






THAKEHAM PRIMARY SCHOOL CURRICULUM OVERVIEW YEAR B 2020-2021

YEAR GROUPS: Year 5&6

CLASS: Elder



Curriculum Drivers

Our Place in the World 	<p>We will explore the legacy of the Ancient Greeks and how that legacy has influenced the world we live in today. Due to technological advancements, we will look at how influential the Internet is and how we can stay in a virtual world.</p>	<p>Creating our own biomes will enable us to discuss changing biomes around the world, global effects and climate and vegetation. Through our RE topic, we will investigate the importance of religion and prayer in the Christian community.</p>	<p>We will focus on Britain in contrast to South America – its landscape and geographical structures such as volcanoes. We will create a school blog and discover how blogging opens a new dialogue and its use on the wider world.</p>
Inspired Learners 	<p>A trip to the Southdown Planetarium will inspire our space topic and enable us to develop our curious questioning skills. A trip to a local Greek restaurant will inspire the children to further develop their cooking skills and a dining room of parents will be served a meze of delights.</p>	<p>A visit from Zoolab, with a range of curious creatures, will inspire the children to seek answers as to how the animal kingdom, in a variety of biomes, is structured and how the living creatures are categorised.</p>	<p>A chocolate rich curriculum will inspire us to continue to develop our cooking skills and develop our own chocolate delights and chocolate drinks. We will develop a 'chocolate enterprise' business and sell our products to the school community. We will end our term running our chocolate inspired café for our parents and the some very special guests.</p>
Learning for Life 	<p>Teambuilding skills in PE will enable us to listen, share and work collaboratively to overcome different challenges. In PSHE we will investigate the rule of law in our community and how it effects our daily lives.</p>	<p>Bikeability sessions will ensure we are safe when cycling on the road and aware of the traffic around us. The children will learn basic first aid skills and how to deal with a range of emergency situation as well as discussing what makes an individual personal boundary. In PSHE we spend time focusing on money and budgeting, prioritising and dealing with debt management.</p>	<p>Our school production will enable children to develop their love of performing and build their confidence to talk in front of an audience. Discussion of the changes during puberty and life choices will take place as well as role of marriage in society.</p>

Topics	Reach for the Stars		Daring Explorers		Murderous Mayans!	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stunning Start	Moon Rock		Zoolab		Chocolate workshop	
Fabulous Finish		Greek Restaurant / Greek meal		Matisse Art Exhibition – French		Production Mayan Chocolate Cafe
Visits & Visitors	Southdown Planetarium Residential PGL		Zoolab		Visit to a local mosque	
English	Non-fiction: Non-chronological Focus – developing character <i>Class reader – Cosmic by Frank Cottrell Boyce / The Jamie Drake Equation by Christopher Edge</i>	Non-fiction: Instructions (PGL) Fiction: Myths and Legends Fiction: Defeating the villain story Focus – developing character Defeating the villain story (<i>Greek myth: Jason and the Argonauts by...</i>)	Fiction: Poetry / Diary Non Fiction: Factual recount (<i>The Polar Bear Explorers Club by Alex Bell or Wolf Wilder by Katherine Rundel; Animalium by Scott & Broom</i>)	Fiction: Warning story Non Fiction: Balanced argument Non Fiction: Newspaper reports	Fiction: Portal <i>The Explorer by Katherine Rundell</i> Other cultures <i>The Chocolate Tree: A Mayan Folktale Linda Lowery; Rain Player by David Wisniewski</i> Literary heritage Non-fiction: Persuasive FS- read outside, explore, create the forest.	Fiction: Play scripts / poetry autobiography Non-fiction: Explanation
Maths	Place Value Four operations Prime Numbers Statistics		Fractions, Decimals, Percentages Algebra Geometry: Angles and Shape Geometry: Position and Direction		Converting Units Area and Perimeter- FS Volume Measures Yr5 / SATS Yr6	

	(White Rose Yr5/6)	(White Rose Yr5/6)		Fractions, Decimals, Percentages (Y5) / Consolidation (Y6) Four operations (Y5) / Consolidation (Y6) (White Rose Yr5/6)	
Science	Yr5: Earth and Space Scale models of planets in playground Visit - Chichester Planetarium visit 10 minute investigation – Making craters	Yr6: Living habitats / Yr5: Plants and animals Forest Schools Dissecting plants Visit/ visitor- Zoolab, RSPB	Year 6 Science Revision Programme Yr6: Living habitats - continued due to Covid	Yr5: Forces – wind resistance experiments 10 minute investigation – Repelling pepper Yr6: Human bodies – blood travelling model/lung/make blood Visit – Steyning Grammar for heart dissection Yr5: Human changes to old age – old age app Year 6 Science Revision Programme	
Computing	<ul style="list-style-type: none">• To design an information app that contains multimedia pages linked together using hyperlinks.• To learn how to evaluate the usefulness of a website.• To discuss reasons for and against sharing material publicly online.• To understand the importance of online consent.• To create flowcharts of real life systems showing how steps of algorithms are linked together.• To describe the services offered by the Internet.	<ul style="list-style-type: none">• To create an on-screen presentation with slide transitions, advanced animation effects and action buttons.• To learn how to safely share images online.• To research localities using a digital map and use advanced tools like route finders.• To design and program games that include conditional events, score variables, random number generators and time limits.• To detect and correct errors in programs (syntax and logical bugs).• To describe uses of GPS.		<ul style="list-style-type: none">• To create and edit a stop motion animation.• To describe the safest response to possibly dangerous online scenarios (concept cartoons).• To learn how to write code using a text-based language (e.g. Python and/or HTML).• To understand how binary numbers work.	
Geography		Physical Geography: Biomes / Vegetation / Climate Look at FS vegetation and climate		South America Locational Knowledge: Longitude / latitude / equator	Physical Geography: Volcanoes and Earthquakes
History	Ancient Greeks – culture and legacy			Aztecs/Mayans	
DT	Food Cooking with Greeks Individual dishes	Textiles Arctic Shoe Forest Schools		Structures Mayan Temple	
Art & Design	Drawing/sketching – using range of materials Artist - Tony Diterlizzi	3D – sculpture wire/paper mache bust		Acrylic/texture painting – volcanoes Artist - Deborah Leonard http://www.deborahleonardart.com/	
Languages	Family Nativity	Art Study Shape, Colour, forms - Matisse		French markets Fruit, vegetables - Healthy eating	
Music	European Great Composers: Holst ‘The Planets’	Evelyn Glennie / John Cage	Compositions using traditional notation	Production: performance in solo and ensemble contexts	

	Popular Music: Jean Michel Jarre 'Oxygene'. World Music: Greek popular music and world instruments Elements: Dynamics, tempo, pitch (Covid change) and form (Charanga link - Space)		Percussion Non-standard instrumentation Elements: Rhythm	Element: Pitch	Carl Orff: Carmina Burana – 'O fortuna' World Music: South American rhythms Stomp Elements: Rhythm, tempo, form and pitch	
PE	Football Team Building	Netball Gymnastics	Basketball Dance	Racket Sports Gymnastics	Rounders / Cricket Dance	Athletics Swimming
RE	Living together in one world. e) beliefs and questions- how people's beliefs about God, the world and others impact on their lives. k) religion and the individual- what is expected of a person following a religion or belief. l) religion, faith and the community- how religious families and communities practise faith. m) beliefs in action in the world- how religions and beliefs respond to global issues of human rights, fairness, social injustice and the importance of the environment. Christmas VI) What can we find out about the birth of Jesus? h) the journey of life and death- why some occasions are sacred to believers, and what people think about life after death. j) inspirational people- figures from whom believers find inspiration		Why is prayer important for Christians? e) beliefs and questions- how people's beliefs about God, the world and others impact on their lives. k) religion and the individual- what is expected of a person following a religion or belief. l) religion, faith and the community- how religious families and communities practise faith. (Easter VI) Did Jesus have to die? h) the journey of life and death- why some occasions are sacred to believers, and what people think about life after death.		What do Muslims believe? h) the journey of life and death- why some occasions are sacred to believers, and what people think about life after death. What are the pillars of Islam? h) the journey of life and death- why some occasions are sacred to believers, and what people think about life after death. i) symbols and religious expression- how religious and spiritual ideas are expressed. k) religion and the individual- what is expected of a person following a religion or belief.	

PSHE <i>Jigsaw</i>	Being Me in my World <i>Ages 9-10</i> My Year Ahead Being a Citizen of My Country Responsibilities Rewards and Consequences Our Learning Charter Owning our Learning Charter	Celebrating differences <i>Ages 9-10</i> Different cultures Racism Rumours and name-calling Types of bullying Does money matter Celebrating difference across the world	Dreams and Goals <i>Ages 9-10</i> When I grow up Investigate jobs and careers My dream job Dreams and goals of young people in other cultures How can we support each other Rallying support	Healthy Me <i>Ages 9-10</i> Smoking Alcohol Emergency Aid Body image My relationship with food Healthy me	Relationships <i>Ages 9-10</i> Recognising Me Safety with online communities Being in an online community Online gaming My relationship with technology Relationships and technology	Changing Me Year B <i>Ages 9-10</i> Self Image Looking ahead 1 to being a teenager Y5 ONLY <i>Ages 10-11</i> Boys and Girl's puberty' Conception to birth Physical attraction / girlfriends and boyfriends (Including Real Love Rocks: Grooming material) Transition to secondary school' Y6 ONLY
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Aspects of learning impacted by Covid-19 lockdown – not covered Plans subject to change and development