**Wharncliffe Side Primary School Curriculum Overview**

**Class 5 Cycle 1 (2019/20)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | WATER | | WAR  (What is it good for?) | | KEEN TO BE GREEN | |
| **Supplementary Theme** |  | |  | |  | |
| **Whole School curriculum events / week** | Harvest Festival  National Poetry Day  Languages Day | Bonfire Night  Anti-Bullying Week  Christmas Plays |  | World Book Day  Internet Safety Day |  | Sports Day |
| **Enrichment** | Visit to local reservoir | Visit to Yorkshire Water | Crucial Crew | Visit to Royal Armouries | Thornbridge Residential |  |
| PE competitions on-going throughout the year | | | | | |
| **Exhibition** |  | Multimedia presentaions  (Link to Computing) |  | Museum |  | Assembly |
| **Narrative writing** | Narrative 1 |  | Narrative 2 |  | Narrative 3 |  |
| **Non Fiction Focus** |  | Recount |  | Non-Chronological Report |  | Persuasion |
| **Maths**  (White Rose mixed-age planning) | Number, Place Value | All 4 operations  Fractions | Number – decimals, percentages  Measurement | Number – Algebra, Ratio, Geometry, Statistics | Geometry – properties of shapes, Position and direction | Statistics  Graphic representations |
| **PSHE /SMSC** | Health & Well-Being  Image of our selves.  Managing our feelings and emotions. | Relationships | Living in the Wider World | Health & Well-Being | Relationships  RSE | Living in the Wider World |
| **Science** | The water cycle  Revision of changes of state | Forces  What is gravity?  What effects do air resistance, water resistance and friction have on an object?  What do levers, pulleys and gears do | Animals including humans (circulation)  Name the parts of the circulatory system.  Describe the functions of the heart, blood vessels and blood.  What impact does lifestyle have on their functions?  How are nutrients and water transported within the body? | Evolution  Identify how animals and plants are adapted to suit environment. | Living things and their habitats  What are the differences in the life cycles of a mammal, an amphibian, an insect and a bird?  Can I describe the life process of reproduction in some plants and animals.  Classification | Revision of Sound  How are sounds made?  How does sound travel?  How are pitch and volume altered? |
| **History** |  | | Turning points in British History  The Battle of Britain  Evacuees | |  | |
| **Geography** | Location knowledge – where are the world’s rivers located? Locate the world’s countries. Why are settlements near rivers?  Geographical skills – use maps, atlases, globes and computers to locate countries and describe features.  What are latitude and longitude? Why are they important? | | The changing face of Europe | | Investigate human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of scarce natural resources including energy, food, minerals and water | |
| **Design Technology** | Pulley and gears  Plan and design creating prototypes.  Select and use appropriate tools and techniques.  Evaluate and explain their choices.  Understand that mechanical and electrical systems have an input, process and an output.  Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.  Know and use technical vocabulary relevant to the project. | | Complex switches  Plan and design their circuits.  Select and use appropriate materials and components.  Evaluate and explain their choices.  Understand and use electrical systems in their  products, such as series circuits incorporating switches, bulbs and buzzers.  Apply their understanding of computing to  program, monitor and control their products.  Apply their understanding of computing to program and control their products.  Know and use technical vocabulary relevant to the project. | | Frame structures  Include shipping packaging.  Plan and design creating prototypes.  Select and use appropriate tools and techniques.  Evaluate and explain their choices.  Understand how to strengthen, stiffen and  reinforce 3-D frameworks.  Know and use technical vocabulary relevant to the  project. | |
| **Computing** | How do we collaborate online?  To understand what the world wide web is.  To use the internet to share information with others. | What makes an excellent multimedia story?  To evaluate a range of different multimedia stories.  To be able to enhance a digital story using relevant effects, sounds and titles. | How do I find and share data safely and responsibly?  To understand who can put information on the world wide web.  To understand that information on the internet can be biased or unreliable. | How do I write efficient programs in Kodu and scratch?  To understand that problems can be broken down into smaller parts.  To know how we use repetition and procedures to make our programs more efficient. | | How do I create maths games in scratch?  To understand that the output of a program depends on the input.  To know what a variable is. |
| **RE**  **Christianity and Humanism** | Where how and why do they worship?  Investigating places of worship in Yorkshire and Sheffield. | | What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect. | What do sacred texts and other sources say about God, the world and human life?  What can we learn by reflecting on these? | Beliefs in action in the world.  How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? | |
| **Art** | Collage   Awareness of the potential of the uses of material.   Use different techniques, colours and textures etc when designing and making pieces of work.   To be expressive and analytical to adapt, extend and justify their work. | | Drawing   Demonstrate a wide variety of ways to make different marks with dry and wet media.   Identify artists who have worked in a similar way to their own work.   Develop ideas using different or mixed media, using a sketchbook.   Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. | | 3D form   Develop skills in using clay inc. slabs, coils, slips, etc.   Make a mould and use plaster safely.   Create sculpture and constructions with increasing independence. | |
| **PE** | **Basketball**  Use running, jumping, throwing and catching in isolation and in combination.  Play competitive games and apply basic principles suitable for attacking and defending.  **Real PE**  Develop fundamental skills and personal best | **Dodgeball/handball**  **/football** with SUFC eat well sessions  **Badminton**  Play competitive games and apply basic principles suitable for attacking and defending. | **Dodgeball**  Use running, jumping, throwing and catching in isolation and in combination.  **OAA**  Orienteering and team building activities | **Ultimate Frisbee**  Use running, jumping, throwing and catching in isolation and in combination.  **Real PE**  Develop fundamental skills and personal best | **Cricket/Rounders**  Throwing/catching/striking skills.  Play competitive games – intra-school competition  **Gymnastics**  Develop flexibility, strength, technique, control and balance. | **Athletics**  Use running, jumping, throwing and catching in isolation.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.  **Dance**  Performance for Leavers / Sports Day  Using a range of movement patterns |
| **Music** | Use and understand staff and other musical notation.  Play and perform in solo and ensemble contexts, playing the ukulele with increasing accuracy, fluency, control and expression. | Appreciate and understand different music genres.  Develop an understanding of the history of music.  Improvise and compose music. | Use and understand staff and other musical notation.  Play and perform in solo and ensemble contexts, playing the ukulele with increasing accuracy, fluency, control and expression. | Appreciate and understand different music genres.  Develop an understanding of the history of music.  Improvise and compose music. | Appreciate and understand different music genres.  Develop an understanding of the history of music.  Improvise and compose music. | Use and understand staff and other musical notation.  Play and perform in solo and ensemble contexts, playing the ukulele with increasing accuracy, fluency, control and expression. |
| Singing – perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.Llisten with attention to detail and recall sounds with increasing aural memory | | | | | |
| **Instrument tuition** | Ukulele | | | | | |
| Individual lessons in guitar, clarinet, piano, violin | | | | | |
| **Forest Schools** |  |  |  |  |  | Class 5 to help with younger children |
| **MFL** | Niveau Rouge  Module 1  Revise numbers  Tell time.  Places in town | Niveau Rouge  Module 2  Revise numbers  Tell time (quarter)  Complex sentences | Niveau Rouge Module 3  Revise Time  Prounounce names of cities. | Niveau Rouge Module 4  Negatives  How old are you? | Niveau Rouge Module 5  Numbers 1-50  Days of week | Niveau Rouge Module 6  Leisure activities  Pronouns |
| **Community** |  | Carol service @ Chapel  Remembrance  Children in Need |  | Egg Decorating / Rolling  Red Nose Day |  | Trophies |

**Wharncliffe Side Primary School Curriculum Overview**

**Class 5 Cycle 2 (2020/21)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | ANGLO-SAXONS | | Awesome America | | SHEFFIELD | |
| **Supplementary Theme** |  | |  | |  | |
| **Whole School curriculum events / week** | Harvest Festival  National Poetry Day  Languages Day | Bonfire Night  Anti-Bullying Week  Christmas Plays |  | World Book Day  Internet Safety Day |  | Sports Day |
| **Enrichment** | Jorvik |  | Crucial Crew |  | Kelham Island | Thornbridge Residential |
| **Exhibition** |  | Museum |  | Performance in assembly |  | Multi-media presentation |
| **Narrative writing** | Narrative 1 |  | Narrative 2 |  | Narrative 3 |  |
| **Non Fiction Focus** |  | Recount |  | Non-Chronological Report |  | Persuasion |
| **Maths**  (White Rose mixed-age planning) | Number, Place Value | All 4 operations  Fractions | Number – decimals, percentages  Measurement | Number – Algebra, Ratio, Geometry, Statistics | Geometry – properties of shapes, Position and direction | Statistics  Graphic representations |
| **PSHE /SMSC** | Health & Well-Being  Image of our selves.  Managing our feelings and emotions. | Relationships | Living in the Wider World | Health & Well-Being | Relationships  RSE | Living in the Wider World |
| **Science** | Materials  Group materials based on their properties.  How can mixtures be separated?  How can states of materials be changed?  Can changes be reversed? | Animals including humans (digestion)  What are the parts and functions of the digestive system?  What teeth do humans have?  What is a food chain? | Evolution – revision  Living things - (classification) | Electricity  Circuits and switches  What is voltage and why is it important?  How do switches work?  What symbols are used in circuit diagrams? | Light and dark  How does light travel?  How do we see objects?  Why do shadows have the same shape as the object that casts them? | Earth in space  How do the planets move?  How does the moon move?  How do we get night and day? |
| **History** | Viking and Anglo Saxon struggle for the Kingdom. Who were the Anglo Saxons?  Who was Althestan? Why was he important?  Who were the biggest influence on British culture Vikings or Anglo Saxons? Laws and justice. Anglo-Saxon and Viking place names investigation | | Native Americans / the Wild West | | Local history – Compare Sheffield now to Anglo-Saxon times  Steel industry and the industrial revolution as a turning point in the history of Sheffield.  How Sheffield became a city – land use  Types of jobs / dwelling / family life | |
| **Geography** |  | | identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  Identify countries in North and Central and topographical features | | Can I use a compass?  What are grid references?  (See also Sheffield investigations – key topographical features ) | |
| **Design Technology** | Joining fabric shapes  Plan and design creating prototypes.  Select and use appropriate tools and techniques.  Evaluate and explain their choices.  Know how to strengthen, stiffen and reinforce existing fabrics.  Understand how to securely join two pieces of fabric together.  Understand the need for patterns and seam allowances.  Know and use technical vocabulary relevant to the project. | | Celebrating culture and seasonality  Know how to use appropriate equipment and  utensils to prepare and combine food.  Know about a range of fresh and processed  ingredients appropriate for their product, and  whether they are grown, reared or caught.  Know and use relevant technical and sensory  vocabulary appropriately. | | Complex switches  Plan and design their circuits.  Select and use appropriate materials and components.  Evaluate and explain their choices.  Understand and use electrical systems in their  products, such as series circuits incorporating switches, bulbs and buzzers.  Apply their understanding of computing to  program, monitor and control their products.  Apply their understanding of computing to program and control their products.  Know and use technical vocabulary relevant to the project. | |
| **Computing** | How do I use a computer as a designer? | How do I create a radio advert? | Why do we use spreadsheets? | How do I program physical systems? | How do I use Kodu as a game designer? | |
| **RE**  **Christianity and Islam** | Where how and why do they worship?  Investigating places of worship in Yorkshire ans Sheffield.  Anglo-Saxon spread of Christianity – comparison with Nordic religions | | What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect. | What do sacred texts and other sources say about God, the world and human life?  What can we learn by reflecting on these? | Beliefs in action in the world.  How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? | |
| **Art** | Textiles   Awareness of the potential of the uses of material.   Use different techniques, colours and textures etc when designing and making pieces of work.   To be expressive and analytical to adapt, extend and justify their work.  Anglo- Saxon art and culture | | Printing   Describe varied techniques.   Be familiar with layering prints.   Be confident with printing on paper and fabric.   Alter and modify work.   Work relatively independently. | | Drawing and painting   Create shades and tints using black and white.   Choose appropriate paint, paper and implements to adapt and extend their work.   Carry out preliminary studies, test media and materials and mix appropriate colours.   Work from a variety of sources, inc. those researched independently.   Show an awareness of how paintings are created (composition).   Demonstrate a wide variety of ways to make different marks with dry and wet media.   Identify artists who have worked in a similar way to their own work.   Develop ideas using different or mixed media, using a sketchbook.   Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. | |
| **PE** | **Basketball**  Use running, jumping, throwing and catching in isolation and in combination.  Play competitive games and apply basic principles suitable for attacking and defending.  **Real PE**  Develop fundamental skills and personal best | **Dodgeball/handball**  **/football** with SUFC eat well sessions  **Badminton**  Play competitive games and apply basic principles suitable for attacking and defending. | **Dodgeball**  Use running, jumping, throwing and catching in isolation and in combination.  **OAA**  Orienteering and team building activities | | **Ultimate Frisbee**  Use running, jumping, throwing and catching in isolation and in combination.  **Real PE**  Develop fundamental skills and personal best | **Cricket/Rounders**  Throwing/catching/striking skills.  Play competitive games – intra-school competition  **Gymnastics**  Develop flexibility, strength, technique, control and balance. |
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| Individual lessons in guitar, clarinet, piano, violin | | | | | |
| **Forest Schools** |  |  |  |  |  | Class 5 help Class 1 |
| **MFL** | Niveau Rouge  Module 1  Revise numbers  Tell time.  Places in town | Niveau Rouge  Module 2  Revise numbers  Tell time (quarter)  Complex sentences | Niveau Rouge Module 3  Revise Time  Prounounce names of cities. | Niveau Rouge Module 4  Negatives  How old are you? | Niveau Rouge Module 5  Numbers 1-50  Days of week | Niveau Rouge Module 6  Leisure activities  Pronouns |
| **Community** |  | Carol service @ Chapel  Remembrance  Children in Need |  | Egg Decorating / Rolling  Red Nose Day  NSPCC |  | Trophies |