to solve word problems, solve number problems mentally and will find fractions of quantities.

					orientations of lines of symmetry, plot points on a grid and draw sides to complete a given shape and will describe movements between positions on a 2D grid.	**Topic: Review** Children to review topics from across the year.
Science	**Animals including Humans** The children will be looking at the digestive system, human and animal teeth and their uses. They carry out an investigation to look at the impact of different liquids on teeth. Finally, they develop their knowledge of food chains, including the creation and ordering of them and using the correct scientific vocabulary.	**States of Matter** Children will learn about solids, liquids and gases, heating and cooling, ice, water and steam and know and understand the scientific terminology of condensation and evaporation. They create an investigation to explore changes of state and research the temperature at which materials change state	**Electricity** Children will be learning about appliances what run on electricity, investigate circuits and the function of a switch and investigate the roles of insulators.	**Electricity** This term the children build on their understanding by designing and creating an electrical circuit game. They consider how electricity has changed our lives as well as reflecting upon the impact this has had.	**Living things & their habitats** Children will learn to identify what makes something 'living' and then to be able to further classify vertebrates and invertebrates by using classification keys. They will also look at exploring a range of habitats and presenting the impact of environmental changes.	**Sound** Children will be exploring sound, the effect of distance on sound, volume and pitch. They will observe and describe patterns between the pitch of a sound and design a test to investigate sound proofing.
Computing	**E-Safety – Don't Fall for Fake** Children to understand what phishing is, how to respond to suspicious activity and identify credible sources.	**Keyboard Basics** The children explore keyboard functions and how to organise and navigate complex filing systems.	**Programming** The children design, write and debug a sprite in Scratch. They develop the skills of sequencing and working with variables and various forms of inputs and outputs.	**Digital Literacy- CAD** This unit is about using a computer aided design programme to assist in packaging design. They develop the skills of collecting, analysing, evaluating and presenting data and information.	**Digital Literacy- Powerpoint**. The children use this software to organise, design and present information.	**Coding – Scratch Maths Quiz** This unit builds upon the children's previous knowledge of sequencing, selection and repetition in programs as well as working with variables.

French	**All about me** The children revise previous vocabulary learnt as well as learning new greetings. The children will be introduced to the French link school and later in the half term they will send a pop card to the French school.	**Birthdays** The children will develop their counting skills and learn the date of their own birthday. They will design their own invitation to a party, using an ICT app.	**Link with a French School** The children will develop their written language as well as continuing to develop accurate punctuation and intonation when reading. The children will look at the letters from the French link school and draft a response letter.	**The things we are good at doing** The children will develop their written skills by using verbs and adverbs to construct a paragraph and booklet about their own preferences and strengths.	**Descriptions** The children will develop dictionary skills and they will learn how to create extended descriptions about themselves. Finally, they will demonstrate their knowledge by creating a description of a famous French person to send to a French school.	**Responding to stories** The children will revisit the sequencing and retelling of stories. They will develop their use of vocabulary on personal stories and create a character for a collaborative story or magazine.
PE and Games	**PE: Gymnastics and Dodgeball** **Games: Hockey or football** The children will develop their skills across a sequence of lessons. They will develop a range of core movements in a controlled manner before utilising apparatus.	**PE: Badminton and health related fitness exercises** **Games: Netball and Tag Rugby** The children will develop their skills and techniques through focussed teaching points. They will review the progress they have made through feedback.	**PE: Dance and Outdoor Athletic Activities** **Games: Football and Hockey** The children will develop team work and communication skills in the context of a range of team games.	**PE: Dodgeball and athletics** **Games: Football and Hockey** The children will develop the progress they have made in the last half term as well as learning a new team game.	**PE: Dance and Cricket** **Games: Athletics** The children will improve their coordination in the development of fundamental athletic skills.	**PE: Tennis and Rounders** **Games: Cricket** The children will develop their knowledge of the rules of rounders as well as their hand – eye coordination through practising the skills of throwing, catching and pitching.
History	**The Romans** A study the invasion of Britain, Boudicca's rebellion, Hadrian's Wall and the impact of Roman roads then and now.		**The Mayans** The children learn about Mayan culture, customs and beliefs and compare these to British history. They continue to develop their understanding of chronology by placing key events on a timeline. They answer historical questions by	**The Victorians- a local study** Using the backdrop of the local area of Wolverton, the children will learn about of some key events in Victorian times and the impact of these changes. We will explore what it was like to live and		

			using a range of sources and looking at their number system, discoveries and buildings.	work in Victorian Wolverton by using a range of historical sources.		
Geography		**Polar Explorers** A study of both Polar Regions, key geographical features, animals, climate, latitude & longitude, compass points and survival.			**Location, location, location** A study of the UK, locating key towns and cities, geographical features, climate and land use. This study measures and records the human features within our local area and includes a comparison of how this land change has developed over the last 100 years.	**Rivers** The children develop their geographical understanding by locating rivers all over the world and then develop their knowledge of the main parts of a river system. They use fieldwork to observe and measure the physical geography of the local area and then write up their findings.
RE		**Hinduism**: **Believing** The children will look at the main beliefs of Hinduism, demonstrate their understanding of different holy books and places of worship. The children will ask questions and learn about how and why religious and spiritual ideas are expressed in the ways that they are.		**Hinduism**: **Behaving** The children will be developing their knowledge of how religious families and communities practice the faith of Hinduism. They will understand the importance of worship, daily rituals, pilgrimage and how Hindus use the teachings of parables to influence daily life.	**Hinduism**: **Belonging** The children will look at how Hindus use their teachings to support their daily lives including life cycles and marriage. They will explore and discuss a range of Hindu festivals and the importance of these.	
PSHE	**Relationships**		**Mental Health**			**Physical Health**

	The children will identify their own family, how friendships make them feel and look at healthy, supportive relationships.		The children will discuss and recognise how to express and talk about their emotions by using a varied vocabulary of words. They will also be able to apply this when talking about others' feelings. The children will explore what sorts of boundaries are appropriate in friendships with peers and others and identify who to talk to when they need support.			The children will learn about the importance and benefit of a healthy diet. They will learn about how they can find out this information to choose a healthy diet as well as learning about good dental hygiene. To complete the year, the children will review learning from the three topics reflect upon what the children remember and think is important for others to know by presenting this information.
Art	**Mosaics** The children will be using their knowledge of the Romans to support the creation of a repeating pattern in the style of a Roman mosaic.	**Chalks** The children will look at the work of Lindsey Dahl and use her techniques to create a final piece of the northern lights.	**Clay 3D models** The children will study traditional Mayan stelae – the key design features and structures. They will explore the different methods, techniques and tools to join clay and add detail. Children will then design, make and evaluate their own stelae against success criteria.			
Design Technology				**Building bridges/ Victorian tea party**	**Packaging design**	**Motorised Airboats**

				Linking to their work in History, the children will explore the different bridges built during the Victorian era. They learn how to create and build a truss bridge against a success criteria. The effectiveness of this design is then evaluated. The children also learn about the nutritional impact of traditional Victorian dishes and plan, design and create a range of Victorian tea party items.	The children will look at a range of packaging available in the UK. Linking to the text of Paddington, the children will design and make their own sandwich wrapper. They will develop their design ideas by using a computer aided design and build upon their skills developed in Computing. They will evaluate their product against the success criteria.	The children will begin this unit by looking at the science behind floating. The children will develop their design to solve a problem and will generate, develop, model and communicate ideas through discussion, annotated sketches and cross sections. Linking to their work in Science, the children will use electrical systems in their boats to produce a motor powered airboat.
Enrichment	**Roman Day** **External provider** Children have the opportunity to learn about Roman soldiers and gladiators, try on replica costumes and observe and handle replica items.	**Polar Explorer Day** **External provider** Children have the opportunity to hear and ask questions from a Polar Researcher try on polar equipment and conduct experiments to replicate glacier movement.	**Chocolate day** **In house provision** Children to used their knowledge of Mayan chocolate to create truffles and hot chocolate using ingredients to replicate traditional Mayan chocolate tastes.	**Residential** Aylmerton residential. **External provider** This is an optional residential visit that focuses on a coastal study. **Victorian Week** Victorian Museum **External provider** & Wolverton Walk **In house provision** Museum: Children to walk to the local museum for a tour of a Victorian farmhouse.	**Maths and Science Day** **In house provision** Children explore their understanding of Maths and Science through a variety of engaging investigations.	**Water Day** **External provider** The education officer from the water treatment plant in Leighton Buzzard supports children's understanding of the importance of cleaning our water supply and educating them about reducing pollution in our river systems.

				This allows them to experience and understand leisure activities, day to day chores and schooling. Walk: The walk around the community highlights key Victorian buildings and their historical usage, uncovers ruins of important buildings and how the town was built up and developed.		

YEAR 5 CURRICULUM OVERVIEW 2021 - 2022

	Autumn Term *Asia - Pakistan* 	**Autumn Term 2** *Ancient Egypt – Myths & Legends* 	**Spring Term 1** *The Titanic* 	**Spring Term 2** *Earth & Space* 	**Summer Term 1** *Anglo Saxons* 	**Summer Term 2** *Mountains* 
Writing	**Text Type: Description** **Context: Karachi Market** Children to write a setting description based on Karachi Market in Pakistan. **Fiction** **Text type: Persuasive Letter** **Context: Child Labour** Children to write a persuasive letter to a celebrity asking for their help to stop child labour. **Non-Fiction** **Text Type: Non-Chronological Report** **Context: Pakistan** Children to write an information text about Pakistan. **Non-Fiction**	**Text type: Narrative** **Context: Myths** Children to write their own mythical narrative based on a hybrid creature they have created. **Fiction** **Text Type: Description** **Context: Howard Carter** Children to write a description of Howard Carter finding King Tut's tomb. **Fiction**	**Text Type: Recount (diary)** **Context: The Titanic** Children to write a diary entry of what happened to the Titanic exploring the feelings of what it would have been like on board. **Non-Fiction** **Text Type: Flashback** **Context: The Titanic** Children to write a flashback based on the events of The Titanic. **Fiction**	**Text Type: Narrative** **Context: La Luna** Children to write a 3rd person narrative based on the short film 'La Luna'. **Fiction** **Text Type: Non – chronological report** **Context: Space** Children to write an information text about Space. **Non-fiction**	**Text Type: Non – Chronological Report** **Context: Anglo - Saxons** Children to create an information text about Anglo-Saxons. **Non-fiction** **Text Type: Flashback** **Context: Beowulf** Children to write a flashback based the day Grendel attacks Heorot. **Fiction** **Text type: Narrative** **Context: Beowulf** Children to write an alternative ending to the novel 'Beowulf'. **Fiction**	**Text Type: Description** **Context: Mountains** Children to write a setting description based on a mountain setting. **Fiction** **Text type: Recount (diary)** **Context: Mountains** Children to a diary entry linked to an extract from 'The Man who Brought a Mountain'. **Non -fiction** **Text Type: Poetry** **Context: Mountains** Children to write a poem about mountains. **Fiction**

Reading	**Text: Malala's Magic Pencil** **Text Type: Fiction and non-fiction** Children will explore Malala's Magic Pencil to help them develop empathy. Children will also read a fact file about Malala Yousafzai to help them understand more about her inspirational acts. **Text: Kick** **Text type: Fiction** Children will explore extracts from Mitch Johnston's Kick to help enhance their understanding of working conditions in a factory. Children will look at differing perspectives and empathy. **Text: Asia** **Text type: Non-fiction** Children will explore non-fictions texts to understand more about Asia (in particular Pakistan).	**Text: The Rabuneagle and The Sneaglgator** **Text Type: Non-Fiction** These non-fiction texts explore mythical creatures which will link to our writing about myths and mythical creatures. **Text: The Search for Tutankhamun and Tutankhamun's Gold** **Text Type: Non-Fiction** These non-fiction texts will enhance the children's understanding about the finding of King Tut's tomb. **Text: Myths & Legends** **Text Type: Fiction** Children will read a story linked to our topic of Myths & Legends and understand the change in character.	**Text: George's Secret Key to the Universe** **Text Type: Fiction** Children will explore Stephen Hawking's adventure story where they will explore the balance between Science and saving the environment. **Text: Boom!** **Text Type: Fiction** Children will explore the story of Jim and his best friend Charlie and their adventure in space. They will explore how the friendship develops throughout the novel and identify the different viewpoints of each character.	**Text: George's Secret Key to the Universe** **Text Type: Fiction** Children will explore Stephen Hawking's adventure story where they will explore the balance between Science and saving the environment. **Text: Boom!** **Text Type: Fiction** Children will explore the story of Jim and his best friend Charlie and their adventure in space. They will explore how the friendship develops throughout the novel and identify the different viewpoints of each character.	**Text: Beowulf** **Text Type: Fiction** To link with our topic of Anglo Saxons and to enhance our writing, children will read the story of Beowulf where they will explore Anglo Saxon life. They will develop an understanding of how characters perspectives change as events occur.	**Text: The Man Who Brought a Mountain** **Text Type: Fiction** To link with our topic of Mountains and to enhance our writing, children will read the story 'The Man Who Brought a Mountain'. They will explore how characters have to make choices, the consequences of these choices and environmental issues linked to mountains and tourism. **Text: Mountains** **Text Type: Poetry** Children will read the poem about Mountains and use these to compare and contrast characters and themes. They will also compare these different poems.

Maths	**Topic: Number** Children will consolidate and develop their understanding of place value. They will read, write, order and compare numbers to one million as well as counting forwards and backwards in steps of 100, 1000 and 10000. **Topic: Multiplication and Division** Children will consolidate and develop their knowledge of the formal written methods for short multiplication and division. They will also learn to identify multiples and factors. **Topic: Fractions** Children will consolidate and develop their knowledge of identifying, naming and writing equivalent fractions, comparing fractions with different denominators and recognising mixed number and improper fractions. They will also learn to add and	**Topic: Fractions (Decimals)** Children will learn to read and write decimal numbers as fractions, recognise and use thousands and add and subtract decimals mentally. **Topic: Measure (Conversion)** Children are taught to convert metric units of measure, solve words problems involving length and weight and add and subtract units of measure mentally. **Topic: Statistics** Children will learn how to interpret and solve problem from a line graph and organise data in frequency tables. **Topic: Geometry** Children will consolidate their knowledge of measuring and drawing angles. They will also look at identifying 3D shapes from 2D representations.	**Topic: Calculation (Multiplication and Division)** Children will learn to identify prime and composite numbers and apply known multiplication and division facts. They will also practise the formal written methods for multiplication and division. **Topic: Fractions** Children will learn to compare and order fractions with different denominators change improper fractions to mixed number and add and subtract fractions involving mixed numbers. They will also solve problems involving finding fractions of numbers and quantities. **Topic: Number** Children will consolidate and develop their rounding knowledge (rounding numbers to the nearest 10, 100, 1000, 10000 and 100000). Children will also count forward and backwards through zero and	**Topic: Calculation (Multiplication and Division)** Children will learn to recognise and use square numbers. Children will continue to practise the formal written method for long multiplication and they will solve word problems involving all four operations. **Topic: Fractions** Children will learn how to round decimals to the nearest tenth, compare numbers with up to three decimal places, count on in fractions and count on and back in decimal steps. **Topic: Measurement** Children will answer questions linked to converting between unit of metric measure and multiply and dividing measure by 10, 100 and 1000. Children will also add and subtract metric measure using the formal written method. **Topic: Statistics** Children will practise reading and interpreting line graphs, tables and timetables.	**Topic: Calculation (Multiplication and Division)** Children will consolidate and extend their understanding of the formal written method for division and interpreting remainders appropriately. Children will solve multi-step word problem involving all four operations. **Topic: Fractions** Children will practise adding and subtracting involving mixed numbers. They will also learn how to multiply fractions by a whole number. **Topic: Calculation (Addition and Subtraction)** Children will practise using rounding to check calculations and use addition and subtraction to help solve a variety of problems. **Topic: Geometry** Children will use their knowledge of rectangles to help find missing lengths and angles, plot coordinates to help draw shapes and	**Topic: Fractions (Decimals)** Children will order numbers up to 3 decimal places, count through zero using decimals and fractions and solve number puzzles involving decimals. **Topic: Statistics** Children will practise reading and interpreting tables and timetables. **Topic: Calculation (Multiplication and Division)** Children will practise the formal written methods for short multiplication and division and solve various problems involving all four operations. **Topic: Measurement** Children will practise adding and subtracting metric measures and solving problems that involve converting between units of measure.

	subtract fractions with different denominators. **Topic: Addition and Subtraction** Children will consolidate and further develop the formal written methods for addition and subtraction. Children will solve number problems linked to this. **Topic: Geometry** Children will learn to identify, compare and measure angles. **Topic: Multiplication and Division** Children will learn to multiply and divide numbers by 10, 100 and 1000. They will also begin to develop confidence using the formal written method for long multiplication. Finally, the children will look at interpreting remainders in different ways when dividing.	**Topic: Fractions (Fractions and Decimals)** Children will learn how to find fractions of numbers, writing the remainders as decimals. They will also develop their knowledge of adding and subtracting decimals. **Topic: Measurement** Children will solve problem involving converting units of capacity and converting between units of time. They will also consolidate and further develop their knowledge of calculating area and perimeter.	interpret negative numbers in context. **Topic: Calculation (Addition and Subtraction)** Children will continue to practise the formal written methods for addition and subtraction. They will also use their rounding knowledge to help them estimate answers. Finally, they will solve number problems involving addition and subtraction. **Topic: Geometry** Children will learn to finding missing angles, understand the notations used when drawing shapes and distinguish between regular and irregular polygons. **Topic: Measurement** Children will continue to learn how to calculate area and perimeter. They will learn how to recognise volume. Finally, they will understand and use common imperials measurements and	**Topic: Geometry** Children will learn how to translate and reflect shapes. **Topic: Fractions/Multiplication and Division** Children will add and subtract decimals with different numbers of decimal places, continue practising the formal method for long multiplication and interpret remainders appropriately in division.	identify the positons of news shapes when they have been translated. **Topic: Number/Multiplication and Division** Children will consolidate and extend their knowledge of reading Roman Numerals, using prime, square and cube numbers. **Topic: Measurement** Children will continue to practise using imperial measures and their metric equivalents. Children will calculate and compare areas of squares and rectangles and calculate areas and perimeters form scale drawings.	**Topic: Fractions (Decimals and Percentages)** Children will learn to write fractions and decimals as percentages, make connections between fractions, decimals and percentages and find percentages of amounts and quantities. **Topic: Review** Children will review their learning from across the year.

			their metric equivalents.			
Science	**Forces** Children will learn about gravity, air resistance and water resistance. They will then explore how levers, pulleys and gears work.	**Materials** Children will learn about different materials through hands on experiments. They will group materials based on a variety of properties including electrical and thermal conductivity. Children will explore how to create a mixture and whether reactions are reversible and irreversible based on their properties.		**Earth and Space** Children will learn about how planets move in Solar System, they will explore night and day and understand the vast difference in size of the planets.	**Living Things and their Habitats** Children will explore the life cycles of animals and plants, they will identify the differences in life cycles and develop an understanding in how plants reproduce.	**Animals and Humans** Children will create a timeline to indicate stages of growth in humans. They will also explore reproduction in animals.
Computing	**E-safety** Children will explore how to use the internet safely. They will develop their understanding of how to seek help online by discussing how, why and when to report something.	**Digital Literacy: Computer Basics** Children will explore how to use basic computer functions effectively through the use of folder organisation and internet searching.	**Programming - Mindstorms** Children will be introduced to methods of programming Mindstorms. They will design different solutions to problems and debug any problems or errors.	**Search Engines** Children will explore how search engines work. They will develop their understanding of how to effectively use search engines for research purposes.	**Scratch Boat Race** Children will recap how to use the programme Scratch. They will then learn how to use sequencing and debugging tools to create a game.	**Digital Literacy: Publisher** Children will explore the functions of the page design tab and choose appropriate templates. They will combine this learning to create a year group chosen project.
History		**Ancient Egypt** Children will explore artefacts which tell us more about what it would be like in Ancient Egypt. They will further develop their understanding of chronology and how the Egyptians fit into Ancient History.	**The Titanic** Children will study a period of modern history – the sinking of the Titanic. They will explore what it would have been like on board, understand the main events of the sinking and explore the impact this had.		**The Anglo-Saxons** Children will explore the Anglo-Saxons' journey to Britain, why they came to Britain and the effect it had on Britain. They will further develop their understanding of where this fits into British History.	

Geography	**Asia** Children will complete a country study of Pakistan. They will look at key cities, topographical features, biomes, vegetation belts, human impact, changes over time and natural resources.			**USA** Children will complete a country study of Florida. They will look at key cities, topographical features, biomes, vegetation belts, human impact, changes over time and natural resources.		**Mountains** Children will locate mountains from around the world. They will understand how mountains are formed and the human impacts on mountains. Children will complete fieldwork within the local area during this topic.
RE		**Islam (Believing)** Children will develop an understanding of the Islamic values and commitments.		**Islam (Behaving)** Children will discuss what Muslims believe is good and bad behaviour. They will look at the importance of pilgrimages to Muslims. Children will explore how Muslims respond to local, national and international needs.	**Islam (Belonging)** Children will develop an understanding of where Muslims go to worship, important festivals for the Islamic faith and Islamic beliefs about life after death.	
PSHE	**Relationships** Children will develop an understanding of family difficulties, friendship issues and how do deal with these. Children will recognise who and who not to trust and understand the importance of self-respect.		**Mental Health** Children will begin to identify when feelings are becoming unsafe, how to respond to these and where to go for help. They will also learn simple self-care techniques and how to identify the triggers if others need support.			**Physical Health** Children will develop an understanding of the risks associated with an inactive lifestyle and substance misuse. They will also learn about healthy meals and personal hygiene.

Art		**The Egyptians (Picasso)** Children will design and make their own Egyptian Mask using Modroc which is inspired by Picasso's style of art.		**Earth and Space (Andy Warhol)** Children will design and draw an aspect of the Solar System using oil pastels. They will use Andy Warhol as inspiration for their work.	**The Anglo Saxons (Naum Gabo)** Children will design and make their own Anglo Saxon Helmet. Naum Gabo will be the artist that they use as inspiration.	
Design Technology	**Footballs** Children will explore how footballs are made. They will learn simple sewing techniques in order to create a class football.		**Moving Toys** Children will explore the market of moving toys. They will then design and make their own moving toy.			**Bread** Children will explore the variety of bread products currently on the market before making their own bread roll.
PE/Games	In PE, children will develop their posture, flexibility and floor moves in gymnastics. In Games, children will begin to develop and consolidate their dribbling and shooting skills in hockey and football.	In PE, children will develop their posture, flexibility and stamina in dance and understand shooting and footwork in netball. In Games, children will continue to develop and consolidate their dribbling and shooting skills in hockey and football.	In PE, children will develop their serve as well as their forehand and backhand in Badminton. They will also begin to learn to ride a bike confidently. In Games, children will start to develop their tackling and defending skills in tag rugby and develop their offensive and defensive skills needed in basketball.	In PE, children will continue to build on their gymnastics moves and will learn the key areas of health related fitness. In Games, children will continue to develop their tackling and defending skills in tag rugby and develop their offensive and defensive skills needed in basketball.	In PE, children will develop a variety of athletic sports including running, throwing and jumping. In Games, children will develop their fielding and striking skills in rounders and applying these skills to full games	In PE, children will develop their serve as well as their forehand and backhand in tennis and they will develop their problem solving and team work skills in OAA. In Games, children will continue to develop their striking and fielding skills in rounders and cricket and apply these skills to games.
French	**Animals** Children will learn how to describe pets and farmyard animals. They will learn how to ask and answer questions about their pets and will write short sentences with opinions and	**Animals** Children will study a text about animals and develop their independent reading skill. They will identify features in a sentence and begin to write their own paragraphs about animals.	**Fruits** Children will learn how to describe fruits referring to their colour and size. They will develop their use of conjunctions to develop opinions and create their own French poem.	**The Planets** To link with our topic of Earth and Space, children will learn the names of the planets in French and describe them referring to size, colour and order from the sun. They will also look at whether the planets are rocky or gas	**Responding to a Story** Children will read the story 'Berthe fait une pizza' to introduce the topic. They will practise sorting food items into gender and continue to consolidate their use of dictionaries. Children will look at a French	**At the Snack Bar** To extend children's learning of food items, they will describe which foods they like and dislike, understand a snack menu and prices and make their own menu. To consolidate their

	conjunctions. Children's learning will be aided by the book 'Aboie Georges'.		Children's learning will be linked to the book 'Dix Petites Graines'.	and the amount of moons and/or rings they have. Children will begin to develop their use of description and present their learning in the form of a concertina book.	pizza menu and design their own pizza. To consolidate their learning, they will write their own instructions for making a pizza.	learning, they will perform a short role play. Children's learning will be supported by the story 'Bon Appetit Monsieur Lapin'.
Music	**Singing** Pupils will learn to sing with increasing musical control, expression and confidence. They will learn to sing a song by the Pentatonix and add body percussion rhythms.	**Saint-Saens Carnival of the Animals.** Pupils will listen to different themes from the Carnival of the Animals and compare them by listening to and discussing the dimensions of music. They will develop their instrumental skills when they learn to play melodies and phrases and then use these skills when they work in an ensemble to compose their own theme for a chosen animal.	**The Titanic** Pupils will learn about the different music that differing social classes listened to on The Titanic. They will learn to play the melody believed to have been played by a string quartet as The Titanic sank. They will look at how stringed instruments work and how they were used to play both classical music and Irish jigs. Through comparing the types of music, pupils will learn increasingly complex rhythmic notation.	**The Planets Suite** Pupils will compare the way that Holst uses music to depict the characteristics of the different planets. Learning to play "Mars" on the keyboard, pupils will read complex rhythms and learn about the pulse and meter of music. As a creative response to the topic, they will compose a musical theme.	**Keyboards** Pupils will develop their keyboard playing skills and focus on how to play chords and basslines. They will learn to read and play along with visual scores in a whole class ensemble.	**Chair Drumming** Pupils will use whole class chair drumming to explore how to play different rhythms at the same time. They will compose and perform their own rhythms and use rhythm notation to record their compositions.
Enrichment		**Hazard Alley trip** **External provider** Children will visit the safety centre in Milton Keynes to understand more about safety in and outside of the home. Children will be hands on in all activities and even	**The Titanic Day** **In house provision** Children will have to opportunity to use the skills they have developed in DT and spend the day creating their own moving toy linked to The Titanic. They will have to opportunity to use a	**Space Day** **In house provision** Children will have a virtual reality experience of Space, whilst spending the rest of the day learning how astronauts live and survive.	**Anglo Saxon Day** **External provider** Children will be immersed in the life of an Anglo-Saxon, handle artefacts and have a go at creating their own Anglo-Saxon chant.	**Residential – Whitemoor Lakes** **External provider** This is an optional residential trip which focuses on developing team building skills and enabling children to challenge themselves physical and mentally with a

		have a go at making an emergency call.	range of different tools.			variety of exciting outdoor challenges such as high ropes, canoeing and raft building.

YEAR 6 CURRICULUM OVERVIEW

	Autumn Term 1 *WW2* 	**Autumn Term 2** *Russia* 	**Spring Term 1** *Planet Earth* 	**Spring Term 2** *Explorers* 	**Summer Term 1** *Vikings* 	**Summer Term 2**  *Fairgrounds*
Writing	**Text Type: Description** **Context: The Blitz** Children to use their sense to write a description of London during a bombing raid in WW2 **Fiction** **Text Type: Persuasive** **Context: Air Raid Precautions** Children to write a persuasive leaflet on air raid precautions and how civilians can keep themselves safe during the Blitz **Non-fiction** **Text type: Narrative** **Context: Suspense** Children to write a story about a RAF dogfight during the Battle of Britain and a battle scene in Europe. **Fiction**	**Text Type: Description** **Context: Transformations** Children to write a descriptions of transformations including werewolves. **Fiction** **Text type: Non-chronological report** **Context: Wolves** Children to showcase their learning through creating information pages on a range of creatures. **Non-Fiction**	**Text type: Non-chronological report** **Context: Animals** Children to write information pages on both domestic and endangered animals. **Non-fiction** **Text type: Explanation Text** **Context: How a python eats a springbok** Children to write an explanation, describing the process of a mighty python devouring a springbok **Non-fiction**	**Text Type: Suspense Narrative** **Context: Diving in to the Abyss** Children to write a suspense narrative about encountering a sea monster while on a mission into the Abyss. **Fiction** **Text Types: Informal Persuasive Writing** **Context: Advert for a new hotel in the Abyss** Children to write a promotional advert about a new hotel in the underwater Abyss. **Non-Fiction** **Text type: Explanation Text** **Context: Miptor Guide** Children to write an explanation leaflet on how to look after a pet ‘miptor’. **Non-fiction**	**Text type: Informal Non-chronological report** **Context: Mythical Creature** Children to write an imagined information report on their house creature. **Non-fiction** **Text type: Formal Non-chronological report** **Context: Tongo Lizard** Children to write a formal information report on an imagined lizard-like creature. **Non-fiction**	**Text Type: Description** **Context: The Clocktower** Children to create a contrasting description based on the short animation ‘The Clocktower’. **Text Type: Script** **Context: Leaver’s Assembly** Children will review their last year at school and write it up as an engaging script to be read during leaver’s assembly **Text Type: Persuasive** **Context: Leaflet** Children to create a persuasive leaflet attracting people to their theme park. **Non-Fiction**

Reading	**Text: War Horse** **Text Type: Fiction** Tying in to our topic on WW2, we read one of Michael Morpurgo's most engaging books about the realities of war.	**Text: White Fang** **Text Type: Fiction** A classic text that tells the story of a wolf and man that become friends. **Text: Non-fiction** We study a range of non-fiction texts that are based around wolves and whether they deserve their reputation as fierce predators. **Text: The Jungle Book** **Text Type: Fiction** We study Rudyard Kipling's classic – in particular, the part where the wolf pack encounters baby Mowgli.	**Text: Skills Booster** **Text type: Fiction and Non-fiction** We focus in depth on essential reading skills across a range of different pieces and text types.	**Text: Revision** **Text type: Fiction and Non-fiction** We look at past papers to build confidence with answering test questions.	**Text: How to train your dragon** **Text Type: Fiction** Novel based around a Viking warrior and his attempt to train a dragon.	**Text: Street Child** **Text Type: Fiction** Novel based around the life of Jim Jarvis – an orphan in London during the time of the industrial revolution.
Maths	**Topic: Number** The children will be taught / consolidate knowledge and understanding of place value to help them read, compare, order, and round numbers. **Topic: Written methods** The children will be taught / consolidate a formal written method	**Topic: Ratio & Algebra** Children will be introduced to ratio notation and how to simplify ratios, before looking at solving ratio problems. Children will learn the order of operations when presented with an equation and how to solve missing number problems.	**Topic: Number** We revisit and build on work from Autumn by rounding decimals and finding decimal equivalents of fractions. Children apply their understanding of number to negative numbers and identify patterns to help them complete number sequences.	**Topic: Ratio/Proportion** Children will extend their understanding of ratio to solve problems and applying to scale drawings. **Topic: Measure** Children will build on their knowledge of area by calculating area of other shapes such as	**Topic: Revision** Over this half term, topics from across the Maths curriculum are revisited to prepare children for sitting KS2 SATs.	**Topic**: **Problem Solving** Children have the opportunity to apply the Mathematical skills gained throughout the year to a range of problem solving projects that require strategic planning, reasoning and perseverance. There is also a heavier

	for all 4 operations. This learning is continually revisited throughout the year. **Topic: Fractions & Decimals** Children will develop their understanding of decimals and apply this to multiplying and dividing numbers by 10, 100 and 100. This will also help to develop children's calculation skills as they begin to apply the processes to decimal numbers. **Topic: Geometry** Children will estimate angles and calculate missing angles using their reasoning. **Topic: Measurement** Children will learn the relationship between metric units of measure and apply this to problems, including those involving area and perimeter. **Topic: Fractions** Children will build on their understanding of common factors and	**Topic: Measure** Consolidation of learning on converting units of measure as well as problems solving. **Topic: Statistics** Using our knowledge of fractions and percentages, we look at pie charts, and linking to our work on measure, we look at conversion graphs. Children will also be taught how to calculate the mean. **Topic: Geometry** We compare and classify 2D and 3D shapes based on their properties, draw 2-D shapes using given dimensions and angles. This will also include work on circles where we will illustrate and name parts of circles, including radius, diameter and circumference. We will build on previous learning by describing positions on the full coordinate grid.	**Topic: Fractions and decimals** We extend learning to more calculations including division of decimals and expressing remainders as fractions and decimals. Children will also compare and order fractions. **Topic: Measure & Statistics** Children will solve measure word problems that involve decimal notation and reading scales. **Topic: Geometry** Children will recognise, describe and build simple 3-D shapes, including making nets. **Topic: Algebra** Children will learn how to use formulas and solve missing numbers in equations and sequences. **Topic: FDP** Children will add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.	triangles and parallelograms. Children will calculate, estimate and compare volume of cubes and cuboids. This learning will then be applied to a range of problems. **Topic: Statistics** Children will interpret data presented in a range of ways, such as pie charts, line graphs and the mean. Children will also be asked to construct and calculate these for given sets of data. **Topic: Geometry** Children will transform shapes by reflecting and translating them on coordinate grids.		focus on mental calculations.

	use this to help them simplify fractions and find equivalent fractions. Children will also learn how to add and subtract fractions.		Children will find fractions and percentages of quantities.			
Science	**Light** We build on prior learning by looking at how we see objects, sources of light, reflection and refraction, how our eye works and investigating the relationship between shadows and distance.	**Animals & Humans** We look at the human skeleton, muscles, the digestive system, the circulatory system and the effect of medicine, diet and exercise.	**Living things and their habitats** We study the classification of living things, vertebrates and invertebrates, characterising plant and animals, researching and Carl Linneaus.	**Evolution & Inheritance** We look at fossils and learn how they are formed while also looking at the work of Darwin and how characteristics are inherited. We also look at how animals are adapted to survive their environments.	**Electricity** Building circuits and experimenting with conductors, insulators and voltage. We will also apply our understanding of circuits to alarms.	**Investigations** We will revisit our Science learning at Bushfield by conducting and planning our own scientific enquiries.
Computing	**Scratch Online** We build upon previous knowledge on Scratch by looking at how to sequence events and create interactive algorithms.	**E-Safety – It's Cool to be Kind** We build upon previous knowledge of E-Safety and look at online bullying, responding to negativity appropriately, the context of online pictures and reflecting and considering appropriate online behaviour.	**Computer Basics** We explore QWERTY keyboards, touch typing and using software to complete a project.	**Lego MindStorms** We build upon our previous knowledge of Lego MindStorms and explore controlling multiple bots at the same time.	**We are Spreadsheet Masters** We explore how spreadsheets are used, why they are useful and how to use them effectively.	**Prezi** We will be looking at Prezi and presenting and evaluating our projects.
History	**The Battle of Britain** We explore different aspects of the war, from evacuees to				**The Vikings** We study the Viking way of life: their	**The Industrial Revolution** We explore the timeline of key events,

	rationing and the Battle of Britain. We look at the use of coding in WW2 and the role of Bletchley Park and why the Battle of Britain was considered a turning point in the war.				houses, weapons, boats and food.	the impact of various inventions, key inventors and the impact on modern day.
Geography		**Russia** Using map skills, we locate cities and topographical features in Russia. We explore climate zones, human geography and natural resources.	**Time Zones** We explore time zones in different countries, research and record climate information in a graph and consider ways to be greener.	**Explorers – Earn a Living** We explore various jobs, industries, trade and climate impact.		
RE		**Christianity – The Old Testament** We will study the Christian story of creation, 'Story of the Fall', 'Story of Noah's Arc' and the belief of the trinity.		**Christianity – The New Testament** We will study the Christian belief of annunciation, Jesus' disciples, the formation of the early church and comparing to the old testament.		**Christianity – The Modern Church** We look at the Christianity church hierarchy, the role of women in the church and various beliefs within the church.
PSHE	**Relationships:** We will look at families, stereotyping, consent and social media.		**Mental Health:** We will look at the impact of mental health, how to support our mental health and peer pressure.			**Physical Health:** We will look at medical science, healthy diets, health support and puberty.
Art		**Sketching** Children will study sketching techniques such as how to create tone and texture through sketching wolves.		**Decoupage** Children will be exploring Charles Darwin's descriptions of animals he discovered and	**Wax Resist** Children create a Viking-themed wax resist art piece.	

		Extended write: Children write a detailed evaluation of their wolf sketch.		creating a 3D decoupage sculpture.		
Design Technology	**Fixing & Joining: Sewing** Inspired by the concept of 'Make, Do and Mend' children will design and make their own piece of clothing using recycled materials. We will also hold a VE day celebration where children will make cakes following rationing recipes, discussing the effect of this on nutrition.		**Cross-Sectional Diagrams** Inspired by sustainable energies, children design and create a wind turbine that can generate electricity. As part of the process, they will learn how to draw cross-sectional diagrams of their design.			**Designs with electrical components** Children will design and make their own moving model of a fairground ride that will be programmable, using skills from computing.
French	**Weather** We will lean vocabulary and phrases to describe weather on a particular day. We will use this to help us understand a forecast and create our own using geography of France and its key cities.	**Clothing** We will learn clothing words and link to weather to re-construct the story of "Quel temps fait-il, Berthe?. We will also look at the features of the story and create own adapted and illustrated version.	**Sport** We will learn to describe the sports that we play and do; describing what other people do, linking sports with different weather and which clothes we wear to play which sports.	**Town & Travel** We will learn to describe facilities and buildings in our town, saying where we are going and who with, telling the time, saying how we go to places (methods of transport) and talking about future plans.	**German** We begin by learning greetings and playing language games to learn the numbers 1-12 and say our ages. Children will also learn how to ask for and say their name. We will be making links with French and English.	**Spanish** We begin by learning greetings and playing language games to learn the numbers 1-12 and say our ages. Children will also learn how to ask for and say their name. We also learn the words for colours.
Music	**Music in WW2 – The 12 Bar Blues Keyboards** Pupils will look at the role of music in WW2 focussing on the music	**Topic: Peter and the Wolf – Prokofiev** Pupils will develop their knowledge of the orchestra and its instruments through	**Topic: Earth – Hans Zimmer** Pupils will develop their ability to critically appraise music and	**Topic: Music Technology - Bandlab** Pupils will compose their own music using the Digital Audio	**Topic: Ukele playing** Pupils will learn to play chords on a Ukele and be able to follow visual	**Topic: Singing** Pupils will develop their vocal skills and learn a variety of challenging songs with

	of Glen Miller and his Big Band. As part of listening to and learning to play " In the Mood" on the keyboards, pupils will learn about the 12 Bar Blues and learn how to improvise on the 12 Bar Blues structure.	studying Peter and the Wolf. They will learn to play musical motifs on a variety of tuned instruments and select the instrument to produce the appropriate sound and mood. As a creative response to Peter and the Wolf , pupils will compose their own musical motif to depict a character and narrative.	identify what makes it effective for a given audience. They will listen to and respond to the music of Hans Zimmer and develop their instrumental and composition skills to compose a piece of music to depict planet earth.	Workstation. They will develop their skills in creating loops and introduction and select sounds to create different moods.	scores and play in a whole class ensemble.	harmonies and body percussion. Pupils will learn lyrics and discuss the meaning of songs and how music can support them at times of transition.
PE	Children will develop competence in competitive sports such as badminton, handball, hockey and football, where they will also learn attacking and defending principles.	Children will develop flexibility, strength, technique, control and balance through weekly dance lessons using a range of movements and patterns. This will be taught alongside continued teaching of competitive sports: Basketball Hockey Football	During Spring term, the children will also have OAA sessions where they are required to use problem solving skills and working as a team to solve challenges. Children will also build on coordination skills through learning of tag-rugby, netball, and gymnastics.		Running, jumping, throwing and catching skills are the focus of summer term as children develop skills in a range of athletic sports, cricket, rounders and tennis.	
Enrichment	**<u>RAF Museum Visit</u>** To support our learning on the role of the RAF and the Battle of Britain, we visit the RAF museum in Hendon to learn more about air raids during WW2.	**<u>Wolf Keeper</u>** To support our learning on Russia and wolves, we will have a talk from a wolf keeper from Woburn Safari.	**<u>Earth Day</u>** To consolidate our learning from the topic, we will be exploring various maths and science topics in relation to our planet.	**<u>Science Dome</u>** To support our learning on exploration and the abyss, we will have a visit from a science dome and they will experience what life is like under water.	**<u>Viking Week</u>** Erik the Viking **External provider** Children are visited by Erik Erikkson, a Viking expert, and are given the opportunity to handle Viking artefacts	**<u>Residential</u>** Bournemouth residential. **External provider** This is an optional residential visit. **<u>Drayton Manor</u>**

	<u>VE Day</u> We will be holding a VE day in Year 6 and rotating around WW2 activities.				and find out about Viking life. Other activities in the week include designing and making Viking longships, shields and helmets, as well as cooking a Viking feast. We make time to play a Viking game of Kubb too.	Children are rewarded for their hard work with a fun day out at Drayton Manor Theme Park. This ties in to their work on theme parks in both English and Maths.