



Foxyards Primary School  
Years 5 and 6 Curriculum Map

**Cycle 1**

Subject	Autumn Savage Saxons, Vicious Vikings and Scots	Spring Savage Saxons, Vicious Vikings and Scots	Summer Bostin Britain
History	Britain's settlement by Anglo-Saxon and Scots	Britain's settlement by Anglo-Saxon and Scots	
Geography			<p>A local history study</p> <p>Understand geographical similarities and differences through a study of human and physical geography or area of the United Kingdom</p> <p>Describe and understand key aspects of physical and human geography</p> <p>Use maps, atlases and globes</p> <p>Use the eight point compass</p> <p>Use a range of geographical sources in order to investigate places and patterns</p> <p>Use field work</p>
Art and Design	<p>Digital Media - Take photos and enhance by editing</p> <p>Drawing - use a variety of techniques, choose a suitable style</p>	<p>Sculpture - Use lifelike proportions, use tools, combine visual and tactile qualities, use frameworks</p>	<p>Printing - Wallpaper, build up layers, create an accurate pattern, use a range of visual elements to reflect purpose</p> <p>William Morris</p>
Design Technology	<p><b><u>Mechanics</u></b> - Toy ship with moving sail</p> <p>Explore toys that use rotary motion to linear motion.</p> <p>With support test combinations of electronics and mechanics in product designs.</p> <p>Convert rotary motion to linear using cams.</p> <p>Use innovative combinations of electronics (or computing) and mechanics in product designs.</p> <p><b><u>Food (Cooking In The Curriculum)</u></b></p>	<p><b><u>Construction</u></b> - Make a sword</p> <p>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p> <p><b><u>Food (Cooking In The Curriculum)</u></b></p> <p>To know what a microorganism is.</p> <p>Accurately use different units of measure (e.g. ml, g, kg and l).</p> <p>Identify a range of baking and cooking techniques.</p>	<p><b><u>To take inspiration from design throughout history &amp; Textiles</u></b> - Fashion Show</p> <p>Combine elements of design from a range of inspirational designers throughout history (Alexander McQueen, Stella McCartney, Mary Quant, Paul Smith, Thomas Burberry, Vivienne Westwood, Katharine Hamnett), giving reasons for choices.</p> <p>Create innovative designs that improve upon existing products.</p> <p>Evaluate the design of products so as to suggest improvements to the user experience.</p> <p>Create objects that employ a seam allowance.</p>

	<p>I know where to store ingredients and utensils. Attempt to use different units of measure (e.g. ml, g, kg and l).</p>	<p>With support create recipes, including ingredients, methods, cooking times and temperatures.</p>	<p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. Experiment using finger knitting, cross stitch, applique and embroidery within a design. Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles</p> <p><b><u>Food (Cooking In The Curriculum)</u></b> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>
Science	<p>Y5 - Living things and their habitats Earth and space</p>	<p>Y5 - Animals including humans - life cycle of humans Forces</p>	<p>Y5 -Properties and changes of materials -</p>
	<p>Y6 - Electricity All Living Things - classification</p>	<p>Y6 - Evolution and inheritance All Living Things - stages of plant and animal growth and reproduction Light</p>	<p>Y6 - Changes that for new materials - irreversible changes Animals including humans - the human circulatory system All Living Things stages of plant and animal growth Forces - speed</p>
ICT	<p>Text - Purple Mash Statistics - Purple Mash Computer Science - Purple Mash, Scratch</p>	<p>Text - Purple Mash Images/Moving Images - Revelation Computer Science - Purple Mash, Scratch</p>	<p>Text - Purple Mash Statistics - Excel Images/ Moving Images - Serif Photoplus Computer Science - Purple Mash, Scratch Sound - Audionet/ Audacity</p>
PE	<p><b>Dance</b> unit 16 "Conflict and opposition" (6 lessons) <b>Gymnastics</b> unit 13 "Partner sequencing" (6 lessons)</p>	<p><b>Dance</b> unit 17 "Contrasts in body shape" (6 lessons)</p>	<p><b>Dance</b> unit 18 "Contrasts in speed" (6 lessons) <b>Games</b> unit 14 "Attack and defence within an invasive game"</p>

	<p><b>Games</b> unit 16 "Bowling within a striking/fielding game" (6 lessons)</p> <p><b>O.A.A</b> unit 2 Simple orienteering and problem solving challenges. (6 lessons)</p>	<p><b>Gymnastics</b> unit 14 "Symmetry and asymmetry" (6 lessons)</p> <p><b>Games</b> unit 15 "Attack and defence in short tennis" (6 lessons)</p> <p><b>O.A.A</b> unit 2 Simple orienteering and problem solving challenges. (6 lessons continued)</p>	<p>(6 lessons)</p> <p><b>Athletics</b> unit 2 "More advanced running, jumping and throwing skills" (6 lessons)</p>
RE	<p><b>Stories</b></p> <p>What is the belief of the stories?          What are your views?          Why do you think God created Noah's Ark?          What did Allah believe?</p> <p>Emerging: Recognise feelings about identities.          Emerging: Listen about significant experiences.          Emerging: I can listen to others answers to ultimate questions.          Developing: Express feelings about identity.          Developing: Explain own ideas to questions.          Developing: Ask questions about significant experiences.          Secure: Explain why own answers differ from others.</p>	<p><b>Worship</b></p> <p>What is holy communion?          Who do Christians worship to?          Who do Sikhs do?          Why do Sikhs not worship statues?</p> <p>Emerging: Recognise different religious groups and morals.          Emerging: Know different faith communities.          Developing: I can show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).          Developing: I can explain the significance of some religious beliefs, teaching and events for members of faith communities.          Secure: I can explain why different religious communities or individuals may have a different view of what is right and wrong.          Secure: Explain how some teachings and beliefs are shared between religions.</p>	<p><b>Festivals</b></p> <p>Why Christians celebrate Christmas and Easter?          How do Christians celebrate it?          Why do Christians believe Christmas to be a time of peace and good will?          Why do Hindu's celebrate Diwali?          What does Diwali represent?</p> <p>Emerging: I can find out about the differing ways that believers show their ideas, teachings and belief.          Developing: I can explain some of the differing ways that individuals show their belief.          Secure: I can explain some of the differing ways that believers show their teachings and ideas.</p>

PSHE	Making Relationships	Health and Well-Being	Living in the Wider World
Music	Don't Stop believing Five Gold Rings	Classroom Jazz A Tragic story	Stop! Reflect, Rewind, Replay



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Year 5 and 6 Curriculum Map

**Cycle 2**

Subject	Autumn Come over to Mayan place (Bostin Britain 2015 only)	Spring Erupting Earth	Summer Battle of Britain
History	To learn about a non-European society that provides contrasts with British history		A study of a theme in British History
Geography		Locate the world's countries with a focus on North and  south America Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or  South America Describe and understand key aspects of physical and human geography	
Art and Design	Painting- Use watercolours Frederick Catherwood Textiles - Join with a combination of stitches	Sculpture - Combine visual and tactile qualities, use frameworks- Hokusai	Collage Mix textures (Propaganda Posters)
Design Technology	<p><b>Construction</b> - Make a Mayan mask/temple Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p> <p><b>Food (Cooking In The Curriculum)</b> To know what a microorganism is. Accurately use different units of measure (e.g. ml, g, kg and l). Identify a range of baking and cooking techniques. With support create recipes, including ingredients, methods, cooking times and temperatures.</p>	<p><b>Materials</b> - Erupting Volcanoes! (Paper Mache) Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). Cut materials with precision and refine the finish with appropriate tools (such as more precise scissor cut after roughly cutting out a shape).</p> <p><b>Food (Cooking In The Curriculum)</b> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p>	<p><b>To design, make, evaluate and improve</b> - Profit vs Design / Create luxury and budget packaging (rich/poor divide) Discuss what profit is and the pros and cons of designing for service vs profit. (Compare Aldi to Waitrose). Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements.</p>

		<p>Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>	<p>Ensure products have a high quality finish, using art skills where appropriate. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p> <p><b><u>Food (Cooking In The Curriculum)</u></b> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>
Science	<p>Animals and humans, Evolution and inheritance, Year 5 Plants, Animals and humans, Evaluation and inheritance - Year 6</p>	<p>States of matter, Materials Year 5 All living things, Rocks and fossils - Year 6</p>	<p>Force and magnets, Earth and Space - Year 5 Materials, Light, Sound - Year 6</p>
ICT	<p>Text - Purple Mash Statistics - Purple Mash Computer Science - Purple Mash</p>	<p>Text - Purple Mash Images/Moving Images - Revelation Computer Science - Purple Mash</p>	<p>Text - Purple Mash Statistics - Excel Images/ Moving Images - Serif Photoplus Computer Science - Purple Mash Sound - Audionet/ Audacity</p>
Physical Education	<p><b>Dance</b> unit 16 "Conflict and opposition" (6 lessons) <b>Gymnastics</b> unit 13 "Partner sequencing" (6 lessons) <b>Games</b> unit 16 "Bowling within a striking/fielding game" (6 lessons) <b>O.A.A</b> unit 2 Simple orienteering and problem solving challenges.</p>	<p><b>Dance</b> unit 17 "Contrasts in body shape" (6 lessons) <b>Gymnastics</b> unit 14 "Symmetry and asymmetry" (6 lessons) <b>Games</b> unit 15 "Attack and defence in short tennis" (6 lessons)</p>	<p><b>Dance</b> unit 18 "Contrasts in speed" (6 lessons) <b>Games</b> unit 14 "Attack and defence within an invasive game" (6 lessons) <b>Athletics</b> unit 2 "More advanced running, jumping and throwing skills"</p>

	(6 lessons)	O.A.A unit 2 Simple orienteering and problem solving challenges. (6 lessons continued)	(6 lessons)
RE	<p><b>Leaders of Religion/ Beliefs</b></p> <p>How did Jesus enter into Jerusalem? Who was Jesus? What happened at the last supper? How and why did Jesus become resurrected? How do Christians believe God was living on Earth? <b>Who was Guru Nanak?</b> Why is Mohammed important to Muslims?</p> <p>Emerging: I know what a spiritual leader is. Developing: Identify a spiritual leader. Secure: I can show an understanding of the role of the spiritual leader. Secure: I can recognise and express feelings about my own identity and relate these to religious beliefs or teachings. Secure: Explain how religious beliefs shape the lives of individuals and communities.</p>	<p><b>Holy Books</b></p> <p>What is the Bible? Who is the Bible important to? What does the Bible teach you? What do Hindu's worship from? Why do Hindus have shrines?</p> <p>Emerging: Identify values and say why they are important. Developing: Express own values. Secure: I can ask questions and suggest answers about the significant experiences of others, including religious believers.</p>	<p><b>People of Faith</b></p> <p>Look at life and work of one important person history. What did they accomplish? How does their work link to Christianity? How was their faith a help to them? Emerging: I can identify some of the practices and lifestyles involved in belonging to a faith community. Developing: I can explain the practices and lifestyles involved in belonging to a faith community and talk about their significance. Secure: I can compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Secure: I can ask questions and suggest answers about the significant experiences of others, including religious believers.</p>
PSHE	Making Relationships	Health and Well-Being	Living in the Wider World
Music	Livin' on a prayer New Year Carol	Classroom Jazz 2 Fresh Prince of Bel Air	Make you feel my love Reflect, Rewind, Replay