


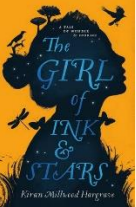

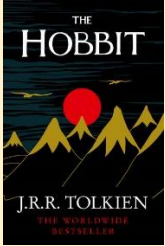


“...with God all things are possible” Matthew (19:26)

Year 5/6 A Curriculum

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Classic texts	<ul style="list-style-type: none"> Michael Morpurgo; Boy  Giant On the Move: Poems about Migration by Michael Rosen  The Island by Armin Greder 	<ul style="list-style-type: none"> Victoria Williamson- The Fox Girl and the White Gazelle  The Girl of Ink & Stars  by Karen Millwood Hargrave 	<ul style="list-style-type: none"> The Island- Armin Greder 		<ul style="list-style-type: none"> The Hobbit  J.R.R. TOLKIEN THE WORLDWIDE BESTSELLER 	<ul style="list-style-type: none"> Shakespeare- Macbeth



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Year 5/6 A Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading spine	<ul style="list-style-type: none"> • Arrival by Shaun Tan-journey tale • Boy at the back of the class-letters • Instructional writing- How to prepare for a Quest • The girl of Ink and Stars-Finding tale • Who are refugees and migrants- Michael Rosen-biography's-history link • On the move, poems about migration - Michael Rosen 		<ul style="list-style-type: none"> • Swimming against the Storm- Jess Butterworth-ecology-persuasion • Kensuke's kingdom Michael Murpugo • Spider and the fly- Tony DiTerlizzi-story with a moral • What Mr Darwin saw: Newspaper-history • Explorer by Kat Rendall- read only • Journey to the river sea- Ibbotson-Tale of Fear • Also use non-fiction books about South America from the library- Geography links and ecology-non chron • Free verse Poetry about the beauty of South America. 		<ul style="list-style-type: none"> • The Hobbit-Conquering the Monster Book • Inventors books • Mistakes that worked:40 familiar inventions and how they came to be by Charlotte Folze Jones-instructional writing. • Great Women who changed the world by Kate Pankhurst-Newspaper • The Street Child-rags to riches • Macbeth-Losing Tale • Poetry-Free Poem on contrast Manchester. 	




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<p>English</p>	<p>Week 1- 3 Arrival by Shaun Tan Narrative- Focus powerful imagery, Spirituality - other  Weeks 4-5 Instructions Based on text: The girl of ink and stars. Weeks 6-7 Finding tale Based on text: The girl of ink and stars. Focus description and tension/suspense</p>	<p>Week 1-2 Biography - Malala Focus chronological report writing Global neighbour Week 3-4 Poetry Text: On the move- poems about migration Weeks 5-6 Diary writing Text: Boy at the back of the class Focus formality and perspective (Warm write and Hot write different perspectives)</p>	<p>Week 1-3 Spider and the fly Focus story with a moral Week 4-6 Kensuke's Kingdom Focus - letters (informal and formal) and persuasive writing</p>	<p>Week 1-2 Broken (short film stimulus) Focus Narrative with dialogue 2 weeks Week 3-4 Narrative: Alma (short film) Focus figurative language/description. Week 5-6 Non-chronological writing- South American Animals Focus structure and organisation *Year 5 poetry whilst Year 6 SATs.</p>	<p>Week 1-2 Recount of her failed attempt Aviatrix - first woman to break the sound barrier. Short story visual stimulus (literacy shed) Focus dialogue to move the story on or to develop the character, to allow the reader to make inferences. Weeks 3-5 Text: The Street Child- rags to riches Narrative Focus Openings and endings Weeks 6-7 Text: Text: The Street Child- rags to riches Letters of complaint from Dr Barnado</p>	<p>Week 1-3 Text: Macbeth- BBC animations Focus Balanced arguments With short burst writing of: - Openings - Letters to inform - Spoken - News report/playscript - recount Week 3-6 Narrative- twist in the tale beating the monster tale - The Hobbit Poetry - sonnets - write a modern version of a sonnet</p>
<p>Spirituality in English</p>	<p>Drama, poetry , children's reaction to texts , hot seating , conscience alley , empathy and inference - the children will be asked to reflect on choices , and develop their empathy towards characters within books and stories</p>					



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Maths	White Rose Maths		White Rose Maths		White Rose Maths	
Science	<p>Living things and their habitats</p> <p>Key Hook Texts: Non-Fiction book</p> <p>Spirituality - looking after the world - how amazing is it but what threats and dangers does it face?</p>	<p>Electricity</p> <p>Key Hook Texts: Non-Fiction books</p>	<p>Light</p> <p>Sustainability - Light pollution</p> <p>Global neighbours</p> <p>Spirituality - world</p> <p>Bold in Action</p>	<p>The circulatory system</p> <p>Key Hook Texts: Non-Fiction books</p> <p>Diet, drugs and lifestyle</p> <p>Key Hook Texts: Non-Fiction books</p>	<p>Variation</p> <p>Key Hook Texts: Non-Fiction books</p> <p>Adaptions</p> <p>Key Hook Texts: Non-Fiction books</p>	<p>Fossils</p> <p>Key Hook Texts: Non-Fiction books</p> <p>Themed Projects</p>



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<p>Discussion Books for Equality and Diversity</p>	<ul style="list-style-type: none"> No ballet shoes in Syria Emeline Pankhurst High Rise Mystery Sami Silver Lining Good Night stories for the rebellious girls Stories for boys who dare to be different Global neighbours Spirituality - other <div style="display: flex; justify-content: space-around; align-items: center;">   </div>					
<p>PSHE</p>	<p>Drug, Alcohol and tobacco education</p> <p>Weighing up risks Spirituality - self</p> <p>Rule of law Individual liberty</p>	<p>Identity, society and Equality</p> <p>Human Rights Spirituality- other s/ self Mutual respect/tolerance Individual liberty Rule of law</p> <p>Parliament week- democracy, rule of law</p>	<p>Mental Health and Emotional Wellbeing</p> <p>Healthy Minds Spirituality Self Mutual respect</p> <p>Children's mental health week Spiritual - self</p>	<p>Keeping Safe and managing risks</p> <p>Keeping Safe- out and about Spirituality - self Rule of law Individual liberty</p> <p>Careers week Ambitious in aspiration</p>	<p>Sex and relationship education</p> <p>Healthy relationships/How a baby is made</p> <p>Rule of law Mutual respect/tolerance Begin Transition</p>	<p>Transition and Moving on</p> <p>Visits Discussion Scenarios Revision of friendship work</p>
<p>Growth Mind Set</p>	<ul style="list-style-type: none"> 2 lessons from the scheme Don't say, Say, Diamond minds Spirituality - self 		<p>Revisit and reinforce</p> <ul style="list-style-type: none"> Barriers to learning Brain v calculator Spirituality - self 		<ul style="list-style-type: none"> Revisit and reinforce Mathematical mistakes Learning pathways Spirituality - self 	

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<p>History</p>	<p><u>Who are the people who have migrated to Britain over time?</u> (Romans to present day)</p> <p>Spirituality - other - empathy - understanding other people's dreams and aspirations are similar to our own</p> <p>Rule of law, mutual respect, democracy, individual liberty, tolerance</p> <p>Black History week We as a school understand struggle but celebrate achievement</p> <p>Ruby Bridges</p>  <p>Faith Ringgold</p> <p>Mutual respect/tolerance Rule of law</p>	<p><u>Who are the people who have migrated to Britain over time?</u> (Romans to present day) CONTINUED</p>	<p><u>What were some of the industrial and social revolutionary changes in Manchester over time?</u></p> <p>Social study of Manchester</p> <p>Rule of law - link to child labor</p>
<p>Geography</p>	<p><u>Who and why did people migrate to Britain?</u></p>	<p><u>How can statistics show that the countries in South America are very different?</u> Spring Term</p> <p>Global neighbour Spirituality - other</p>	<p><u>Climate change study - what caused and what can be done about climate change?</u></p> <p>Global neighbour</p>



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D&T	<p><i>Cooking and Nutrition</i></p> <p>Projects on a Page 5/6 Celebrating culture and seasonality</p> <p>What does soup look like in different countries - compare and contrast</p> <p>Global neighbour</p> <p>Spirituality - resilience, teamwork, evaluation</p> <p>Mutual respect/tolerance, individual liberty</p>	<p><i>Embroidery/Textiles</i></p> <p>Projects on a Page 5/6 Combining different fabrics</p> <p>Sabin Kaner - global neighbour</p> <p>Spirituality - resilience, teamwork, evaluation</p>	<p><i>Project on a page-CAMS</i></p> <p>Global neighbour</p> <p>Spirituality - resilience, teamwork, evaluation</p>
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Art	<p>PAINTING</p> <ul style="list-style-type: none"> • Topic link - ELISHA ONGERE (self-portrait at start of year) • Spirituality - Can I express my emotions through paint and drawing • Artist study • Cartoonist- Sir John Tenniel (pencil drawings of Anglo Saxons/Vikings?) 		<p>3D WORK</p> <ul style="list-style-type: none"> • Topic link - South American Masks made from clay 		<p>PAINTING</p> <p>Artist study- Valette - (links with topic about Manchester) and a contrast to work done on Lowry in Year 2</p> <p>Observational drawings of views and buildings of Manchester</p> <p>Spirituality - ask children while on walks - what views buildings etc appeal to them and why?</p> <p>COLLAGE</p> <p>Link to industrial revolution history - use cotton</p> <p>Can they combine pattern, tone and shape?</p> <p>Can they justify the materials they have used? Can they evaluate other people's choices kindly?</p>	
	<p>DRAWING</p> <p>Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p>					
PE	<p>Tag Rugby Dance</p> <p>Spirituality - Team work, wonder of my body, winning and losing</p> <p>Rule of law</p>	<p>Hockey and Dance</p> <p>Spirituality - Team work, wonder of my body, winning and losing</p> <p>Rule of law</p>	<p>Netball Gymnastics</p> <p>Spirituality - Team work, wonder of my body, winning and losing</p> <p>Rule of law</p>	<p>Basketball Gymnastics</p> <p>Spirituality - Team work, wonder of my body, winning and losing</p> <p>Rule of law</p>	<p>Cricket Fitness</p> <p>Spirituality - Team work, wonder of my body, winning and losing</p> <p>Rule of law</p>	<p>OAA Tennis</p> <p>Spirituality - Team work, wonder of my body, winning and losing</p> <p>Rule of law</p>



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RE	Christians and how to live; What would Jesus do? Spirituality - self Individual liberty	Why do Christians believe that Jesus was the Messiah? Spirituality - self	Why do Hindus want to be good? Spirituality - other Fairtrade week Bold in Action Spirituality world Global neighbours Mutual respect/tolerance Individual liberty	What difference does the Resurrection make to Christians? Spirituality - self Individual liberty (do all Christians believe)	For Christians what kind of King was Jesus? Spirituality - self	Why do some people believe in God and some people do not? Spirituality - self/other Mutual respect/tolerance
Computing	Microbit Programming	Mars Rover 1 Data Handling	Mars Rover 2 Skills showcase Safer internet Day Rule of law	Bletchley Park Computing systems and networks	History of computers Creating media	Inventing a product Skills showcase
Music Charanga Scheme	Rhythm and composition Spiritual - self / other	Rhythm and composition Spiritual - self / other	Playing and Performing Spiritual - self / other	Playing and Performing Spiritual - self / other	Inter-related dimensions of music	Musical appreciation and singing (ensemble, solo, duets and small group performance) Spiritual - self / other Mutual respect/tolerance Individual liberty
French The Primary French Project	<ul style="list-style-type: none"> Global neighbour Mutual respect Introductions and skills Modern foreign language day	<ul style="list-style-type: none"> Global neighbour Mutual respect TV and film	Global neighbour Mutual respect Time and routine	Global neighbour Mutual respect Describing yourself	Global neighbour Mutual respect Wild animals	Global neighbour Mutual respect Jobs



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Cultural capital Mutual respect	<p>During the year the children will be exposed to :</p> <p>Tchaikovsky - Swan lake</p> <p>Elgar - Enigma variations - Nimrod</p> <p>Bach - Air on a G string</p> <p>This is a minimum and the children will also be exposed to art, music and culture from a variety of sources</p>
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Global Curriculum-golden threads

Knowledge themes	Actions of Government	Sustainable Development	Globalisation and Interdependence
	Actions of Citizens	Rights and Essential Services	Business and Technology

Skills Through Global Learning	Challenging perceptions	Enquiry and discussion	Communication	Teamwork
	Critical thinking	Multiple perspectives	Planning	Reflection and evaluation

Values through Global Learning	Respect	Aspirational	Courageous Advocates	Social Justice	Empathy	Spirituality
	Fairness	Agency	Care	Self-Esteem	Diversity	