



Year 5/6 Curriculum theme - LONDON, ENGLAND



August 2023 - February 2024



Our focus moves to London, England. We will use what we have previously learned about England and its location in the world as we find out more about our capital city now and through key times in British history.



St.Botolph's Curriculum Drivers - London, England

(What underpins our curriculum? What do we think about when planning the theme in detail?)

Our World Sustainable environments Diversity & beliefs Communities	Social, emotional and physical wellbeing	Spiritual and moral
As people concerned about the world around us, we will: <ul style="list-style-type: none"> ❑ Understand that London is a city which is home to people from different cultures and with different faiths. ❑ Learn about city pollution and the part we can play in reducing it. ❑ Find out how communities have changed and diversified in London over time. 	As we learn how to look after and take care of ourselves, we will: <ul style="list-style-type: none"> ❑ Use mindfulness/calming techniques taught to help us ❑ Learn different ways to look after our Wellbeing and support one another. ❑ Take part in Anti-Bullying Week ❑ Encourage involvement in activities led by Wellbeing Champions and Sports Crew ❑ Understand the importance of a supportive community environment in London to promote wellbeing. <p>PSHE = Personal, Social & Health Education We have a rolling programme of units that we follow each year. They are taken from the Cambridgeshire PSHE programme.</p>	In our spiritual and moral development, we will: <ul style="list-style-type: none"> ❑ Continue to build on our understanding of our school vision and ethos through our assembly and Act of Worship programme. ❑ Understand the messages of hope and reconciliation that emerged from the Blitz in London and across England ❑ Learn how to use past historical experiences and knowledge gained to help us to move on when faced with our own difficult situations

Theme Weeks

Anti Bullying Week (November) - Do we know what to do and who to turn to if something or someone makes us upset or feel unsafe? Who are our Trusted Adults?

Keeping Safe Week (February) - Our focus for the week is on how to keep safe in many different situations. How can we look after ourselves and others? How do we keep ourselves safe online? What do we do if something we see makes us feel uncomfortable? We focus on internet safety all year round but also have a special focus during Safer Internet Day.

Faith Week (February) - For this Faith Week, the focus will be on Chinese New Year. What are the traditions, beliefs

and practices around Chinese New Year? How do Chinese communities celebrate both in China and around the world?



Additional key events covered in school include:

Remembrance Day



Children in Need












Christmas Jumper Day






Year 6 Residential to PGL (September).

The whole school will go to the pantomime in Loughborough (December).

<p>History</p> 	<p>Geography</p> 	<p>Art</p> 
<p>We will be delving into London's past to learn about its important position as our capital city in history. Children will learn about the Kings and Queens who have ruled England and be able to place them on a timeline.</p> <p>They will look at change over time and describe characteristics of time periods studied. Further work will be done on learning about how to refine a line of enquiry. Sources of evidence will be scrutinised and historians understand the social context of evidence studied.</p>	<p>As part of our geography work, we will collect and analyse statistics and other information to draw conclusions about locations. We will continue to use a range of resources to give detailed descriptions and opinions of the characteristics studied.</p> <p>Children will be encouraged to give their views on different representations of a location. For example, they may compare a tube map with aerial images of London. They will also work on developing skills when working with the eight points of a compass, keys and four figure grid references.</p>	<p>Children will use their sketchbook to collect ideas so they can extend their own ideas from different starting points. They will be encouraged to present ideas imaginatively using a range of resources.</p> <p>Children will be shown how to take inspiration from great artists and designers. They will then be able to complete their own original pieces.</p> <p>Through sculpture, they will be supported to use tools to carve and add shapes, texture and pattern. They will also continue to work towards mastering techniques in painting and drawing.</p>
<p>Design & Technology</p> 	<p>PE</p> 	<p>Computing</p> 
<p>We will make use of our great food room as we initially learn more about how to store and handle ingredients correctly. Children will be taught to use a range of baking and cooking techniques. They will use their</p>	<p>Lessons will focus on developing practical skills in order to participate, compete and lead a healthy lifestyle. In games, children will learn how to work alone or in a team. They will select the tactics needed for a game.</p>	<p>We will work on choosing the suitable applications to construct and manipulate data. We will also work on the presentation of data. Children will learn about presenting</p>

<p>knowledge of ratio from work in maths to help them scale up or down a recipe.</p> <p>Design work will also focus on evaluating the design of products to suggest improvements and combine ideas and elements from a range of inspirational designers throughout history, giving reasons for choices made.</p>	<p>Children will work on skills of striking, hitting, fielding, defending and attacking. Work will also be done on upholding the spirit of fair play and respect.</p> <p>In gymnastics, children will learn how to create more complex, well executed sequences. Children will also take part in swimming to ensure they are able to swim 100 metres unaided using a recognised stroke correctly.</p> <p>Discrete units to be taught Football Cross country Sportshall athletics Tri golf Dodgeball Gymnastics Hockey</p>	<p>data in a professional way. We will work on understanding the effects of online comments and show responsibility and sensitivity when online. This will need to be done repeatedly and during PSHE lessons too to support children.</p>
<p>Music</p> 	<p>RE</p> 	<p>Languages</p> 
<p>Children will be taught to sing or play expressively from memory with confidence. They will have the opportunity to create songs with verses and a chorus selecting elements for their pieces carefully. We will develop understanding and use of standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. We will also continue to work on reading notes on a musical stave.</p> <p>An important part of our music curriculum is also describing how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Discrete units to be taught Charanga Year 5 Unit 1: Livin on a Prayer Unit 2: Classroom Jazz Unit 3 Make you feel my Love</p> <p>Charanga Recorders Units 1 - 12</p>	<p>We will continue to follow the Leicestershire Syllabus for RE alongside the Understanding Christianity units.</p> <p>Discrete units to be taught What does it mean if Christians believe God is Holy and loving? (Yr 5) Why do Hindus want to be good? (Yr5) What does it mean to be a Muslim in Britain today? (Yr 5)</p> <p>Why is the Torah so important to Jewish people? (Yr 6) Why do Christians believe Jesus was the Messiah? (Yr 6) Why do some people believe in God and some people not? (Yr 6)</p> <p>Children will be taught how to identify and explain core beliefs and concepts studied. They will describe examples of ways in which people use texts/sources to make sense of these core beliefs and concepts. Teachers will help children to understand what people believe and how they make connections with how</p>	<p>During this unit, the children will continue to build on their French language skills. They will learn how to read and understand the main points of short written texts. We will work on building confidence when reading aloud. Children will also be taught to write their own short texts using dictionaries and glossaries to check words. They will be encouraged to link sentences together both in the spoken and written form. Children will also learn more about the culture of France.</p> <p>Discrete units to be taught: iLanguages</p> <p>Animals Body Colours Food</p>

Carol Service	they live. They will look further into beliefs and practices studied. Children will be encouraged to use what they have learnt to help them to form their own views and opinions.	
<p style="text-align: center;">Science</p> 		
<p>At the heart of our work in science is getting the children to think and behave like scientists by <u>working scientifically</u>. We will plan and carry out investigations, analysing and evaluating results and recording findings in a variety of ways. Children will take measurements, using a range of scientific equipment with increasing accuracy and precision. They will use test results to make predictions to set up further comparative and fair tests.</p> <p>In biology, we will learn how to describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. We will also be able to describe the life process of reproduction in some plants and animals. Our work will take us onto classifying living things into broad groups based on their characteristics.</p> <p>In physics, we will understand that light appears to travel in straight lines. Moving on from this we will explain how we see things and consider shadows and how to predict the size of a shadow when the position of the light source changes. We will learn about sound and hearing, finding patterns between the volume of a sound and the strength of the vibrations that produced it.</p>		

<p style="text-align: center;">English</p> 	<p style="text-align: center;">Maths</p> 
<p>We will continue to work on reading, writing, spelling and grammar through English lessons and the wider curriculum.</p> <p>Reading for understanding and comprehension skills will be taught in class. It is also really important that children read regularly at home to develop stamina, fluency and comprehension.</p> <p>We will focus on building stamina in writing and key skills. We will revise and develop grammar and punctuation rules as well as fluent handwriting.</p> <p>We will be working on the whole-school Jason Wade spelling approach using sounds and syllables.</p> <p>We will link much of our writing to our learning about London whilst using a range of genres.</p>	<p>We follow the White Rose Scheme of Learning for mathematics. We will continue to practise, revise and recall key facts daily. The children are finding that fluent recall of times tables and associated division facts is vital, along with mental recall of number facts. Time will be dedicated to going over the four key operations of addition, subtraction, multiplication and division and the standard methods for each of these to build confidence.</p> <p>In Year 5, children will begin by working on place value. They will also cover addition and subtraction, multiplication and division and fractions.</p> <p>Year 6, children will also begin by consolidating place value understanding. They will then move onto revising addition, subtraction, multiplication and division before targeting converting units, ratio and algebra. Experience of reasoning questions will be developed.</p>

