




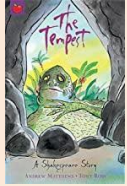
Respect  
For All

Ambitious  
In Aspirations

Bold  
In Actions

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

## Year 5/6 B Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Classic texts	<ul style="list-style-type: none"> <li>Beowulf</li> </ul>	<ul style="list-style-type: none"> <li>Christmas Carol- Dickens</li> </ul> 	<ul style="list-style-type: none"> <li>Chris Van Allsburg</li> </ul>		<ul style="list-style-type: none"> <li>Shakespeare- The Tempest</li> </ul> 	
Reading Spine	<ul style="list-style-type: none"> <li>The Viking Saga's by Henry Treece- 3 books</li> <li>Myths and legends- Usborne</li> <li>Street through time by Steve Noon</li> <li>The Mysteries of Harris Burdock- Chris Van Allsburg</li> </ul>		<ul style="list-style-type: none"> <li>How to train your dragon</li> <li>Tell me a dragon- Jackie Morris</li> <li>Eragon</li> <li>The Night Gardener by The Fan Brothers</li> <li>Varjak Paw</li> </ul>		<ul style="list-style-type: none"> <li>The Kapok tree by Lynne Cherry</li> <li>The Corn Grows ripe by Dorothy Rhoads</li> <li>Middleworld (jaguar stories) by JP Voelkel</li> <li>The chocolate tree- Linda Lowery</li> <li>Rain Player by David Wisniewski</li> <li>Mayan Civilisation- Clare Hibbert</li> <li>The Widows Broom- Chris Van Allsburg</li> <li>The Queen of the Falls- Chris Van Allsburg</li> <li>Just had a Dream- Chris Van Allsburg</li> </ul>	



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<p>Week 1-3 Journey - wordless book Focus: <i>setting</i></p>	<p>Week 1-3 , emotive writing Link text Beowulf Focus: Character/settings</p>	<p>Week 1-2 - Information texts dragon and characters  Week 3-4 Instructions - How to look after the dragon</p>	<p>Week 1-3 Letter writing- Informal- visited Jurassic park Formal letter of complaint Jurassic park- should they keep the dinosaurs?</p>	<p>Week 1-3 Recount / report Queen of the falls</p>	<p>Week 1-3 The Kapok tree Focus: Persuasive writing, Spiritual world Global neighbours</p>
<p>Week 4-6 Mystery Harris Burdock - short stories Focus: <i>atmospheric writing</i></p>	<p>Week 3-4 Narrative- openings and Focus: atmosphere, openings and suspenseful writing continue with Beowulf</p>	<p>Week 5-6 Narrative-adventure Stories How to train your dragon Focus: <i>characters</i></p>	<p>Week 4-6 Varjak Paw - animal voice - internal monologue</p>	<p>Week 4-6 Biography of Annie Taylor (Queen of the falls)</p>	<p>Week 4-6 Information texts Mayans</p>



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	<p><i>Week 7</i> Poetry - narrative poems Magic box</p>	<p><i>Week 6-7</i> Narrative- developing plots and sentence length-Beowulf/ collection of Norse myths and other myths and legends</p>				<p>Poetry Free verse-transitions:</p>
<p>Spiritu ality 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 White Rose Adopted Summer term 25	Forces  Key Hook texts: Non-Fiction Texts	Space Presenters <b>Spirituality - beyond</b> <b>How does the vastness of space effect how we live with each other on Earth.</b> <b>Astronauts often report a spiritual awakening when in space - why might this be?</b>	Properties of Materials  Key Hook texts: Non-Fiction Texts  Start Animals including humans  Key Hook texts: Non-Fiction Texts	Finish Animals including humans  Key Hook texts: Non-Fiction Texts  Life Cycles <b>Spirituality - wonders of the world</b>  Key Hook texts:	Reproduction A  Key Hook texts: Non-Fiction Texts  Reversible and irreversible changes  Key Hook texts: Non-Fiction Texts	Sustainability - Plastic Pollution <b>Global neighbours</b> <b>Spirituality - world</b> <b>Bold in action</b>  Key Hook texts: Non-Fiction Texts  Reproduction B



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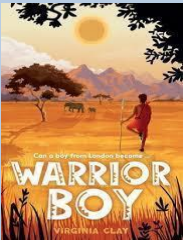
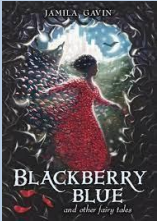
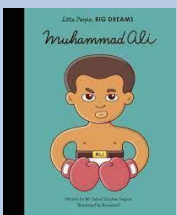
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		<p>Key Hook texts: Non-Fiction Texts</p> <p>Suggested enhancement trips: Jodrell Bank</p>		<p>Non-Fiction Texts</p> <p>Science Week - annual theme</p>		<p>Key Hook texts: Non-Fiction Texts</p>
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<p>Discussi on books for Equality and Diversity</p>	<ul style="list-style-type: none"> <li>• Warrior Boy</li> <li>• Mohammed Ali</li> <li>• Ghost</li> <li>• Blackberry Blue</li> <li>• We fly home</li> </ul> <p>Global neighbours</p>				
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## Year 5/6 B Curriculum

PSHE	Physical Health and well being <ul style="list-style-type: none"> <li>In the media</li> </ul> Spirituality - self Anti bullying week - spirituality - other / self	Identity Society and Equality <ul style="list-style-type: none"> <li>Stereotypes, discrimination and prejudice (including tacking homophobia)</li> <li>British Values - tolerance</li> </ul> Parliament week - British Values Spirituality - self/other	Mental Health and Emotional Wellbeing <ul style="list-style-type: none"> <li>Dealing with feelings</li> <li>Children's mental health week</li> </ul> Spirituality - self	Keeping Safe and Managing Risks When things go wrong  Spirituality - self Careers week - Aspirational in ambitions	Drug, Alcohol and tobacco education <ul style="list-style-type: none"> <li>Different influences</li> </ul> Spirituality - self	Careers, financial capability and economic wellbeing <ul style="list-style-type: none"> <li>Borrow and earning Money</li> </ul> Aspirational in ambitions
Growth Mind Set	<ul style="list-style-type: none"> <li>2 lessons from the scheme Passport to learning Too old to ..... Spirituality - self</li> </ul>		<ul style="list-style-type: none"> <li>Revisit and reinforce</li> <li>What makes a great teacher?</li> <li>Brain power Spirituality - self</li> </ul>		<ul style="list-style-type: none"> <li>Revisit and reinforce</li> <li>Famous failures</li> <li>The iceberg illusion Spirituality - self</li> </ul>	





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<p>History</p>	<p>Black history Month - As a school we understand struggle but we also celebrate achievement Katherine Johnson Gwendolyn Brooks - one of the best poets of the 20<sup>th</sup> century</p>  	<p><u>Anglo Saxons and Vikings</u> <u>Who invaded Britain after the Romans left?</u> <u>What were their settlements like?</u> <u>Who won what in the struggles for the Kingdom of England?</u></p>	<p><u>Who invaded Britain after the Romans left? What were their settlements like?</u> <u>Who won what in the struggles for the Kingdom of England?</u> <b>CONTINUED</b></p> <p>Spirituality - I can imagine life as an Anglo-Saxon I can use empathy to wonder about the life and dreams of the person buried at Sutton Hoo</p>	<p><u>In which way was the Mayan Civilization more or less advanced than Britain in AD 900?</u></p> <p>I understand the complexity of people's lives in the past and how societies are different due to changes or challenges at the time Spirituality - I can consider different points of view.</p>
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<p>Geography</p>	<p>What are the similarities and differences between the North West region and the Great Lakes region of North America?</p> <p>Spirituality - other /world</p>		<p>What are some of the Counties and Cities of the UK and where are they located?</p> <p>Global neighbours Spirituality - other/world</p>		<p>What are the countries of North and Central America like?</p> <p>Spirituality - other Global neighbour</p>
<p>D&amp;T</p>	<p>Projects on a Page 5/6 Pulleys or gears Design and make a ride at the Music Festival-Science link</p> <p>Spirituality Resilience , teamwork , determination , evaluation</p>	<p><b>Construction</b></p> <p>Frame structures Children to be asked to make School council comment box</p> <p>Spirituality Resilience , teamwork , determination , evaluation</p>		<p><b>Textiles</b></p> <p>Textile work Native American influenced printing on fabric. Children to research, design, and make a useful article from finished printed fabric Link with geography topic Global neighbor Spirituality Resilience , teamwork , determination , evaluation</p>	






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<p>Art</p>	<p>Collage/sketching/watercolours Anglo-Saxon Art</p> 	<p>Drawing</p> <p>Topic link - create Viking boat sketches - use shading to create the stormy seas. Can they create a range of moods in their paintings?</p> <p>Viking art</p> 	<p>PRINTING/Painting</p> <ul style="list-style-type: none"><li>• Artist to study - Frida Kahlo Ansel Adams (Great lakes/Yosemite)</li><li>• Global neighbours</li></ul> 
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RE	What does it mean if Christians believe God is Holy and Loving? (God)  Spirituality - self	What does it mean to be a Muslim in Britain today? (Islam)  Spirituality - other	Why is the Torah so important to Jewish people? (Judaism) Spirituality - other  Fairtrade week  Spirituality - other Bold in action Global neighbours	Creation and science: Confliction or Complimentary? (Creation/Fall)  Spirituality - self  1 week on Easter	How can following God bring freedom and justice? (People of God)  Spirituality - self/other	What matters most to Humanists and Christians? (Thematic) Spirituality - self/other
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PE	Tag Rugby Dance Swimming Spirituality Wonder of my body . team work Winning and losing	Hockey Dance Swimming Spirituality Wonder of my body . team work Winning and losing	Netball Gymnastics Spirituality Wonder of my body . team work Winning and losing	Basketball Gymnastics Spirituality Wonder of my body . team work Winning and losing	Cricket Fitness Spirituality Wonder of my body . team work Winning and losing	OAA Tennis Spirituality Wonder of my body . team work Winning and losing
Computing	Programming music Programming	Stop motion animation Creating media	Search engines Computing systems and networks	Big data 1 Data handling	Big data 2 Data handling	Introduction to python Programming
Music Stockport Scheme	Rhythm and composition Spiritual - self / other	Ensemble singing and performance Spiritual - self / other	Playing and Performing Spiritual - self / other	Ensemble singing and performance with instruments Spiritual - self / other	Inter-related dimensions of music Word Rhythms Global neighbours	Musical appreciation and singing (ensemble, solo, duets and small group performance) Spiritual - self / other



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French	Global neighbours Meal times	Global neighbours The World	Global neighbours Fashion	Global neighbours Sport	Global neighbours Travel and holidays	Global neighbours Keeping healthy
Cultural capital	= During the year the children will be exposed to Bizet - Habanera (Carmen) Handel - Water Music - Hornpipe Beethoven - Symphony number 5 This is a minimum and the children will also be exposed to art, music and culture from a wide variety of sources					