

## Y5 and Y6 Year B Wider Curriculum Overview

	Autumn	Spring	Summer
<b>HISTORY/ GEOGRAPHY</b>	<p style="text-align: center;"><u>AMERICAN RELATIONS</u></p> <p>In this geography unit the children learn about America and its impact on the wider world. Children will learn about the 50 states and how they are similar and different in landscapes, customs and cultures.</p> <p>Suggested read: A Twist of Gold by Michael Morpurgo</p>	<p style="text-align: center;"><u>MYTH AND LEGEND</u></p> <p>In this history unit, children will uncover the myths and legends of Ancient Greece and discover how ancient Greek life and its achievements have influenced the western world. Children will study the Olympic games and how these have adapted and changed over the years.</p> <p>Suggested read: Who Let the God's Out? By Maz Evans</p>	<p style="text-align: center;"><u>THE INDUSTRIAL REVOLUTION AND ISAMBARD KINGDOM BRUNEL</u></p> <p>In this history unit, children will learn that the Industrial Revolution was a time of significant change in technology and trade. They will learn how the Victorians saw people change the way they lived their daily lives forever. They will undertake an in depth study into the innovations and inventions with a focus on local inventor Isambard Kingdom Brunel.</p> <p>Suggested read: The Story of Isambard Kingdom Brunel, the man who built Britain by Amanda Mitchison.</p>
<b>RE</b>	<p>What does it mean to be a Muslim in Britain today?</p> <p>INCARNATION Was Jesus the Messiah? Christmas</p>	<p>GOD: What does it mean if God is Holy and Loving?</p> <p>Why is the Torah so important to Jewish people?</p>	<p>GOSPEL: What would Jesus do? Why do some people believe in God and some people not? OR What matters most to Humanists and Christians?</p>
<b>D.T</b>	<p style="text-align: center;"><u>PROGRAMMING PIONEERS</u></p> <p>In this unit children will focus on designing, developing, testing and prototyping computer-controlled electronic systems for homes such as motion-sensor activated alarms and door buzzers.</p>	<p style="text-align: center;"><u>BIRD HOUSE BUILDERS</u></p> <p>In this unit children will learn about bird houses and why they are constructed for birds in our environment. They will get the chance to research common birds and design a bird house suitable for a bird to nest in.</p>	<p style="text-align: center;"><u>BURGERS</u></p> <p>In this unit children will have chance to practise and improve their cooking skills. Children will design, cook, taste and evaluate their own burgers and burger sauces.</p>
<b>ART</b>	<p style="text-align: center;"><u>JAPANESE ART</u></p> <p>In this unit children will explore the history of Japanese art and its place in modern culture. This will include opportunities to complete block printing (ukiyo-e) the concept of Notan, origami, calligraphy (shodo), folk art and even manga.</p>	<p style="text-align: center;"><u>TALKING TEXTILES</u></p> <p>In this 3-dimensional unit children will explore storytelling through textiles. Using the Bayeux tapestry as a starting point and exploring how other artist create wordless stories in textiles.</p>	<p style="text-align: center;"><u>LEONARDO DA VINCI</u></p> <p>In this unit children will find out about the Renaissance and Leonardo da Vinci's outstanding accomplishments. There will be opportunities to recreate famous portraits and religious paintings in a fun and interactive way.</p>
<b>MUSIC</b>	<p style="text-align: center;"><u>HAPPY</u></p> <p>In this unit the learning is focussed around the song Happy, a Pop song by Pharrell Williams. Children will listen and appraise a variety of pop songs.</p> <p style="text-align: center;"><u>CLASSROOM JAZZ 2</u></p> <p>The learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues</p>	<p style="text-align: center;"><u>A NEW YEAR CAROL</u></p> <p>The learning in this unit, is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. Within the unit children have the opportunity to research Benjamin Britten's life and to listen to many of his other works.</p> <p style="text-align: center;"><u>YOU'VE GOT A FRIEND</u></p> <p>All the learning in this unit is focused around one song: You've Got A Friend by Carole King. Children will extend their understand of rhythm, pulse, tone and tempo through music appraisal activities, performances and compositions.</p>	<p style="text-align: center;"><u>MUSIC AND ME</u></p> <p>This unit focuses on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now. Children will explore the concept of 'identity' – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences. They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.</p> <p style="text-align: center;"><u>REFLECT, REWIND, REPLAY- CLASSICAL</u></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<b>COMPUTING</b>	<p style="text-align: center;"><u>WE ARE APP PLANNERS</u></p> <p>Children will learn about the capabilities of smartphones, think of a problem that a smartphone or tablet app could solve, and then pitch the idea for their app.</p> <p style="text-align: center;"><u>WE ARE PROJECT MANAGERS</u></p> <p>Children will work collaboratively to develop a smartphone or tablet app. Pupils apply computational thinking to the task of managing a complex project.</p>	<p style="text-align: center;"><u>WE ARE MARKET RESEARCHERS</u></p> <p>Children will conduct research into the potential market for their app, using an online survey together with interviews or focus groups. They analyse the data and information they obtain and create a presentation summarising their findings.</p> <p style="text-align: center;"><u>WE ARE INTERFACE DESIGNERS</u></p> <p>Children will start to design the look/feel of their app's interface. They begin by sketching ideas, planning the different screen layouts for their app and developing these using a wireframing tool.</p>	<p style="text-align: center;"><u>WE ARE APP DEVELOPERS</u></p> <p>Children will create a working app. They will write down their algorithms, and use a programming toolkit to code them.</p> <p style="text-align: center;"><u>WE ARE MARKETEERS</u></p> <p>Children will work collaboratively to produce marketing materials for the app they have been developing. They will create a poster or flyer, develop a simple website, and shoot a short video.</p>
<b>PE</b>	<p><b>OAA</b> - Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>Tennis &amp; Tag Rugby</b>- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>ROH Create &amp; Dance 'The Nutcracker' Unit</b> - Perform dances using simple movement patterns.</p>	<p><b>Netball &amp; Hockey</b> - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Gymnastics</b> - Develop flexibility, strength, technique, control and balance.</p>	<p><b>Athletics</b> - Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Volley sport</b> - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>
<b>PSHE</b>	<p>Year 5 Smoking Year 6 Alcohol</p>	<p>Year 5 Anger Year 6 Worry <b>Computer Safety:-</b> Year 5 Image sharing Year 6 Making friends online</p>	<p>Year 5 A world without judgement Year 6 A world without judgement <b>Relationships / Growing and Changing :-</b> Year 5 Puberty Year 6 Conception</p>
<b>MFL</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>to use the informal greeting <i>Salut!</i></li> <li>how to ask someone how they are, and how to respond</li> <li>the months of the year</li> <li>to use the question <i>et toi?</i> to ask a question based on a statement</li> <li>how to write and say the date in English and French</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>To name some typical classroom objects</li> <li>ask and answer questions about classroom objects</li> <li>dictionary skills – to be able to sort words into alphabetical order</li> <li>to hear the letters of the French alphabet</li> <li>learn about formal and informal language, <i>s'il vous plaît, s'il te plait</i></li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>how to spell my name, and other familiar words, using French alphabet letters</li> <li>how to say what my nationality is</li> <li>how to say which languages are spoken in the UK, and if I can speak other languages</li> <li>how to say a postal address</li> </ul> <p>the personal pronoun <i>on</i></p>

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	<ul style="list-style-type: none"><li>• how to ask the date of someone's birthday, and how to say the date of your birthday</li><li>• be introduced to la Fête de Saint Nicolas (Saint Nicholas's Day)</li><li>• learn about the date of Christmas Eve and how it is celebrated</li><li>• learn about the date of Christmas Day and how Christmas is celebrated</li></ul>	<ul style="list-style-type: none"><li>• that nouns ending in <i>-eau</i> form their plural by adding 's'</li></ul>	
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