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** |
| **MusicCondensed 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)** |