

Carlton Primary School
Year 5 & 6 Curriculum Map D

	Autumn		Spring		Summer	
Literacy- Fiction	The Door Zelda Claw and the rain cat		The Canal Anansi and the Box of Stories (Y5)		Kidnapped Little Vixen Street	
Literacy- Non- Fiction	Report Explanation		Instructions Persuasion		Recount Discussion	
Poetry	Shadow Collector Tiger Tiger	'WIND-CAT' by Robert Westall	Poems to stretch vocab (Jack Prelutsky)	Shadow Collector Tiger Tiger	'WIND-CAT' by Robert Westall	Poems to stretch vocab (Jack Prelutsky)
Reading	Holes, Skellig		The Boy in the Striped Pyjamas The Arrival,		Pig Heart Boy The Boy at the back of the Class	
Year 5 & 6 Maths	Y5 Place value Addition and subtraction Multiplication and Division Fractions A	Y6 Place value Addition, subtraction, multiplication and division, Fractions A, Fractions B Converting units	Y5 Multiplication and Division Fractions B Decimals and Percentages Perimeter and Area Statistics	Y6 Ration, Algebra, Decimals Fractions, decimals and percentages Area, perimeter and volume, Statistics	Y5 Shape Position and Direction Decimals Negative numbers Converting units Volume	Y6 Shape Position and direction, Consolidation, themed projects, problem solving
Science	Y5 Earth & Space Forces	Y6 Electricity Light	Y5 Properties and changes of materials Living things and their habitats	Y6 Evolution and inheritance Living things and their habitats	Y5 Animals inc Humans	Y6 Animals inc Humans
	Working Scientifically					
History	WW2 and its legacy		Democracy and the root of British values		Non-European society e.g. Mayan	
Geography	Climate zones & Climate Change				Non-European location- compare & contrast	
	Geographical skills and fieldwork					
RE	What matters most to Christians and Humanists?				What would Jesus do? Can we live by the values of Jesus in the 21st Century?	
	Rosh Hashanah & Yom Kippur		Holi			
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
MFL	U19 Les Portraits		U21 Le Carnival		U23 Tour de France	

	U20 Les Cadeaux	U22 Au Café	U24 Les Destinations			
Music	Reading notation & Performance Recorders introduction	Recorder & Performance	Composition (I pads) & Performance Y4/5/6 Production			
	Singing and listening					
PE	Dodgeball	Fitness	Dance	Gymnastics	Athletics	Tennis
	Netball	Tag Rugby	Yoga	OAA	Swimming	
Design Technology	Levers and linkages or pneumatic systems – mechanical control Structures Electrical circuits and control (including computer control)					
Art	Focus Artist: Grayson Perry – Potter and Textile Artist (24 March 1960 – Present. British)					
	Drawing		Painting		Print	
	One off experience:					
Computing	Algorithms and programming- Designing solutions working with variables. <i>NCCE- Variables in games- Scratch</i>					
	Information Technology- Combining software. <i>NCCE- Programming b sensing- Microbit</i>					
	Digital Literacy- Understanding Cyberbullying					
	Excel <i>NCCE- Data and information spreadsheets</i>					
Visits	Y5 & Y6 Residential, Y6 London (TBC)					
Life skill	Presenting/Debating to audience, sewing (Reflected),					
ReflectEd	New skills- Sewing Growth Mindset Mistakes		Successful learners Reading Problem solving & memory		Growth mindset Metacognitive talk Plan, monitor, evaluate	
	Cooking International Cuisine					

Selby Community Primary School
Year 5 end of Year subject expectations

Subject	Expected Standard			
Science	With support, identify key questions for investigation. Suggest methods of testing including a fair test and begin to suggest how to collect evidence. Make predictions based on scientific knowledge.	Make observations, comparisons and measurements with increasing precision. Carry out an investigation systematically, ensuring variables are controlled to keep the test fair.	Identifying simple trends and patterns from findings and use tables, bar charts and line graphs, making appropriate use of ICT. Use appropriate scientific language and conventions to communicate.	Relate evidence to scientific knowledge and understanding.
PE	Compose sequences in their own way.	Children demonstrate controlled jumping and landing. Developing knowledge of evaluation of own and peers routine.	They are able to pass, dribble, shoot, throw and catch, use a racket with accuracy. Can move around a court/pitch effectively. Children work as part of a team with a common aim and use a range of techniques. They choose a tactic for defending and attacking.	Talk about the importance of exercise on the body and the physical effects of exercising regularly.
History	Draw timelines of historical periods showing key events or lives of significant people.	Confidently use a range of evidence to test a hypothesis in order to answer questions.	Compare more than two historical periods explaining how things have stayed the same/changed including the locality.	
Geography	Become a skilled user of OS maps, atlases, globes and aerial photographs. Use OS symbols and 6 figure grid references. Ask and answer questions using a map.	Know the difference between UK, GB and the British Isles. Find at least 6 cities in the UK using a map. Name and locate the main islands that surround GB. Plan a journey to a place in England. Explain how a location fits into a wider geographical location with reference to human and economical features.	Understand where and how earthquakes happen.	
RE	Use religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs and lifestyles. Make links between the various religions studied. Have an awareness of the religions followed locally, and nationally in the UK. Begin to understand some reasons behind the rise of extremist groups.		Raise questions about sacredness, identity, values and belonging to a community. Be able to explain why they find someone else inspirational (religious or otherwise), and how this could impact on their own life.	
Art	Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.	Sculpture- use frameworks and moulds to provide stability and form Modroc/plaster of paris. Combine with digital media to create animation. Painting- Use different types of brushes, focusing on tint, tone and shade. Use colour to reflect mood using acrylic. Drawing- Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective	Regularly analyse and reflect on their progress taking account of what they hoped to achieve	Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Describe the processes they are using and how they hope to achieve high quality outcomes.
DT	Use research and other criteria to develop products which are fit for purpose. Use annotated sketches, drawing apps, or prototypes to explain their ideas.	Use a wide range of tools and techniques to produce a product that is fit for purpose. Products include mechanical and electrical components to provide control, possibly using computers. Work includes textile techniques.	Evaluate their own product against design criteria. Evaluate existing products to gain ideas for their own design.	Know that food is grown and reared. Be aware of a balanced diet. Prepare a range of savoury food products safely and

			Understand the work of designers.	hygienically using a heat source.
Computing	Combine sequences and procedures to turn devices on and off. Design algorithms that involve repetition and 2-way selection.	Analyse and evaluate information and understand the usefulness of search results.		Understand choices when using technology and all content is safe and true.
Music	Perform with increased musical fluency across a range of instruments and through singing.	Develop greater depth of knowledge of harmonic sequences and language.		Utilise developed knowledge and explore the creative possibilities of arrangement and composition through use of iPads and music technology.
PSHE	Identify their strengths, areas for improvement and set high aspirations and goals.	Know what makes a healthy lifestyle – the benefits of exercise and healthy eating and the factors that affect mental health.	Know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices.	
Languages	Hold a simple conversation with 2-3 exchanges.	Name and describe people, places and objects, have a growing knowledge of high frequency words.	Understand a short story or factual text when listen to and reading French.	Writing short paragraphs of 3-4 sentences.

Selby Community Primary School
Year 6 end of Year subject expectations

Subject	Expected Standard			
Science	Create and test a hypothesis Plan an investigation including a fair test and decide how to collect evidence appropriately.	Make relevant observations and take measurements using simple apparatus correctly. Begin to decide when observations and measurements need to be checked, by repeating, to give more reliable data.	Begin to explain anomalous results. Make practical suggestions about how their working methods could be improved. Communicate findings succinctly using scientific terminology.	
PE	Children develop sequences and their own dances, choosing their music and style and respond to feedback.	Children are able to execute planned jumps, rolls and sequences with precision and can critically evaluate their routine.	Children can work on their own and in a team being able to make a team and communicate a plan. They can think of rules for games and play to the agreed set of rules. Children can umpire games fairly	Children can talk about the impact of diet, exercise, drugs and lifestyle on health and plan activities to keep them healthy.
History	Place features of historical events, people and periods from the past in chronological order.	Begin to understand bias in sources.	Identify and explain differences, similarities and changes in different periods in history. Use appropriate historical vocabulary to communicate,	
Geography	Use maps to explain how time zones work and compare and contrast different locations of the world in terms of resources, climate, trade, settlements.	Understand different climate zones and have an understanding of what climate change is and how it is impacting on the world	Describe how some places are similar and different in relation to human and physical features.	
RE	Use religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs and lifestyles. Make links between the various religions studied and describe differences within and between them Have an awareness of the religions followed locally, and nationally in the UK. Understand some reasons behind the rise of extremist groups.		Raise questions about sacredness, identity, values and belonging to a community. Describe what inspires themselves and others. Understand the meaning, and importance, of diversity in our society.	
Art	Independently develop a range of ideas which show curiosity, imagination and originality Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.	Printing- Create printing design by simplifying an initial sketch idea. Develop printing techniques mono or relief/impressed method. Create prints with three or more overlays. Work into prints with a range of media. Eg pens, paints. Drawing- Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective	Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work	Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. Use technical vocabulary and techniques for modifying the qualities of different materials and processes.
DT	Use research and other criteria to develop products which are fit for purpose. Use annotated sketches, drawing apps or prototypes to explain their ideas.	Effectively use a wide range of tools and finishing techniques to produce a product that is fit for purpose. Products include mechanical and electrical components to provide control, possibly using computers. Awareness of textile finishing techniques.	Evaluate their own product against design criteria. Understand form, function and the work of designers. Evaluate existing products to gain ideas for their own design.	Know that food is grown and reared and be aware of the influence of the seasons. To be able to prepare and cook a variety of savoury dishes using a heat source. Be aware of a healthy, varied diet.

Computing	Design a solution by breaking a program up and use logical reasoning to detect errors. Work with variables and explore 'what if' questions by planning scenarios for different devices.	Select use and combine software on a range of digital devices.	Know how cyberbullying is similar to or different than in-person bullying and learn strategies for handling cyberbullying when it arises.
Music	Perform with control of the instrument/voice and clarity of rhythm and tone. Compose a song in an ensemble context.	Show an understanding of musical history, form and dimensions in written and discursive contexts.	Further enhance the possibilities offered in creating and combining sounds, through arranging and composing in using iPads and technology to good effect.
PSHE	Identify positive achievements during their time in Primary School and set ambitious goals for their future.	Understand the impact of growth and adolescence on their hygiene, physical activity and nutritional needs.	Know they have the same rights and opportunities in learning and work as other people. Identify and demonstrate some of the key qualities and skills that employers are looking for.
Languages	Hold a short conversation with at least 4 exchanges. Use knowledge of grammar to speak correctly.	Name and describe people, places and objects, have a secure knowledge of high frequency words.	Understand a short story or factual text and note the main points.
			Able to keep themselves and others safe.
			Use the context of written French to work out unfamiliar words. Writing paragraphs of 4-5 sentences.

Carlton Primary

Subject Vocabulary

PE	stamina	formation	umpire	blindside
	intensity	aesthetic	rebound	tread (water)
	collaboration	initiative	double-marking	sculling
Science (Year 5)	gestation	dissolve	orbit	air resistance
	transparency	(ir)reversible	axis	water resistance
	conductivity	Solar System	gravity	friction
Science (Year 6)	micro-organism	adaptation	ventricle	fossil
	circulatory system	inheritance	atrium	evolution
	vein	artery	valve	voltage
	classification	phenomena	aorta	current
History	controversy	reign	causation	communism
	cultural diversity	influence	Oba of Benin	advancements
	dynasty	legacy	era	bias
Geography	Know the names of major countries of the World (non-European)			
	time zone	Biomes	Economic features	Greenwich Meridian
	climate change	Climate zone	easting	northing
	microclimate	co-ordinates	demographics	impact
RE	afterlife	values	morals	Holi
	bereavement	humanists	Yom Kippur	dilemma
	Rosh Hashanah	Holla Mohalla		
Art	monochrome	collage	positive image	potter
	disproportionate	portraiture	negative image	textile artist
	focal point	imagery	limited edition	
	representational	arrangement	bleed	
DT	criteria	electronic	end-user	control
	improvement	drive belt	specification	gear ratio
	design brief	nutrition	connector block	modification
Computing	phishing	formula	sheets	logical reasoning
	scenarios	interrogate	form	solution
	spyware	firewall	virus	spreadsheet

	column	row	lookup, hlookup,	conditional formatting								
Music (Year 5)	fortissimo	pizzicato	tremolo	genre								
	pianissimo	syncopation	semibreve	structure								
Music (Year 6)	semiquaver	time signature	major/minor	timbre								
	mezzo forte	bar	mezzo piano	sharp/flat								
PSHE (Year 5)	citizen	opportunities	emergency	perception								
	voice	contribution	body image	hormones								
	culture	lungs	personal attributes	pregnancy								
	racism	liver	self esteem	Foetus								
	direct/indirect	heart	social media	IVF								
PSHE (Year 6)	universal rights	disability	drugs	mindfulness								
	laws	prejudice	exploitation	mutual respect								
	role model	discrimination	gangs	transition								
	normal	admire	stress									
	power	global	grief									
MFL	The monster has... An earring freckles beard Who is it?	Does he/she have..? He / she is wearing... We are looking for...	present I am asking for... It's fantastic He likes	She likes it's too expensive it's cheap The price	Which animal is it? Who lives here? on the farm	in the sea OK? / Not OK? ferocious strong shy	What did you eat? What did you drink? Sorry, can you repeat that?	because it is... sweet salty greasy I drank... I ate...	Welcome to Paris Which area is it? race cyclist	stage team jersey shorts helmet	Which country is it? Where are you going? Where is it? I will see	I am going to... Here, we speak... I will bring back