

Kingfishers (Year 5&6) Curriculum Map

Year A	Autumn Term:  Amazing Americas/Biomes		Spring Term:  Earth and Space		Summer Term:  Ancient Greece/Sport and Leisure (incl The Olympics)	
English	F - Story Path NF - Jungle Survival Handbook	NF - Dragonology P - Jabberwocky	NF - Pandora F - 500 Words	NF -	F - The chronicles of Harris Burdick	F - Ruin
Maths  White Rose  Rising Stars	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)	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)	Converting units Geometry - Position and direction Properties of shape Investigations	Additive reasoning (3 weeks) Number sense (2 weeks) Multiplicative reasoning (3 weeks) Geometric reasoning (3 weeks)
Science	<b>Properties and changes of materials (Y5)</b> <b>Vocab:</b> 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  <b>Working scientifically:</b> - 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?	<b>Living things and their habitats (Y5)</b> <b>Vocab:</b> Mammal, amphibian, insect, bird, life cycle, sexual reproduction, asexual reproduction, life process, local environment, naturalists, animal behaviourists, seeds, stem, root cutting, tubers, bulbs  <b>Working scientifically:</b> - 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?	<b>Earth and Space (Y5)</b> <b>Vocab:</b> Planet names, sun, moon, star, solar system, centre, Pluto as dwarf planet, celestial body, orbit, spherical, relative, rotation, geocentric model, heliocentric model,  <b>Working scientifically:</b> - Comparing the time of day at different places on the earth. - Simple models of solar system.	<b>Scientists and inventors (Y5)</b> <b>Vocab:</b> - naturalists, behaviourist, support/refute, technicians, evidence, chromatography  <b>Working scientifically:</b> - Plan scientific enquiries to answer questions - Test results and make predictions.	<b>Forces (Y5)</b> <b>Vocab:</b> Unsupported, gravity, air resistance, water resistance, friction, mechanisms, levers, pulleys, gears, theory of gravitation  <b>Working scientifically:</b> - Exploring falling paper cones/cupcake cases. - Carrying out fair tests - Explore resistance in water	<b>Animals including humans (Y5)</b> <b>Vocab:</b> Old age, stages in growth, puberty, gestation periods  <b>Working scientifically:</b> - Research gestation periods - Recording length and mass of a baby as it grows.
D&T	<b>Mechanisms – cams</b> Automata Animals (Twinkl)  <b>Vocab:</b> 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		<b>Computing</b> Programming Adventures (Twinkl)  <b>Vocab:</b> 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		<b>Cooking and nutrition</b> Caribbean Fruit Salad  <b>Vocab:</b> 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, peel, grate, blend.	
Art	<b>Printing – Dan Mather/William Morris</b> (Y5) combining prints, design prints, make connections, discuss and evaluate own work and that and others. (Y6) build up drawing and images of whole or part of items using various techniques, screen printing, explore printing techniques used by various artists		<b>Pattern – Peter Thorpe</b> (Y5) create own abstract pattern to reflect personal experiences and expression, create pattern for purposes. (Y6) create own abstract pattern to reflect personal experiences and expression, create pattern for purposes.		<b>Colour – Ben Mosley – Drawing crowds at sporting events</b> (Y5) hue, tint, tone, shades and mood, explore the use of texture in colour, colour for purposes (Y6) hue, tint, tone, shades and mood, explore the use of texture in colour, colour for purposes, colour to express feelings.	
Computing	1. Using and applying		1. Scratch and developing games		1. Radio station	

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	<p><b>2. Flowol</b></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Internet Safety SPAM/Sites to cite</p>	<p><b>2. 3D Modelling and Sketch up</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Internet Safety Powerful passwords/False photography</p>	<p><b>2. Internet research and web page design</b></p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Internet Safety Online safety story/Online safety comics</p>
History		<p><b>Local history: Exeter (Romans)</b></p> <p><b>Vocab:</b> Romans (bath house), cathedral, WWII, blitz, air raids, targeting, Baedeker blitz, regenerate, gothic, Georgian, quay, canal, transport, barge, cargo, Brunel (Oldest working steam boat in the world 1844 'Bertha')</p> <p><b>Historical aims:</b></p> <ul style="list-style-type: none"><li>- Understand how our knowledge of the past is constructed from a range of sources that give a range of versions of past events.</li><li>- Understand historical concepts such as continuity and change, cause and consequence, similarity/difference and significance.</li></ul>	<p><b>Leisure and entertainment</b></p> <p><b>Vocab:</b> 20<sup>th</sup> 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,</p> <p><b>Historical aims:</b></p> <ul style="list-style-type: none"><li>- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>- Develop a chronologically secure knowledge of British history.</li><li>- Understand how our knowledge of the past is constructed from a range of sources that give a range of versions of past events.</li></ul>
Geography	<p><b>Study a region of Europe &amp; America: Amazing Americas</b></p> <p><b>Vocab:</b> Continent, landmass, N America, S America, physical features, climate, tourist, destination, travel brochure, accommodation, tourist attraction, names of countries, cities &amp; states, latitude, landscape,</p> <p><b>Biomes, vegetation belts, land use, economic activity, distribution of resources etc (Fair Trade)</b></p> <p><b>Vocab:</b> Biome, vegetation, wildlife, climate, indigenous people, names of biomes, light, water, nutrients, habitat, organisms, water cycle, condensation, evaporation, precipitation, photosynthesis, eco system, adaption</p> <p><b>Geographical skills:</b> On a world map, can I locate the main countries of North and South America and their capital cities?</p> <p>Can I identify the position and significance the Northern and Southern Hemisphere and the Arctic and Antarctic circles?</p> <p>Can I identify the position and significance of Equator and the Tropics of Cancer and Capricorn?</p> <p>Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones?</p> <p>Can I identify their main environmental regions, key physical and human characteristics, and major cities?</p> <p>On a world map, can I locate areas of similar environmental regions, including desert, rainforest or temperature regions?</p> <p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes?</p>		
Music	<p><b>Charanga</b></p>	<p><b>BBC 10 Pieces</b></p> <p><b>Vocab:</b></p> <p>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)</p>	<p><b>Brass</b></p> <p><b>Vocab:</b> Trumpet, cornet, trombone, valve, slide, mouth piece, buzz, embouchure, tonging, pitch, step, leap, high, low</p> <p>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.</p>

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PE	Dance Gym - Yoga  High 5 Netball		Gymnastics - forces (push, pull, twist) Dance - Space  Tag Rugby		Swimming  Cricket/Rounders Athletics	
RE Devon and Torbay RE Syllabus  Y5 Units	U2.4 Gospel: What would Jesus do?  U2.3 Incarnation: Was Jesus the Messiah? Christmas		U2.1 God: What does it mean if God is Holy and Loving?  U2.9 Why is the Torah so important to Jewish people?		U2.8 What does it mean to be a Muslim in Britain today?  U2.11 Why do some people believe in God and some people not?	
Jigsaw (PSHE) Vocab identified on weekly planning	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me

Year B	Autumn Term:  Mountains/Ancient Greeks		Spring Term:  Ancient Mayans/Rainforests		Summer Term:  Amazing Planet Earth/Vikings and Dragons	
English	NF - The Usborne Illustrated Thesaurus P - Where my wellies take me	F - Greek Myths F - Story world: Christmas Tales	F - The Tear Thief NF - Incredible edibles	F - The Wizard of Earthsea NF - Everything that you need to know about snakes	F - Shackleton's Journey	NF - Dragonology
Maths  White Rose  Rising Stars	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)		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)		Converting units Geometry - Position and direction Properties of shape Investigations  Additive reasoning (3 weeks) Number sense (2 weeks) Multiplicative reasoning (3 weeks) Geometric reasoning (3 weeks)	
Science	Light (Y6) Vocab: Reflect/reflection, light source, shadows, phenomena, coloured filters  Working scientifically: - Investigate relationships between light sources, objects and shadows. -Look at a range of phenomena including rainbows and explain why these occur.	Evolution and inheritance (Y6) Vocab: Fossils, inhabited, offspring, identical, adaption, environment, evolution, characteristics, variation, adaptive traits  Working scientifically: - Identify scientific evidence that has been used to support of refute ideas or arguments.	Electricity (Y6) Vocab: Voltage, Cells, Components, Series circuit, Circuit diagram, brightness, volume, buzzer, switches, symbols, simple series circuits, bulb, motor, necessary precautions  Working scientifically: - Systematically identifying the affect of changing one component at a time in a circuit.	Living things and their habitats (Y6) Vocab: Classify, classification, Common Observable characteristics, Similarities, Differences, Micro-organisms, Invertebrates (insects, spiders, snails, worms), vertebrates (fish, amphibians, reptiles, birds, mammals), specific characteristics, sub-divided, direct observations, pioneer of classification  Working scientifically: - Use classification systems and keys to identify some animals from plants. - Research unfamiliar animal and plants from a broad range of habitats.	Animals including humans (Y6) Vocab: Human circularity system, function, heart, blood vessels, blood, impact of diet, exercise, drugs, lifestyle, nutrients, transported, internal organs & main body parts e.g. skeletal, muscular, digestive system, healthy, substances,  Working scientifically: - Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.	Scientists and inventors (Y6) Vocab: Black holes, Structure of DNA, Support, refute, penicillin,  Working scientifically: - Recording data using scatter graphs. - Identifying evidence
D&T	Food and nutrition Gingerbread Houses (Planbee)  Vocab: Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded		Electrical Make a solar powered device (sustainability linked to rainforests)  Vocab: Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded		Structures/Construction Apply understanding of how to strengthen, stiffen and reinforce more complex structures. Marbulous structures - twinkl  Vocab:	

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	<p>diagram, prototypes, computer-aided design</p> <p>Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties.</p> <p>Evaluate – investigate, analyse, products, design criteria</p> <p>Nutrition, healthy eating, varied diet, sweet/savoury, seasonality, ingredients, reared, caught, processed, cut, slice, dice, mash, sieve, pour, whisk, peel, grate, blend.</p>	<p>diagram, prototypes, computer-aided design</p> <p>Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties.</p> <p>Evaluate – investigate, analyse, products, design criteria</p> <p>Switch, bulb, buzzer, motor, wire</p>	<p>Design – research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design</p> <p>Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties.</p> <p>Evaluate – investigate, analyse, products, design criteria</p> <p>Stiffen, strengthen, reinforce</p>
<b>Art</b>	<p><b>Form – Ancient Greek Clay pots</b></p> <p>(Y5) plan and develop ideas, shape, form, model and join, observation or imagination, properties of media, discuss and evaluate own work and that of other sculptor.</p> <p>(Y6) plan and develop ideas, shape, form, model and join, observation or imagination, properties of media, discuss and evaluate own work and that of other sculptor.</p>	<p><b>Drawings – David Hockney</b></p> <p>(Y5) effect of light on objects and people from different directions, interpret the texture of a surface, produce increasingly accurate drawings of people, concept of perspective.</p> <p>(Y6) effect of light on objects and people from different directions, interpret the texture of a surface, produce increasingly accurate drawings of people, concept of perspective.</p>	<p><b>Texture – Making fabric out of carrier bags and jay cloths</b></p> <p>(Y5) use stories, music, poems as stimuli, select and use materials, embellish work, fabric making, artists using textiles,</p> <p>(Y6) develop experiences in embellishing, apply knowledge of different techniques to express feelings, work collaboratively on larger scales.</p>
<b>Computing</b>	<p><b>1. Spreadsheets</b></p> <p><b>2. Using and applying</b></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Internet Safety</p> <p>Cyber bullying/Secure websites</p>	<p><b>1. Kodo programming (double unit)</b></p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Internet Safety</p> <p>People online/girls and boys online</p>	<p><b>1. Scratch: Animated stories</b></p> <p><b>2. Film Making</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Internet Safety</p> <p>Smart bots/Let's get quizzical</p>
<b>History</b>	<p><b>Ancient Greece</b></p> <p><b>Vocab:</b></p> <p>Empire, democracy, politics, city states, battle, Athens, Persia, hoplite, Olympics, Marathon, battle formation, archer, Corinthians, Argos, Trojan</p> <p><b>Historical aims:</b></p> <ul style="list-style-type: none"> <li>- Gain and deploy a historically grounded understanding of abstract terms. e.g. Civilized terms.</li> <li>- Frame historically valid questions.</li> </ul>	<p><b>Mayan civilization</b></p> <p><b>Vocab:</b></p> <p>Warrior, squash, maize, avocado, beans, chilli peppers, calendar, hieroglyph, pyramid, stelae, priest, mayan, civilization, gods, beliefs, number system , maya people, tortilla, chocolate, central America, Mesoamerica, Fredrick Catherwood, ruins, explorer, camera lucida, lithograoghy, Chichen Itza,</p> <p><b>Historical aims:</b></p> <ul style="list-style-type: none"> <li>- Address and devise historically valid questions about change, cause, similarities and difference and significance.</li> <li>- Construct informed responses</li> <li>- Organise relevant historical information.</li> </ul>	<p><b>Anglo Saxons and Vikings</b></p> <p><b>Vocab:</b></p> <p>Viking, Anglo Saxon, invade, invasion, settle, the Viking age, justice system, punishment, law, attack, Danegeld, Wergild, religion, cultural traditions, raiders, treaty, Danelaw, dispute, Futhark, runes, The battle of Hastings, Normandy, longhouse, longboat, saga.</p> <p><b>Historical aims:</b></p> <ul style="list-style-type: none"> <li>- Address and devise historically valid questions about change, cause, similarities and difference and significance.</li> <li>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>
<b>Geography</b>	<p><b>Mountains</b></p> <p><b>Vocab:</b></p> <p>Formation, dome mountain, volcanic mountain, plateau mountain, fault-block mountain, fold mountain, mountain range,</p> <p><b>Geographical skills:</b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes to locate countries and describe features studied.</li> <li>- Use the 8 points of a compass and 4 and 6 figure grid references, symbols and keys on ordinate survey maps.</li> </ul>	<p><b>Rainforests</b></p> <p><b>Vocab:</b></p> <p>Tropical, layers, animal inhabitants, unique, Amazon, conservation, destruction, name the countries where rainforest are found, equator, tropical climate, name the layers of the rainforest, deforestation, tropic of cancer, tropic of Capricorn, weather,</p> <p><b>Geographical skills:</b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes to locate countries and describe features studied.</li> <li>- Use fieldwork to observe, measure and record human ad physical features in the local area.</li> </ul>	<p><b>Amazing planet earth</b></p> <p><b>Vocab:</b></p> <p>Latitude and longitude, equator, northern hemisphere, southern hemisphere, tropics, polar circles, time zones, tropic of cancer, tropic of Capricorn, Arctic and Antarctic circle, prime/Greenwich meridian .</p> <p><b>Geographical skills:</b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes to locate countries and describe features studied.</li> <li>- Use symbols and keys in order to build their understanding of the wider world..</li> </ul>
<b>Music</b>	<p><b>Ukulele</b></p> <p><b>Vocab:</b></p> <p>Pluck/pick, strum, tremolo, note/chord names, ostinato, body, neck, head, fretboard, strings, solo, tutti, ensemble unison, repeated section.</p> <p><b>Musical Dimensions</b></p> <p>Texture – Use simple harmony including chords with greater awareness and understanding.</p> <p>Timbre – Identify instruments in the wider family of those being learnt.</p>	<p><b>Steel pan drums (Great Hall Concert)</b></p> <p><b>Vocab:</b></p> <p>Chord strum, mallet, Bamboo Tamboo, pitch, step, leap, high, low, piano, forte, crescendo, diminuendo</p> <p><b>Musical Dimensions</b></p> <p>Pitch – Explore and recognise a range of different scale patterns including pentatonic, major and minor and how they influence music.</p> <p>Dynamics – Understand how a range of dynamics can be precisely used and manipulated for expressive effect.</p>	<p><b>Samba</b></p> <p><b>Vocab:</b></p> <p>Surdo, Caixa, Repinique, Agogo Bells, Ganza, Tamborim, grove, call and response, call and copy, solo, break, rhythm, steady beat, bar, metre</p> <p><b>Musical Dimensions</b></p> <p>Duration – Identify and begin to understand more complex rhythm patterns and metres including counting in 6 and possibly 8.</p> <p>Tempo – Understand how a wide range of tempi can be precisely used and manipulated for expressive effect.</p>
<b>PE</b>	<p>Swimming</p> <p>Circuit training</p> <p>Tag Rugby</p> <p>Volley Ball</p>	<p>Dance – Electricity – Journey of a spark</p> <p>Gymnastics – Shape</p> <p>Badminton</p> <p>Basketball</p>	<p>Dance – Shackleton's Journey</p> <p>Gymnastics – Jumps leaps and turns</p> <p>Cricket/Rounders</p> <p>Athletics</p>

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	CLC Tag rugby Competition		CLC - Netball		Sandford Cricket Tournament Hub netball/football competition CLC - Athletics Sports Afternoon  OAA - Activities Week	
RE Devon and Torbay RE Syllabus  Y6 Units	U2.7 Why do Hindus want to be good? (Double unit)		U2.2 Creation/Fall: Creation &Science - Conflict or Complimentary?  U2.5 Salvation: What did Jesus do to save Human Beings? Easter		U2.6 Kingdom of God: What kind of King is Jesus?  U2.12 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