



Unit 4 – Y5 & 6 Curriculum Cycle A

Term driver	Autumn 1 Health	Spring 1 Fame	Autumn 2 Britain	Spring 2 Britain	Summer 1 Adventure	Summer 2 Competition
Week	7 weeks	6 weeks	7 weeks	5 weeks	7 weeks	6 ½ weeks
Genre	Information Writing (Diet/exercise/hygiene/circulatory system) Persuasion text	Biographies Tabloid magazines/news papers	Poetry Stories from other cultures (narratives)	Extended narratives Myths and legends (King Arthur)	Adventure stories (Beast Quest) Recount	Information text about famous Olympian Poetry
Grammar focus	Handwriting Devices to build cohesion Relative clauses Determiners Brackets, dashes and commas Pronouns Passive voice Adverbials of time, place and number	Modal verbs Formal and informal speech Subjunctive tense Use of adverbials to build cohesion	Relative clauses Expanded noun phrases Passive voice	Relative clauses Expanded noun phrase Passive voice Semi-colon	Informal and formal speech Adverbials time, place and number Relative clauses Expanded noun phrases	Presentational devices Semi colon Colon Dashes Hyphens
Science	Animals including humans Diet, lifestyle and drugs	Electricity Edison, Tesla Children will:	Light Children will: recognise that	British inventors British habitats	Gears, pulley and leavers Children will:	Forces – Gravity Air resistance Water resistance



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	<p>Children will: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p>	<p>light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Fossils</p> <p>Life cycles</p> <p>Children will: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are</p>	<p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Children will: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
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				adapted to suit their environment in different ways and that adaptation may lead to evolution.		
Maths	Place value Addition and subtraction Multiplication and division Order of operations	Time Measurement – area, perimeter and conversion Money	Fractions, decimals and percentages Shapes – reflect, translate, rotate	Angles Statistics/data handling Time Co-ordinates	Four operations Algebra Fractions, decimals and percentages	Money Problem solving Statistics
Learning challenge	History a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Music develop an understanding of the history of music Art to create sketch books to record their observations and use them to review and revisit	Art to create sketch books to record their observations and use them to review and revisit ideas PE use running, jumping, throwing and	Geography Geographical skills and fieldwork: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of	Geography Locational knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying	PE (Orienteering) take part in outdoor and adventurous activity challenges both individually and within a team Computing Geography	PE compare their performances with previous ones and demonstrate improvement to achieve their personal best Geography Geographical skills and fieldwork: use maps, atlases, globes and



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	<p>ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p> <p>DT</p> <p>Technical knowledge: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Art</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>DT</p> <p>Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and</p>	<p>human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>History</p> <p>a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c AD 900; Mayan</p>	<p>Geographical skills and fieldwork: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>digital/computer mapping to locate countries and describe features studied</p>
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			<p>aesthetic qualities</p> <p>Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>RE</p>	<p>civilization, c AD 900; Benin (West Africa); c AD 900-1300 RE/SMSC</p>		
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