



Year 5/6 Curriculum theme - SCANDINAVIA



February 2023 – July 2023

Having visited Greece, we are now setting off further north to Scandinavia!

We are going to be learning about the geography of Scandinavia: the countries that make up this area of the world, the climate and features. Our geography will include making comparisons between Scandinavia and Greece. We will also be going back in time to explore the Vikings, their lifestyle, the invasion of Britain and the impact of the invasion on life in Britain.

St.Botolph's Curriculum Drivers - Scandinavia

(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
<p>As people concerned about the world around us, we will:</p> <ul style="list-style-type: none"> ❑ Learn about the progress and importance placed on sustainable living in Scandinavia and how it can influence our own actions and lives. ❑ Compare the differences in diversity and beliefs between Great Britain and Scandinavia and determine its impact on the communities. 	<p>As we learn how to look after and take care of ourselves, we will:</p> <ul style="list-style-type: none"> ❑ Use mindfulness techniques taught to help us ❑ Learn different ways to look after our Wellbeing and support one another. ❑ Take part in 'Healthy Me' week ❑ Enjoy team and individual sports during our sports afternoon ❑ Learn more about ourselves and our bodies ❑ Integrate the units of the Cambridgeshire PSHE programme into our teaching and through discrete units. <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>	<p>In our spiritual and moral development, we will:</p> <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. ❑ Learn about the belief systems of others from around the world, including those who lived in the past and compare them with Christianity today. ❑ Explore the moral significance of historical invasions and the lessons that can be learnt from them.

Theme Weeks

Faith Week (9th April 2023) - For this faith week, the focus will be on Easter. Why is this one of the most important times of the year for Christians? What are the signs and symbols associated with Easter?

Healthy Me Week (May) - During our 'Healthy Me' week, we focus on how to keep ourselves healthy in different ways. We will look at the importance of diet, exercise and lifestyle on the way the body functions. Our sports




afternoon will also take place involving fun and competition. It is also important to consider what we can do to look after ourselves and those we care about by learning more about our mental and emotional health and wellbeing.

Additional key events covered in school include:

Red Nose Day



<p>History</p> 	<p>Geography</p> 	<p>Art</p> 
<p>History work will be focussed on how the Vikings lived: their lifestyle, beliefs and the experiences of men, women and children. Why did they invade Britain and what was the impact on the Anglo-Saxons?</p> <p>We will investigate different sources of evidence and how the Viking invasion changed Britain. Research will also involve the concept of propaganda, discussing different perspectives on the Vikings. Children will learn that no single source of evidence gives full answers to questions about the past. Dates and terms will be used more accurately when describing events. Appropriate historical vocabulary will also be used when communicating information.</p>	<p>We will start by revising the countries around the world we have previously studied before locating the countries that make up Scandinavia. We will then learn about their climate and topographical features. Our focus on the land use in Scandinavia within human geography will link closely with environmental issues and climate change.</p> <p>We will be making comparisons between the three Scandinavian countries.</p> <p>Children will also further develop their understanding of geographical knowledge and terms so they can describe and report using more accurate terminology.</p>	<p>The children will have the opportunity to study 'Scandi art' style and the use of stylised natural forms and colour palettes. They will take inspiration from notable artists in this field as they create their own pieces.</p> <p>Painting skills will be developed as children master techniques as they work on their own style. They will further explore how to combine colours, tones and tints to enhance the mood of a piece. They will use textiles to represent their own designs. Children will combine previously learned techniques to create pieces.</p>
<p>Design & Technology</p> 	<p>PE</p> 	<p>Computing</p> 
<p>The children will use skills from textiles in art to design their own item with a purpose. They will be encouraged to consider carefully when choosing tools to cut and shape materials based on what they know. Children will be able to develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</p> <p>They will have the opportunity to use electronics to create moving objects</p>	<p>Lessons will focus on developing practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>In games, children will learn how to work alone or in a team. Children will work on skills of striking, fielding, defending and attacking. Work will also be done on upholding the spirit of fair play and respect. In dance, children will be able to compose and create imaginative dance sequences, holding a precise</p>	<p>Continuing on the Scandi art theme, the children will be learning how to create drawings using shapes in the drawing tool on the chromebook. We will then go on to look at how we can add colours and shades to our drawings.</p>

<p>and link to how gears and cams make objects move. There will be a focus on developing accurate construction and refining techniques during this work.</p>	<p>and strong body posture. Athletics will allow children to develop skills in throwing, running, jumping and keeping track of their own personal performance. Discrete units to be taught: Cross Country Netball Cricket Athletics Rounders The children will also learn some orienteering skills through outdoor and adventurous activities.</p>	
<p style="text-align: center;">Music</p> 	<p style="text-align: center;">RE</p> 	<p style="text-align: center;">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. The children will continue to experience a wide range of different styles of music and be encouraged to express their views.</p> <p>Discrete units to be taught</p> <ul style="list-style-type: none"> You've Got a Friend Music and Me Reflect, Rewind, Replay <p style="text-align: center;">Summer production</p>	<p>We will continue to follow the Leicestershire Syllabus for RE alongside the Understanding Christianity units.</p> <p>Discrete units to be taught Christians and how to live: What would Jesus do? (Year 5) Creation and Science - Conflicting or complementary? (Year 5) What matters most to Humanists and Christians? (Year 5) What do Christians believe Jesus did to save people? (Year 6) For Christians, what kind of King was Jesus? (Year 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 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>	<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 Numbers Days/dates/months Personal descriptions Family Clothes</p>

Science



Science learning will encompass working scientifically, by selecting and using scientific equipment, finding and recording data and results, and presenting using diagrams and models as well as making predictions. Data and results will be recorded in increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs and models.

In biology, we will:

- Relate the knowledge of plants to the existence and characteristics of all living things and the importance of plants in the study of evolution. We will extend our understanding of the evidence for evolution and adaptation through the study of fossils and the work of Charles Darwin.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Study the human circulatory system and the function of the heart, blood and vessels.
- Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.
- Learn how the body changes from birth to old age.

In physics, we will:

- Investigate magnetic forces and the interaction between forces around more than one magnet.
- Investigate the forces of gravity, drag, water resistance, air resistance and friction.
- Understand the forces and motion that can be transferred through mechanical devices such as gears, pulleys, levers and springs.
- Construct electric circuits and use standard symbols to record their work.
- Understand the Earth's movement in space: the relationship between the sun and the planets and the links between day and night and the seasons.

English



In English, the children will focus on the key areas of reading, writing and spelling.

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.

Spelling lessons will follow the same pattern using the approach of segmenting the words using the Jason Wade Sounds and Syllables approach.

Core writing skills and structures will be developed through both fiction and non-fiction work. This will include celebrating the work of Shakespeare, writing about the Vikings, persuasive writing about Scandinavia and climate change as well as Norse myths.



Maths



We follow the White Rose Scheme of Learning for mathematics. We will continue to practise, revise and recall key facts daily. Time will be dedicated to going over the four key operations of addition, subtraction, multiplication and division and the standard methods for each.

In year 5, children will also focus on learning more about decimals and percentages, perimeter and area, statistics, shape, position and direction, negative numbers, converting units and volume.

In year 6, children will be completing work on decimals, fractions and percentages, area, perimeter and volume, statistics, shape and position and direction. They will undertake additional revision to help them prepare for the SATs before May and will also continue to work hard after the testing period to ensure we have focussed on any key target areas highlighted before the children move onto the next

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