Bollington St. John’s Church of England

Primary School



*Where talent grows*

Head Teacher: Mrs M. Walker

Head of Teaching, Learning and Assessment: Mrs E. Watson

*“Whatever you do, work at it with all your heart, as working for the Lord”****Colossians 3:23***

**Class 4 Year 5/6**

**Curriculum Design- Mapping the Curriculum Year A**

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| **Class: 4**  **Year Groups: 5/6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths**  **White Rose Key Concepts** | **Year 5**  **Number- Place Value**  **Number- Addition and subtraction**  **Number- Multiplication and division A**  **Number- Fractions A**  **Year 6**  **Number- Place Value**  **Number- Four operations**  **Number- Fractions A**  **Number- Fractions B**  **Number- Measurement- Converting units** | | **Year 5**  **Number- Multiplication and division B**  **Number- Fractions B**  **Number- Decimals and percentages**  **Measurement- Perimeter and area**  **Statistics**    **Year 6**  **Number- Ratio**  **Number- Algebra**  **Number- Decimals**  **Number- Fractions, decimals and percentages**  **Measurement- Perimeter, area and volume**  **Statistics** | | **Year 5**  **Geometry- Shape**  **Geometry- Position and direction**  **Number- Decimals**  **Number- Negative numbers**  **Measurement- Converting units**  **Measurement- Volume**  **Year 6**  **Geometry- Shape**  **Geometry- Position and direction**  **Themed projects, consolidation and problem solving** | |
| **English**  **Literacy Tree Units** | **The Man Who Walked Between Two Towers**  **-Report/Information**  **-Biography**  **-Persuasion**  **-Narrative**  **Night Mail**  **-Poetry**  **-Summary**  **-Narrative** | **The Unforgotten Coat**  **-Narrative**  **-Summary**  **-Non-chronological report**  **Suffragette: The Battle for Equality**  **-Non-fiction**  **-Argument**  **-Speech** | **The Lost Happy Endings**  **-Recount**  **-Newspaper**  **-Narrative**  **Hidden Figures: The True Story of Four Black Women and the Space Race**  **-Non-chronological Report**  **-Narrative**  **-Persuasive**  **-Journalistic** | **The Hidden Forest**  **-Non-Chronological report**  **-Argument/Persuasion**  **-Poetry**  **Can We Save the Tiger?**  **-Letter**  **-Explanation**  **-Poem**  **-Persuasion/Discussion** | **The Lost Thing**  **-Narrative**  **-Play script**  **-Non-chronological report**  **Anne Frank**  **-Narrative**  **-Report** | **Origami Yoda**  **-Discussion**  **-Persuasion**  **-Recount**  **-Instructions**  **The Last Wild**  **-Report**  **-Recount**  **-Narrative** |
| **Science** | **Materials: Mixtures and separation** | **Materials: Properties and changes** | **Forces and space: Earth and space** | **Living things: Life cycles and reproduction** | **Forces and space: Imbalanced forces** | **Animals: Human timeline / Making connections** |
| **History** | **Were the Vikings raiders, traders or something else?** |  | **What was life like in Tudor England?** |  | **What was the impact of World War 2 on the people of Britain?** |  |
| **Geography** |  | **What is life like in the Alps?** |  | **Would you like to live in the desert?** |  | **Where does our energy come from?** |
| **ICT and Computing** | **Data Handling- Mars Rover 1**  **ESafety-**  **Lesson 1: Online protection** | **Creating Media- Stop motion animation**  **ESafety-**  **Lesson 2: Online communication** | **Skills Showcase- Mars Rover 2**  **ESafety-**  **Lesson 3: Online reputation** | **Computing systems and networks- Bletchly Park**  **ESafety-**  **Lesson 4: Online Bullying** | **Programming- Micro:bit**  **ESafety-**  **Lesson 5: Online Health** | **Skills showcase- Inventing a product** |
| **Music**  **Condensed scheme** | **Composition notation (Theme: Ancient Egypt)** | **Theme and variation**  **(Theme: Pop Art)** | **Baroque** | **Composing and performing a Leavers’ Song** |  |  |
| **French**  **Condensed scheme** | **French Monster Pets** | **Shopping in France** | **Planning a French holiday** | **Meet my French family** |  |  |
| **Art and design/ Design and Technology**  **Combined** | **Painting and mixed media: Portraits** | **Mechanical systems: Making a pop-up book** | **Drawing: I Need Space** | **Electrical systems:**  **Doodlers** | **Cooking and nutrition: What could be healthier?** | **Drawing: Make my voice heard** |
| **Stand alone lessons- Art and design Unit: Craft and design: Architecture (Lesson 3, 4 and/or 5)** | | | | | |
| **RE Cycle A** | **Life as a Journey** | **Advent** | **Jesus** | **Easter** | **St Paul** | **People of Faith** |
| **PE** | **Football**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Basketball**  **(Dribbling and ball control, passing, catching, tackling, shooting, small sided game play, tactical play, outwitting opponent)** | **Hockey**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Fitness skills circuit**  **(Endurance, speed, agility, hand eye coordination, acceleration)** | **Gymnastics**  **(Shapes, controlled movements, jumps, rolls, climbing equipment, sequencing, routine performance)**  **Skill games circuit**  **(Ball skills, jumping, dodging, tagging, aiming at targets)**  **Dance**  **(Moving to music)** | **Netball**  **(Passing, tackling, shooting, footwork, small sided game play, tactical play, outwitting opponent)**  **Tag Rugby**  **(passing, tagging, evading, understanding rules, small sided game play, attack v defence overloads)** | **Athletics**  **(Long distance running, sprinting, jumping for distance, run and jump over obstacles, pull throw, push throw, team replay)**  **Rounders**  **(Throwing and catching, striking, fielding, backstop, tactics, team work)** | **Cricket**  **(Throwing and catching, batting, bowling, fielding, wicket keeping, tactics, team work)**  **Tennis**  **(Ball control, hitting, footwork, gameplay, serving)** |
| **Outdoor/ Local Learning** |  |  | **Mosque visit** |  | **Residential** |  |
| **SDGs/ Global Learning** |  | **SDG 15 (Geography)**  **SDG 17 (RE)** | **SDG 9 (Science)** | **SDG 3/4/16 (RE)**  **SDG 14/15 (Science)** | **SDG 5/8/9/16 (History)**  **SDG 4/911/12 (RE)** | **SDG 7/9/13 (Geography)** |

**Class 4 Year 5/6**

**Curriculum Design- Mapping the Curriculum Year B**

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| **Class: 4**  **Year Groups: 5/6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths**  **White Rose Key Concepts** | **Year 5**  **Number- Place Value**  **Number- Addition and subtraction**  **Number- Multiplication and division A**  **Number- Fractions A**  **Year 6**  **Number- Place Value**  **Number- Four operations**  **Number- Fractions A**  **Number- Fractions B**  **Number- Measurement- Converting units** | | **Year 5**  **Number- Multiplication and division B**  **Number- Fractions B**  **Number- Decimals and percentages**  **Measurement- Perimeter and area**  **Statistics**    **Year 6**  **Number- Ratio**  **Number- Algebra**  **Number- Decimals**  **Number- Fractions, decimals and percentages**  **Measurement- Perimeter, area and volume**  **Statistics** | | **Year 5**  **Geometry- Shape**  **Geometry- Position and direction**  **Number- Decimals**  **Number- Negative numbers**  **Measurement- Converting units**  **Measurement- Volume**  **Year 6**  **Geometry- Shape**  **Geometry- Position and direction**  **Themed projects, consolidation and problem solving** | |
| **English**  **Units** | **The Boy in the Tower**  **-Journalistic**  **-Narrative**  **-Formal letter**  **The Sleeper and the Spindle**  **-Recount**  **-Narrative** | **Firebird**  **-Letters**  **-Recounts**  **-Narrative**  **The Arrival**  **-Narrative**  **-Recount** | **Romeo and Juliet**  **-Narrative**  **-Recount**  **-Play script**  **-Persuasion**  **Unspoken**  **-Biography**  **-Recount**  **-Letter of advice** | **The Tempest**  **-Setting description**  **Character description**  **-Diary entries**  **-Play script**  **King Kong**  **-Poetry**  **-Narrative**  **-Summary**  **The Invention of Hugo Cabret**  **-Recount**  **-Report**  **-Journalistic writing**  **-Letters**  **-Instructions/ Explanation** | **The Sleeper and the Spindle**  **-Recount**  **-Narrative**  **Percy Jackson**  **-Poetry**  **-Narrative**  **Rain Player and History in Infographics: The Maya**  **-Instructions**  **-Report** | **The Three Little Pigs Project**  **-Persuasion**  **-Debate**  **Otto, Autobiography of a Teddy-bear**  **-Newspaper article**  **-Historical story** |
| **Science** | **Living things: Classifying big and small** | **Energy: Light and reflection** | **Living things: Evolution and inheritance** | **Energy: Circuits, batteries and switches** | **Animals: Circulation and exercise** | **Making connections** |
| **History** | **What does the census tell us about our local area?** |  | **What did the Greeks ever do for us?** |  | **Unheard histories: Who should feature on the £10.00 banknote?** |  |
| **Geography** |  | **Why does population change?** |  | **Why do oceans matter?** |  | **Can I carry out an independent fieldwork enquiry?** |
| **ICT and Computing** | **Programming- Programming music**  **ESafety-**  **Lesson 1: Life online** | **Creating media- History of computers**  **ESafety-**  **Lesson 2: Sharing online** | **Search engines- Computer systems and networks**  **ESafety-**  **Lesson 3: Creating a positive online reputation** | **Data handling- Big data 1**  **ESafety-**  **Lesson 4: Capturing evidence** | **Data handling- Big data 2**  **ESafety-**  **Lesson 5: Password protection** | **Programming- Introduction to python**  **ESafety-**  **Lesson 6: Think befor you click** |
| **Music Condensed Scheme** | **Dynamics, pitch and tempo**  **(Theme: Fingal’s Cave)** | **Blues** | **South and West Africa** | **Composition to represent the festival of colour**  **(Theme: Holi Festival)** |  |  |
| **French**  **Condensed Scheme** | **French sport and the Olympics** | **In my French house** | **French verbs in a week** | **Visiting a town in France** |  |  |
| **Art and design/ Design and Technology**  **Combined** | **Textiles: Waistcoats** | **Sculpture and 3D: Interactive installation** | **Structure: Playgrounds** | **Craft and design: Photo opportunity** | **Digital world: Navigating the world** | **Sculpture and 3D: Making memories** |
| **Art and design Unit: Painting and mixed media: Artist study (Lesson 1, 4 and/or 5)** | | | | | |
| **RE Cycle B** | **The Bible** | **Christmas** | **The Exodus** | **Jesus** | **God** | **Loss, Death and Christian Hope** |
| **PE** | **Football**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Basketball**  **(Dribbling and ball control, passing, catching, tackling, shooting, small sided game play, tactical play, outwitting opponent)** | **Hockey**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Fitness skills circuit**  **(Endurance, speed, agility, hand eye coordination, acceleration)** | **Gymnastics**  **(Shapes, controlled movements, jumps, rolls, climbing equipment, sequencing, routine performance)**  **Skill games circuit**  **(Ball skills, jumping, dodging, tagging, aiming at targets)**  **Dance**  **(Moving to music)** | **Netball**  **(Passing, tackling, shooting, footwork, small sided game play, tactical play, outwitting opponent)**  **Tag Rugby**  **(passing, tagging, evading, understanding rules, small sided game play, attack v defence overloads)** | **Athletics**  **(Long distance running, sprinting, jumping for distance, run and jump over obstacles, pull throw, push throw, team replay)**  **Rounders**  **(Throwing and catching, striking, fielding, backstop, tactics, team work)** | **Cricket**  **(Throwing and catching, batting, bowling, fielding, wicket keeping, tactics, team work)**  **Tennis**  **(Ball control, hitting, footwork, gameplay, serving)** |
| **Outdoor/ Local Learning** |  | **Synagogue visit** |  |  | **Orienteering** |  |
| **SDGs/ Global Learning** | **SDG 14/15 (Science)** | **SDG 8/11 (Geography)** | **SDG 9 (History)** | **SDG 7/11/14 (Geography)** | **SDG 3 (Science)** | **SDG 14/15 (Geography)** |