Kingfishers (Year 5&6) Curriculum Map

<table>
<tr><td>Year A</td><td colspan="2">Autumn Term:
Amazing Americas/Biomes</td><td colspan="2">Spring Term:
Earth and Space</td><td colspan="2">Summer Term:
Ancient Greece/Sport and Leisure (incl The Olympics)</td></tr>
<tr><td>English</td><td colspan="2">F – The Day the Crayons Quit
NF – Jungle Survival Handbook
F – The Tear Thief
P – I am cat and Bethlehem</td><td colspan="2">NF/F – Dragonology
F – Straw into Gold
NF – Ripley's Mighty Machines
NF- Women in Science</td><td colspan="2">F – Kensuke's Kingdom
F - Flood</td></tr>
<tr><td>Maths

White Rose

Rising Stars</td><td colspan="2">Place value
Addition and subtraction
Multiplication and division
Statistics
Perimeter, area and volume
Number sense (3 weeks)
Additive reasoning (3 weeks)
Multiplicative reasoning (3 weeks)
Geometric reasoning (2 weeks)
Number sense (2 weeks)</td><td colspan="2">Fractions
Decimals and Percentages
Multiplication and division
Algebra and ratio
Additive reasoning (3 weeks)
Number sense (3 weeks)
Multiplicative reasoning (3 weeks)
Geometric reasoning (2 weeks)
Number sense (2 weeks)</td><td colspan="2">Converting units
Geometry – Position and direction
Properties of shape
(3 weeks)
Investigations
weeks)
Additive reasoning (3
Number sense (2 weeks)
Multiplicative reasoning
Geometric reasoning (3</td></tr>
<tr><td>Science</td><td>Properties and changes of materials (Y5)
Vocab:
Hardness , Solubility, Transparency, Conductivity (electrical and thermal), Response to magnets, Dissolve/dissolving, Solution, Substance, Solids, liquids, gasses, Separated , Filtering, Sieving, Evaporation, Reversible changes, Formation , Burning, Action of acid on bicarb of soda, Systematic, Melting, Processes, Burning, Rusting, Reactions

Working scientifically:
- Exploring and comparing the properties of materials.
- Explore reversible changes and changes that are difficult to reverse.

Can I plan different types of scientific enquires to answer questions recognising and controlling variables where new necessary?

Can I take measurements; use a range of scientific equipment, with increasing accuracy and repeat readings when appropriate?</td><td>Living things and their habitats (Y5)
Vocab:
Mammal, amphibian, insect, bird, life cycle, sexual reproduction, asexual reproduction, life process, local environment, naturalists, animal behaviourists, seeds, stem, root cutting, tubers, bulbs

Working scientifically:
- Observing and comparing the life cycles of plants and animals.
- Asking pertinent questions and suggesting reasons for similarities and differences
- Observe changes in an animal over a period of time.
- Compare hw different animals reproduce and grow.

Can I identify how animals and plants are adapted to their environment in different ways?

Can I research unfamiliar animals and plants from a broad range of habitats?

Can I describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird?

Can I describe the life process of reproduction in some plants and animals?</td><td>Earth and Space (Y5)
Vocab:
Planet names, sun, moon, star, solar system, centre, Pluto as dwarf planet, celestial body, orbit, spherical, relative, rotation, geocentric model, heliocentric model,

Working scientifically:
- Comparing the time of day at different places on the earth.
- Simple models of solar system.</td><td>Scientists and inventors (Y5)
Vocab:
- naturalists, behaviourist, support/refute, technicians, evidence, chromatography

Working scientifically:
- Plan scientific enquiries to answer questions
- Test results and make predictions.</td><td>Forces (Y5)
Vocab:
Unsupported, gravity, air resistance, water resistance, friction, mechanisms, levers, pulleys, gears, theory of gravitation

Working scientifically:
- Exploring falling paper cones/cupcake cases.
- Carrying out fair tests
- Explore resistance in water</td><td>Animals including humans (Y5)
Vocab:
Old age, stages in growth, puberty, gestation periods

Working scientifically:
- Research gestation periods
- Recording length and mass of a baby as it grows.</td></tr>
<tr><td>D&T</td><td colspan="2">Mechanisms – cams Automata Animals (Twinkl)

Vocab:
Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design
Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties.
Evaluate – investigate, analyse, products, design criteria</td><td colspan="2">Computing Programming Adventures (Twinkl)

Vocab:
Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design
Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties.
Evaluate – investigate, analyse, products, design criteria
Program, monitor, control</td><td colspan="2">Cooking and nutrition Caribbean Fruit Salad

Vocab:
Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design
Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties.
Evaluate – investigate, analyse, products, design criteria

Nutrition, healthy eating, varied diet, sweet/savoury, seasonality, ingredients, reared, caught, processed, cut, slice, dice, mash, sieve, pour, whisk, peal, grate, blend.</td></tr>
<tr><td>Art</td><td colspan="2">Printing – Dan Mather/William Morris
(Y5) combining prints, design prints, make connections, discuss and evaluate own work and that and others.</td><td colspan="2">Pattern – Peter Thorpe
(Y5) create own abstract pattern to reflect personal experiences and expression, create pattern for purposes.</td><td colspan="2">Colour – Ben Mosley – Drawing crowds at sporting events
(Y5) hue, tint, tone, shades and mood, explore the use of texture in colour, colour for purposes</td></tr>
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	(Y6) build up drawing and images of whole or part of items using various techniques, screen printing, explore printing techniques used by various artists		(Y6) create own abstract pattern to reflect personal experiences and expression, create pattern for purposes.		(Y6) hue, tint, tone, shades and mood, explore the use of texture in colour, colour for purposes, colour to express feelings.	
Computing	E-Safety: Google – It's cool to be kind.	Digital Literacy: Explore a topic with research and collaboration.	Coding: Scratch maths Building with numbers	Coding: Scratch memory game	Digital Literacy: Child net video competition	Coding: project
History			**Local history: Exeter (Romans)** **Vocab:** Romans (bath house), cathedral, WWII, blitz, air raids, targeting, Baedeker blitz, regenerate, gothic, Georgian, quay, canal, transport, bardge, cargo, Brunel (Oldest working steam boat in the world 1844 'Bertha') **Historical aims:** - Understand how our knowledge of the past is constructed form a range of sources that give a range of versions of past events. - Understand historical concepts such as continuity and change, cause and consequence, similarity/difference and significance.		**Leisure and entertainment** **Vocab:** 20th century, popularity, cinema, nation, social and cultural importance, swinging sixties, holiday camp, emerged, impact, technology, Billy Butlin, film posters, attracting audiences, leisure, entertainment, modern lifestyles, decade, FA cup, hat trick, broadcast, coronation, talkie, software, **Historical aims:** - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Develop a chronologically secure knowledge of British history. - Understand how our knowledge of the past is constructed form a range of sources that give a range of versions of past events.	
Geography	**Study a region of Europe & America: Amazing Americas** **Vocab:** Continent, landmass, N America, S America, physical features, climate, tourist, destination, travel brochure, accommodation, tourist attraction, names of countries, cities & states, latitude, landscape, **Biomes, vegetation belts, land use, economic activity, distribution of resources etc (Fair Trade)** **Vocab:** Biome, vegetation, wildlife, climate, indigenous people, names of biomes, light, water, nutrients, habitat, organisms, water cycle, condensation, evaporation, precipitation, photosynthesis, eco system, adaption **Geographical skills:** On a world map, can I locate the main countries of North and South America and their capital cities? Can I identify the position and significance the Northern and Southern Hemisphere and the Arctic and Antarctic circles? Can I identify the position and significance of Equator and the Tropics of Cancer and Capricorn? Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones? Can I identify their main environmental regions, key physical and human characteristics, and major cities? On a world map, can I locate areas of similar environmental regions, including desert, rainforest or temperature regions? Can I describe and understand key aspects of physical geography, including: climate zones, biomes?					
Music	**Charanga**		**BBC 10 Pieces** Vocab: Musical Dimensions Texture – Extend the use of simple harmony to include consonant and dissonant clusters or notes and simple chords as accompaniments. Structure – Explore and use a wider range of developmental structures (e.g. ternary and rondo) and expressive structures (e.g leitmotif)		**Brass** Vocab: Trumpet, cornet, trombone, valve, slide, mouth piece, buzz, embouchure, tonging, pitch, step, leap, high, low Musical Dimensions Pitch – Explore and recognise a range of different scale patterns including pentatonic, major and minor and could extend to modes and chromatic. Timbre – Identify instruments in the wider family of those being learnt.	
PE	Dance Gym – Yoga High 5 Netball		Gymnastics – forces (push, pull, twist) Dance – Space Tag Rugby		Swimming Cricket/Rounders Athletics	

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RE Devon and Torbay RE Syllabus Y5 Units	Why do Hindus want to be good?		2b.2 CREATION/FALL: Creation and science – conflict or complimentary?	2b.6 Salvation: what did Jesus do to save Human beings? Easter OR 2b.7 SALVATION: what difference does the resurrection make to Christians? Easter	2b.8 KINGDOM OF GOD: What kind of king is Jesus? OR 2B.3 PEOPLE OF GOD: How can following God bring freedom and Justice?	How does faith help people when life gets hard?
Jigsaw (PSHE) **Vocab identified on weekly planning**	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me