

Chapmanslade Primary School Class Curriculum Map Year B 2023-24 – Redwood Class Y5/6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Science	<p>What are forces and how do they affect us? FORCES (Y5)</p> <p>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>	<p>How does light enable us to see objects and shadows cast by them? LIGHT (Y6)</p> <p>recognise that 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>How do the components function in an electrical circuit? ELECTRICITY (Y6)</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>How do humans change throughout their lifecycle? ANIMALS INCLUDING HUMANS (Y5)</p> <p>describe the changes as humans develop to old age</p>	<p>How do living things reproduce? LIVING THINGS AND THEIR HABITATS (Y5)</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p>		
	<p style="text-align: center;">WORKING SCIENTIFICALLY</p> <ul style="list-style-type: none"> ○ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ○ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ○ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ○ using test results to make predictions to set up further comparative and fair tests ○ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations ○ identifying scientific evidence that has been used to support or refute ideas or arguments 						
History	<p>When and why did World War 11 begin and who were the key individuals and countries involved? WORLD WAR 2</p> <p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study</p> <p>Construct informed responses that involve thoughtful selection of relevant historical information</p>		<p>How did the railways impact life in Westbury? LOCAL HISTORY STUDY</p> <p>A study over time tracing how several aspects of national history are reflected in the locality</p>		<p>How did the changes in the 20th Century impact modern life? LEISURE AND ENTERTAINMENT</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p>		

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	<p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance</p>				<p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	
<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</p>						
<p>Geography</p>	<p>What and where are some mountainous regions in the UK and how do they compare to another country's?</p> <p>MAGNIFICENT MOUNTAINS</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		<p>What is sustainable living and how has it changed over time?</p> <p>ENOUGH FOR EVERYONE</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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 in the context of UK power stations.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>How has Lulworth Cove changed over time?</p> <p>OUR CHANGING WORLD</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	
	<p>RE</p>	<p>RELIGION: ISLAM</p> <p><u>Key question:</u> What is the best way for a Muslim to</p>	<p>RELIGION: CHRISTIANITY</p> <p><u>Key question:</u> What kind of king would Jesus be?</p> <p><u>Concept:</u> Kingdom of God</p>	<p>RELIGION: CHRISTIANITY</p> <p><u>Key question:</u> What difference does the</p>	<p>RELIGION: CHRISTIANITY</p> <p><u>Key Question:</u> What would Jesus do?</p> <p><u>Concept:</u> Gospel</p>	<p>RELIGION: ISLAM</p> <p><u>Key Question:</u> Does belief in Akhirah help Muslims to lead good lives? (Part 1)</p>

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	<p>show commitment to God?</p> <p><u>Theme:</u> Beliefs and Practices</p> <p>Discovery RE</p>	<p>Understanding Christianity 2b.8</p>	<p>resurrection make to Christians?</p> <p><u>Concept:</u> Salvation</p> <p>Understanding Christianity 2b.7</p>	<p>Understanding Christianity 2b.5</p>	<p><u>Theme:</u> Beliefs and Moral Values</p> <p>Discovery RE</p>	<p>lead good lives? (Part 2) DRE</p> <p><u>Theme:</u> Beliefs and Moral Values</p> <p>Discovery RE</p>
<p>PSHE</p>	<p>VIPs</p> <p>create a list to show different ways we can care for our VIPs;</p> <p>show a calming technique on a poster;</p> <p>discuss how a disagreement could either be avoided or handled;</p> <p>write and explain what to do when feeling pressured;</p> <p>identify and discuss which secrets are OK to keep and which should be shared;</p> <p>identify healthy and unhealthy relationships.</p>	<p>SAFETY FIRST</p> <p>appreciate what being responsible means;</p> <p>assess a situation for the level of risk;</p> <p>appreciate that doing something risky may lead to danger;</p> <p>identify people who can help us in an emergency;</p> <p>understand the importance of taking action to reduce the risk of harm;</p> <p>explain how we know which substances around the home contain chemicals ;</p> <p>identify safety precautions that can be taken when using roads, railways or water.</p>	<p>DIGITAL WELLBEING</p> <p>explain how they can look after their digital wellbeing;</p> <p>discuss how to stay safe, healthy and happy online and when they use digital technology;</p> <p>explain how to develop safe, respectful and healthy online relationships;</p> <p>understand how to use social media responsibly;</p> <p>identify online bullying behaviours and talk about what they can do to help themselves and others if it is seen or experienced;</p> <p>describe strategies they can use to assess the reliability of online information and images.</p>	<p>THINK POSITIVE</p> <p>describe how their thoughts, feelings and behaviours influence each other;</p> <p>explain the range and intensity of their feelings to others;</p> <p>name some strategies to deal with unhelpful thoughts;</p> <p>know how to make an informed choice;</p> <p>appreciate how making good choices can make us happy;</p> <p>understand how mindfulness techniques can be used in their everyday lives;</p> <p>describe the difference between a growth mindset and a fixed mindset;</p> <p>identify strategies for facing a challenge.</p>	<p>ONE WORLD</p> <p>explain how to be a responsible global citizen;</p> <p>describe what can be done to help prevent global warming from getting worse;</p> <p>explain how energy use can be changed to help the environment;</p> <p>detail the responsible use of water;</p> <p>understand the importance of biodiversity;</p> <p>describe the impact of their choices for people and places across the world.</p>	<p>GROWING UP</p> <p>explain how to look after their bodies during puberty.</p> <p>name some ways to cope with new or difficult emotions.</p> <p>describe some of the ways in which the media fuels the notion of a perfect body.</p> <p>describe the different types of loving relationships that exist.</p> <p>explain the laws around sexual relationships.</p> <p>explain what contraception is, how it is used and what it is used for.</p> <p>use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation.</p> <p>use scientific vocabulary to accurately explain how babies are made and how they are born.</p>

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					describe the process from conception to birth and the needs of the foetus
Computing	<p>SCRATCH PROGRAMMING: DEVELOPING GAMES</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs</p> <p>working 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>3D MODELLING: SKETCH UP</p> <p>selecting, using and combining 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>FLOWOL</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs</p> <p>working 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>ONLINE SAFETY</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>				
Art	<p>WILDLIFE BIRDS</p> <p>develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with pencil, charcoal, paint & clay</p>	<p>THE SEASIDE</p> <p>develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with pencil, charcoal, paint & clay</p>	<p>ARTIST STUDY: WARHOL</p> <p>about great artists, architects and designers in history</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing and painting</p>		
	<p>AUTOMATA ANIMALS</p> <p>Design</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>		<p>COOKING AND NUTRITION: SEASONAL FOOD</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>		

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	<p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		<p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>			
<p>Music</p>	<p>GETTING STARTED WITH MUSIC TECH</p> <p>Theme: How Does Music Bring Us Together?</p>	<p>EMOTIONS & MUSICAL STYLES</p> <p>Theme: How Does Music Connect Us with Our Past?</p>	<p>EXPLORING TIME & KEY SIGNATURES</p> <p>Theme: How Does Music Improve Our World?</p>	<p>INTRODUCING CHORDS</p> <p>Theme: Creating Simple Melodies Together</p>		
<p>PE</p> <p>* In some cases we may take advantage of sport specialists/</p>	<p>CRICKET</p> <p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p>	<p>FOOTBALL</p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with</p>	<p>DANCE</p> <p>I can accurately copy and repeat set choreography.</p> <p>I can choreograph phrases individually and with</p>	<p>GYMNASTICS</p> <p>I can create and perform sequences using apparatus, individually and with a partner.</p>	<p>TAG RUGBY</p> <p>I can communicate with my team and move into space to keep possession and score.</p>	<p>ATHLETICS</p> <p>I can choose the best pace for a running event.</p> <p>I can identify good athletic performance and explain why it is good.</p>

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<p>coaches which may replace our second (bottom) unit</p>	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can strike a bowled ball with increasing consistency.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use this.</p>	<p>some control under pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can often make the correct decision of who to pass to and when.</p> <p>I can use tracking and intercepting when playing in defence.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can use them most of the time to play honestly and fairly.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>others considering actions and dynamics.</p> <p>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>I can lead a group through short warm-up routines.</p> <p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <p>I can suggest ways to improve my own and other people’s work using key terminology.</p> <p>I can use counts when choreographing to stay in time with others and the music.</p> <p>I can use feedback provided to improve my work.</p>	<p>I can lead a partner through short warm-up routines.</p> <p>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>I can use strength and flexibility to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p>	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass and receive the ball with some control under pressure.</p> <p>I can tag opponents and close down space.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I can perform a range of jumps showing some technique.</p> <p>I can show control at take-off and landing in jumping activities.</p> <p>I can take on the role of coach, official and timer when working in a group.</p> <p>I can use feedback to improve my sprinting technique.</p> <p>I persevere to achieve my personal best.</p> <p>I show accuracy and power when throwing for distance.</p>
	<p>DODGEBALL</p> <p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can throw accurately at a target.</p>	<p>BASKETBALL</p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p>	<p>YOGA</p> <p>I am confident to lead others through poses and flows.</p> <p>I can create a yoga flow working safely with a partner.</p> <p>I can identify how different activities can benefit my physical health.</p>	<p>HOCKEY</p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p>	<p>ORIENTEERING</p> <p>I am inclusive of others, can share job roles and lead when necessary.</p> <p>I can orientate a map efficiently to navigate around a course.</p> <p>I can pool ideas within a group, selecting and</p>	<p>TENNIS</p> <p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify how different activities can benefit my physical health.</p>

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	<p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use these.</p>	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use tracking and intercepting when playing in defence.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I can move with control from one pose to another demonstrating good balance.</p> <p>I can provide feedback to others using key terminology.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use my breath to move from pose to pose.</p> <p>I show strength and flexibility whilst holding yoga poses.</p>	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use tracking, tackling and intercepting when playing in defence.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can use them most of the time to play fairly and honestly.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>applying the best method to solve a problem.</p> <p>I can use critical thinking skills to form ideas and strategies to solve challenges.</p> <p>I can work effectively with a partner and a group to solve challenges.</p> <p>With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.</p>	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I can work cooperatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>
<p>MFL - French</p>	<p style="text-align: center;">GETTING TO KNOW YOU</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p style="text-align: center;">ALL IN A DAY</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build</p>	<p style="text-align: center;">THIS IS FRANCE</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine,</p>			

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	<p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>sentences; and how these differ from or are similar to English</p>	<p>masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>
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