



Year 5/6 Curriculum theme - AMERICA



February 2024 - July 2024

We will be studying aspects of America. We will find out about North and South America and make comparisons between them and study the fascinating geography of different regions. Our work in history will enable us to learn all about the ancient Mayan civilisation.

St.Botolph's Curriculum Drivers - America

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

Our World <small>Sustainable environments Diversity & beliefs Communities</small>	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"> ❑ Investigate the economies and industries of countries in America and the effect of tourism on the environment ❑ Discover the part religious and cultural diversity has played in American history and its impact today ❑ Compare what it was like to live in America in the past and today. 	<p>As we learn how to look after and take care of ourselves, we will:</p> <ul style="list-style-type: none"> ❑ Take part in 'Healthy Me' work where we address elements of our PSHE programme - SRE Unit (more details to follow) ❑ Enjoy physical activity and celebrate with parents/carers during our Sports Afternoon ❑ 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. ❑ Investigate the different moral values and injustices over time in America ❑ Learn about the belief systems of others from various countries in America, including those who lived in the past

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 this week, we have a special focus on looking after ourselves in many different ways. We learn more about how following a healthy diet and exercise can help us to stay well. 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>Our history focus will be to investigate the lives of the Maya people of central America: their religion, food, work and family structure.</p> <p>The children will use different sources of evidence to draw conclusions about this period of history. They will also make comparisons between what historical events were happening in North and South America at different times in history.</p> <p>Children will develop as historians. They will be taught to communicate historically by extending their knowledge and understanding of appropriate historical vocabulary.</p>	<p>Children will first show us they can locate many of the countries in the world and we will review the continents before focusing on North and South America.</p> <p>The focus of the geography work will be to understand the causes of earthquakes and the processes involved, with a particular focus on the geographical plates and faults found in America.</p> <p>We will find out the effects of earthquakes and how they can change a location.</p> <p>We will also learn how locations around the world are changing and explain some of the reasons for that change. How are certain countries and geographical regions interconnected and interdependent?</p>	<p>Children will have the opportunity to create pieces by mastering different techniques including sketching and the work of Disney. They will use the qualities of materials to enhance ideas and will be encouraged to spot the potential in unexpected results as work progresses.</p> <p>They will focus on the work of a South American artist as inspiration for a collage and then developing for their textiles design. They will be able to mix textures as part of their work.</p> <p>When developing textile design, they will show greater precision in techniques and combine previously learned techniques to create pieces.</p>
<p>Design & Technology</p> 	<p>PE</p> 	<p>Computing</p> 
<p>The D and T work will have a sewing focus. The children will design a plaque and create a seam allowance. They will sew an applique plaque using different stitches and which will form part of a larger sewn collage. They will use qualities of materials to create suitable visual and tactile effects in the decoration of textiles.</p> <p>Children will look at innovative designs from history and will evaluate the design of products to further enhance their own work and pieces.</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. They will select the tactics needed for a game and be taught to anticipate the direction of play. 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 dance, children will be able to compose and create imaginative dance sequences, holding a precise and strong body posture.</p> <p>Athletics will allow children to develop skills in throwing, running, jumping and keeping track of their own personal performance.</p> <p>Discrete units to be taught:</p>	<p>The focus of our computing work will continue to be around using search technologies effectively and using a variety of software and digital devices to create content. We will be focusing on creating a short documentary about life around school.</p>

	<ul style="list-style-type: none"> • Netball • Cricket • Athletics • Rounders • Dance 	
Music 	RE 	Languages 
<p>The children will continue to develop the skills of performing, composing, transcribing and describing music through the study of the next units of our scheme, Charanga.</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; Unit 4: Fresh Prince of Bel Air Unit 5: Dancing in the Street Unit 6: Reflect, Rewind, Replay</p> <p>Charanga Recorders Units 13-28</p> <p>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)</p> <p>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 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 iLanguages Numbers Days/dates/months Personal descriptions Family Clothes</p>
Science 		
<p>Working Scientifically continues to be at the heart of our science curriculum, through using scientific theories and predictions to extend and develop the children's understanding and investigations. We will continue to work on recording data, reporting findings from enquiries, presenting findings and using scientific models to describe scientific ideas.</p>		

In **biology**, we will investigate living things by:

-Describing the changes as humans develop to old age, and recognising the importance of diet, exercise, drugs and lifestyle on the way the human body functions. We will identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. Children will also look into how living things are classified into broad groups according to common observable characteristics.

In **chemistry**, we will investigate materials by:

-Understanding how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.

-Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

-Demonstrating that dissolving, mixing and changes of state are reversible changes.

-Explaining that some changes result in the formation of new materials, and that this kind of change is not usually reversible. Children will give reasons, based on evidence from comparative and fair tests for the particular uses of everyday materials.

In **physics**, we will investigate electrical circuits by:

-Using recognised symbols when representing a simple circuit in a diagram.

-Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

-Comparing and giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

-We will also understand movement, forces and magnets by learning about gravity and whether two magnets will attract or repel each other depending on which poles are facing. Children will learn about drag forces and understand that force and motion can be transferred through mechanical devices.

English



We will continue to work on reading, writing, spelling and grammar through English lessons and the wider curriculum.

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.



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 of these to build confidence.

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 stage of their education.

