



Old Newton Curriculum Map UKS2 Y5/6

Year A 2024 /25

Year A KS2 YR 5-6	Autumn Residential - Bawdsey Manor	Spring The Ancient Greeks (History) Experience: Fitzwilliam Museum - Greeks	Summer An Aerial View - macro to micro (Science/Geography) Experience: Planetarium ?
Framework for Independence	<ul style="list-style-type: none"> Confidence, Resilience and self-awareness Listening and attention Health and self-care 	<ul style="list-style-type: none"> Independent Enquiry Reflective Learners 	<ul style="list-style-type: none"> Cooperation and Society Creative Thinking
<p>Relationship Education Ongoing:</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> to respectfully listen to others but raise concerns and challenge points of view when necessary to research, discuss and debate to discuss and debate issues concerning health and wellbeing 	<p><u>What makes a community? - Rights and Responsibilities</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about what it means to be a part of a community about different groups / individuals that support the local community about the role of voluntary, community and pressure groups to appreciate the range of national, regional, religious and ethnic identities in the UK about the lives, values and customs of people living in other places <p><u>What does discrimination mean?</u></p>	<p><u>How can we be safe online and using social media?</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> how to keep safe and well when using a mobile phone about strategies for managing personal safety – online what to consider before sharing pictures of themselves and others online about the importance of keeping personal boundaries and the right to privacy to be critical of what they see and read in the media 	<p><u>What makes us enterprising?</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about different ways of achieving and celebrating personal goals how having high aspirations can support personal achievements what it takes to set up an enterprise about what enterprise means for work and society <p><u>Growing up</u></p> <p>Pupils Learn to:</p> <ul style="list-style-type: none"> name physical changes young people will experience during puberty. describe emotional changes young people

	<p>Pupils learn:</p> <ul style="list-style-type: none"> • how actions can affect ourselves and others • about discrimination, teasing, bullying and aggressive behaviour and its effect on others • about the factors that make people the same or different • to recognise and challenge 'stereotypes' • about the correct use of the terms sex, gender identity and sexual orientation 	<ul style="list-style-type: none"> • to critically consider information they choose to forward to others 	<p>might experience during puberty.</p> <ul style="list-style-type: none"> • appreciate that there is no such thing as a perfect body. • list things that all loving relationships have in common. • explain what a sexual relationship is. • explain how babies are conceived and how they are born. • identify someone they could talk to about their changing body, should they need to
<p>PSHE</p> <p>Year 5 PSHE units</p>	<p>Living in the wider world: TEAM - Together Everyone Achieves More</p> <p>Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences Different rights; responsibilities and duties</p> <p>Health and Wellbeing - It's my body:</p> <ul style="list-style-type: none"> • What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices • Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief • My Body; my rights <ul style="list-style-type: none"> - importance of consent, control - exercise right; sleep tight - getting into good healthy habits 	<p>Health and Wellbeing (Cont)</p> <ul style="list-style-type: none"> • It's my body: <ul style="list-style-type: none"> - harmful substances; - self-image; - healthy choices • Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief <p>Health and Wellbeing - Think Positive: talk about their thoughts, feelings and behaviours; • identify unhelpful and helpful thoughts; • suggest outcomes linked to certain thoughts, feelings and actions; • discuss ways in which positive thinking can be beneficial; • identify and discuss uncomfortable emotions; • identify common choices we have to make in life; • use basic mindfulness techniques, when guided; • describe what makes a good learner.</p>	<p>Living in the wider world Financial Well-being: Money Matters</p> <ul style="list-style-type: none"> • L17. about the different ways to pay for things and the choices people have about this • L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' • L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) • L20. to recognise that people make spending decisions based on priorities, needs and wants • L21. different ways to keep track of money • L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe • L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions
English	Cosmic Unit - Writing Fiction	Hansel and Gretel - Traditional Tales	The Explorer - narrative unit

Possible ideas but will be structured according to Talian writing LTP	Journey Unit - Writing Fiction Scrooge the Christmas Carol Letters / Persuasion The Snowman - Picture Book		Timeline - Ancient Greece Chronological Reports Hope-o-potamus Narrative Poetry - Persuasion: Greta (Possible extra unit to support Scrooge)		Charles Darwin - On the Origin of Species - information text Gorilla The journey Autobiographies Explanation Texts Mountains Newspaper report Diaries Building tension and suspense Newspaper Reports	
Reading	Holes - Nonlinear time sequence Pig-Heart Boy - complexity of narrator A Christmas Carol , Wolves of Willoughby Chase - Archaic Text Harry Potter -complexity of plot		Harry Potter -complexity of plot The Girl of Ink and Stars - complexity of plot The Tyger, The Eagle, Daffodils -Poems, Resistant, Archaic, Complex		Pax - complexity of narrator Wonder - complexity of narrator; non-linear time sequence	
Maths - WRM: Mixed Year Group Planning	Place Value; Addition and Subtraction https://whiteroseeducation.com/account/resources	Multiplication and Division; Fractions https://whiteroseeducation.com/account/resources	Fractions (Y5); Ratio and Algebra (Y6) https://whiteroseeducation.com/account/resources	Fractions, Decimals, Percentages; Perimeter and Area; https://whiteroseeducation.com/account/resources	Statistics; Geometry-Shape, position and Direction https://whiteroseeducation.com/account/resources	Measurement and Converting Units; Negative Numbers; Volume https://whiteroseeducation.com/account/resources
Science Plymouth Scheme of Work - Mixed Year Group Planning Plus on-going working scientifically from the skills progression	Cycle B- T3 Healthy body, healthy mind <ul style="list-style-type: none">I can identify the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood.I can describe the ways in which nutrients and water are transported within animals including humans.I can recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function.I understand the term 'food group' and 'balanced diet'.I understand the importance of a balanced diet.		Cycle B- T1 Bright sparks <ul style="list-style-type: none">Recognise that light appears to travel in straight lines. (LY6)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 (LY6)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 (LY6)Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (LY6)		Cycle B- T2 Following Darwin's footsteps <ul style="list-style-type: none">recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years agorecognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parentsidentify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	

	<ul style="list-style-type: none">I understand the importance of a healthy body and a healthy mind. <p>Extended write ideas Diary/graphic novel as blood travelling around the human body. Instructions on how to live a healthy lifestyle. Persuasive advert to join a health class.</p>	<ul style="list-style-type: none">To 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. (EY6)To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. (EY6)To use recognised symbols when representing a simple circuit in a diagram. (EY6) <p>Extended write ideas Instructions on how to make a bulb brighter. Explanation of lighthouse, lasers or fibre optic lights.</p>	<p>Extended write ideas Fact file/ biography about Charles Darwin. Explanation text of how the iguanas on the Galapagos island have adapted over time.</p> <p>(DT Link - Bird adaptations/Bird Hides English Link - Jungle Habitat - Gorilla/Explorer)</p>	
History		<p>Kapow: Unheard histories: Who should feature on the £10.00 banknote? Investigating why historical figures are on banknotes, learning about the criteria for historical significance, participating in a tennis rally debate, creating a video to explain why their historical figure was significant and selecting a historical figure for the £10.00</p>	<p>What did the Greeks do for us? Kapow Yr 5/6 -</p> <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i> Chronological Understanding Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as:</p>	<p>What does the census tell us about our local area? Local Study: Kapow Yr 5/6 Unit</p> <p>Investigating local history during the Victorian period, children carry out an enquiry using census and factory records.</p> <p>They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events.</p> <p>Planning their own historical enquiry, they</p>

				<p>century, decade, BC, AD, after, before, during, Greek, era, period. Identifies changes within and across historical periods</p> <p>Extended write ideas Construct their own Greek Myth or write a chronological report describing some of the events in ancient Greece</p>		research a local family or street.
Geography	<p>Why does population change? Human Geography: Kapow 5/6 Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.</p>		<p>Mountains: What is life like in the Alps? - Physical Geog - Kapow 5/6 Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality</p> <p>Extended write ideas</p>		Kapow - Can I carry out an independent fieldwork enquiry	

			Make a tourist information leaflet on the Alps as a holiday destination.			
Music	Charanga Y5 Melody and Harmony in Music	Charanga Y5 Developing Ensemble Skills	Charanga Y5 Composing and Chords	Charanga Y5 Musical Styles Connect Us	Charanga Y5 Freedom to Improvise	Charanga Y5 Farewell Tour
PE TO BE CHANGED IN AUG	Fundamentals Tag rugby	Hockey Dance	Target Games Gymnastics	Orienteering Football	Tennis Athletics TBC	Athletics Cricket TBC
Art Suffolk Art Scheme: Yr5 Units **Extended Write in Spring: all classes completing the same writing task.	Print Extended Write: Writing detailed instructions on how to produce a reduction print block using Press Print.(Step by step and adding sketches/prints to support).		Textiles **Extended Write: Story writing based on Surrealism- Weird and wacky and wonderful. Extended Write Art Link		Paint	
DT Kapow Mixed Year Group Planning		Electrical systems: Doodlers		Mechanical systems: Making a pop-up book		Cooking and nutrition: Developing a recipe
Computing	Year 6 Online safety	Year 6 Creating media- History of computers	Year 6 Computing systems and networks- Exploring AI	Year 6 Programming- Intro to Python Year 6 Skills showcase- Inventing a product		Year 6- Data Handling: Big Data 1
RE (Emmanuel Project Scheme)	<u>Big Question 5: Where do people look for answers to life and living?</u>			<u>Big Question 6 – Are some things more sacred than others?</u>		

	<p><u>Christianity</u> Why is the gospel such good news for Christians?</p> <p>Extended write ideas Write a letter to someone sharing some good news that you recently had.</p>	<p><u>Islam</u> What does the Qur'an reveal about Allah and his guidance?</p> <p>Extended write ideas Write a diary account of Mohammed and his revelation at Cave Hira.</p>	<p><u>Hinduism</u> What spiritual pathways to Moksha are written about in Hindu scriptures?</p> <p>Extended write ideas Rewrite the story of Krishna with the universe in his mouth</p>	<p><u>Christianity</u> <i>Why do Christians think being a <u>pilgrim</u> is a good analogy for life itself?</i></p>	<p><u>Christianity</u> What is the great significance of the Eucharist for Christians?</p> <p>Extended write ideas Thankfulness on the moon - Write a description of what the moon was like from Buzz's perspective and link this to his feeling of thankfulness to God.</p>	<p><u>Buddhism</u> How did Buddha teach his followers to find enlightenment?</p>
French	Family and Friends	Family and Friends	Our school	Our school	Daily Routine	Daily Routine

Link to document for books for topics across curriculum.

https://drive.google.com/file/d/1h1m5RNuYETx2J03oLvLeFpbp7_LCwl-v/view