A close up of a sign

Description automatically generated Foxes Class

**Year A 2022 – 2023 curriculum sequence on a page**

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| **Autumn 2022** | **Spring 2023** | **Summer 2023** |
| **English**   * **Greek myths** * **Poetry** | * Newspaper report (Olympics) * Informational | * Historical fiction * Writing to compare and contrast (Anglo Saxon/ Mayan) |
| **Maths**   * White Rose maths | * White Rose maths | * White Rose maths |
| **CUSP Science**   * Properties and changes of materials * Animals, including humans | Forces (Gravity and Galileo)  Earth in space | Living things and their habitats  Forces continued |
| **CUSP Art and Design**   * Drawing and painting * Printmaking | * Textiles and collage * 3D | * Painting * Creative Response |
| Kapow Computing   * Online safety Y5 * Search engines | * Programming: music * Stop motion animation Micro: bit | * Data Handling - Mars Rover * Skills Showcase - Mars Rover |
| **CUSP Design and Technology**   * Food and Nutrition * Systems | * Textiles * Mechanisms (Was Block D) | * Structures * Food & Nutrition (Was Block F) |
| **CUSP Geography**   * World countries – biomes and environmental regions | * 4 and 6 figure grid references | * Revisit world countries – biomes and environmental regions * OS maps and fieldwork |
| **CUSP History**   * Ancient Greeks | * Ancient Greeks * Comparison study – Maya and Anglo-Saxons. | * Comparison study – Maya and Anglo-Saxons. |
| Charanga Music   * Music Technology * Emotions and Styles | * Key and Time Signatures * Chords | * Words, Meaning and Expressions * Musical Elements |
| Language Angels French   * Presenting Myself * My Family | * At the Café * In Class | * Goldilocks and the Three Bears * What’s The Date? |
| PE   * Invaders * Dance * Swimming | * Gym Sequences * Step to the Beat * Striking and Fielding * Gym fit | * Nimble Nets Tennis * Pilates * Young Olympians * Fitness Frenzy |
| Jigsaw PSHE   * Being Me in my World * Celebrating Difference | * Dreams and Goals * Healthy Me | * Relationships * Changing Me |
| Discovery RE   * Hinduism – Prayer and Worship * Sikhism - Belief into action * Christianity - Christmas | * Sikhism - Beliefs and moral values * Hinduism - Hindu Beliefs * Christianity - Salvation | * Hinduism - Beliefs and moral values * Sikhism - Prayer and Worship * Christianity - Beliefs and Practices |

Year 5/6 Rolling Programme Year A

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| **YEAR 5/6 Autumn 2022** | |  | | **Weekly Science** | |
| 5/9 | Geography | World countries - biomes and environmental regions  Drawing and painting Block A | Cycle 1 | What properties do materials have? How do we use them? | Properties and changes of materials |
| Art |
| 12/9 | History | Ancient Greeks  Drawing and painting | What is a solution and what is a mixture? |
| Art |
| 19/9 | Computing | Micro:bit  Drawing and painting | How can we separate materials from a mixture? |
| Art |
| 26/9 | Geography | World countries - biomes and environmental regions  Food and Nutrition | How can we separate materials from a solution? |
| DT |
| 3/10 | History | Ancient Greeks  Food and Nutrition | What changes are reversible? |
| DT |
| 10/10 | Computing | Micro:bit  Food and Nutrition | What changes are irreversible? |
| DT |
| 17/10 | Use these flexible blocks to enrich the curriculum.  The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | | |  |
| 24/10 | Half Term | | | |
| 31/10 | Geography | World countries - biomes and environmental regions  Printmaking Block B | Cycle 2 |  |
| Art |
| 7/11 | History | Ancient Greeks    Printmaking |  |
| Art |
| 14/11 | Computing | Online safety Y5  Printmaking | What is the human timeline? | Animals, including humans |
| Art |
| 21/11 | Geography | World countries - biomes and environmental regions  Systems | How do we change into adults? |
| DT |
| 28/11 | History | Ancient Greeks  Systems | How do human and animal lifespans compare? |
| DT |
| 5/12 | Computing | Online safety Y5  Systems |  |
| DT |
| 12/12 | Use these flexible blocks to enrich the curriculum.  The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | | |  |
| 19/12 | Christmas break | | | | |

Year 5/6 Rolling Programme Year A

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| **YEAR 5/6 Spring 2023** | |  | | **Weekly Science** | |
| Wed 4/1 | Geography | 4 and 6 figure grid references  Textiles and collage Block C | Cycle 3 | Remember gravity  When is friction helpful and when is it not? | Forces |
| Art |
| 9/1 | History | Ancient Greeks  Textiles and collage |  |
| Art |
| 16/1 | Computing | Programming: music  Textiles and collage | What’s the effect of  air resistance? |
| Art |
| 23/1 | Geography | 4 and 6 figure grid references  Textiles Block C |  |
| DT |
| 30/1 | History | Ancient Greeks  Textiles | What’s the effect of water resistance? |
| DT |
| 6/2 | Computing | Programming: music  Textiles | Who was Galileo Galilei? |
| DT |
| 13/2 | Half term | | | | |
| 20/2 | Geography | 4 and 6 figure grid references  3D Block D | Cycle 4 | What are the planets in our solar system? | Earth and space |
| Art |
| 27/2 | History | Comparison study – Maya and Anglo-Saxons  3D | How does our view of the Moon change in a lunar month? |
| Art |
| 6/3 | Computing | Stop motion animation  3D |  |
| Art |
| 13/3 | Geography | 4 and 6 figure grid references  Mechanisms Block F | Why does the rotation of Earth result in night and day? |
| DT |
| 20/3 | History | Comparison study – Maya and Anglo-Saxons  Mechanisms Block F | Why is the Earth’s tilt (axis) responsible for the seasons? |
| DT |
| 27/3 | Computing | Stop motion animation  Mechanisms Block F | Review, summarise and present what you know about Earth and Space |
| DT |
| Easter break | | | | | |

Year 5/6 Rolling Programme Year A

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| **YEAR 5/6 Summer 2023** | |  |  | **Weekly Science** | |
| 17/4 | Geography | Revisit world countries - biomes and environmental regions  Painting Block E | Cycle 5 | Life cycle differences – what’s the difference between a mammal and an amphibian? | Living things sand their habitats |
| Art |
| 24/4 | History | Comparison study – Maya and Anglo-Saxons  Painting | Life cycle differences – what’s the difference between an insect and a bird? |
| Art |
| 1/5 | Computing | Search engines  Painting | What is similar and what is different between the life cycles of a mammal, an insect, an amphibian and a bird? |
| Art |
| 8/5 | Geography | Revisit world countries - biomes and environmental regions  Structures Block E | Summer birds – who was Maria Merion and what did she do? |
| DT |
| 15/5 | History | Comparison study – Maya and Anglo-Saxons  Strutures | The science of life - how do living things reproduce? |
| DT |
| 22/5 | Computing | Search engines  Structures | Plants and animals: what’s the life process of reproduction? |
| DT |
| 29/5 | Half Term | | | |
| 5/6 | Geography | OS maps and fieldwork  Creative Response Block F | Cycle 6 |  |
| Art |
| 12/6 | History | Comparison study – Maya and Anglo-Saxons  Creative Response | How do levers help us? | Forces continued |
| Art |
| 19/6 | Computing | Mars Rover 1  Creative Response |  |
| Art |
| 26/6 | Geography | OS maps and fieldwork  Food and Nutrition Block D | How do pulleys and gears help us? |
| DT |
| 3/7 | History | Comparison study – Maya and Anglo-Saxons  Food and Nutrition Block D |  |
| DT |
| 10/7 | Computing | Mars Rover 1 or 2  Food and Nutrition Block D |  |
| DT |
| 17/7 | Use these flexible blocks to enrich the curriculum.  The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | | | | |
| 24/7 | Summer break | | | | |

**Year B 2022 – 2023 curriculum sequence on a page**

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| **Autumn 2023** | **Spring 2024** | **Summer 2024** |
| **English**   * Dramatic narrative (journey from Caribbean) * Autobiography | * Biography (5 significant monarchs) * Persuasive (the best Monarch) | * Graphic (blitz) * Diary entry |
| **Maths**   * White Rose maths | * White Rose maths | * White Rose maths |
| **CUSP Science**   * Living things and their habitats * Light | * Animals, including humans * Animals, including humans (water transport) | * Electricity * Evolution and inheritance |
| **CUSP Art and Design**   * Drawing * Painting and collage | * Printmaking and textiles * 3D | * Painting * Creative Response |
| Kapow Computing   * Online safety * Big data 1/2 | * Bletchley Park * Intro to Python | * History of Media * Skills showcase |
| **CUSP Design and Technology**   * Food and Nutrition * Mechanisms | * Food and Nutrition * Structures | * Electrical systems * Textiles |
| **CUSP Geography**   * Comparison study – UK, Europe and North or South America | * Physical processes: Earthquakes, mountains and volcanoes | * Settlements * Maps and orienteering |
| **CUSP History**   * Windrush generation | * Beyond 1066:   5 significant monarchs. | * Local History Study - how did conflict change our locality in World War 2? |
| Charanga Music   * Melodic Phrases * Structure and Form | * Performance * Notation | * Chords and Structures * Respecting / Composition |
| Language Angels French   * The Weather * The Olympics | * Clothes * Habitats | * The Romans * My Home |
| PE   * Invaders * Dance * Swimming | * Gym * Step to the Beat * Striking and Fielding * Gym Fit | * Nimble Nets Badminton * Pilates * Young Olympians * Fitness Frenzy |
| Jigsaw PSHE   * Being Me in my World * Celebrating Difference | * Dreams and Goals * Healthy Me | * Relationships * Changing Me |
| Discovery RE   * Islam - Beliefs and Practices * Christianity - Christmas | * Christianity – Beliefs and meaning * Christianity - Easter | * Islam - Beliefs and moral values |

Year 5/6 Rolling Programme Year B

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| **YEAR 5/6 Autumn 2023** | |  | | **Weekly Science** | |
| 5/9 | Geography | Comparison study – UK, Europe and North or South America  Drawing Block A | Cycle 1 | Who was the scientist Carl Linnaeus and what did he do? | Living things and their habitats |
| Art |
| 12/9 | History | Windrush generation  Drawing | How do we classify vertebrates? |
| Art |
| 19/9 | Computing | Online safety  Drawing | How do we classify invertebrates we know? |
| Art |
| 26/9 | Geography | Comparison study – UK, Europe and North or South America  Food and Nutrition Block A | How do we classify invertebrates we don’t know? (Sponges, Jellyfish and Flatworms) |
| DT |
| 3/10 | History | Windrush generation  Food and Nutrition | How do we classify invertebrates we don’t know? (Starfish and Sea urchins, Crustacea and Myriapoda) |
| DT |
| 10/10 | Computing | Online safety  Food and Nutrition | Apply it: what animals can I classify? What animals and plants exist in my local environment? |
| DT |
| 17/10 | Use these flexible blocks to enrich the curriculum.  The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | | |  |
| 24/10 | Half Term | | | | |
| 31/10 | Geography | Comparison study – UK, Europe and North or South America  Painting and collage Block B | Cycle 2 | How does light travel? | Light |
| Art |
| 7/11 | History | Windrush generation    Painting and collage | What colour is light made of? |
| Art |
| 14/11 | Computing | Bletchley Park 1  Painting and collage | Reflection - how does light help us to see objects? |
| Art |
| 21/11 | Geography | Comparison study – UK, Europe and North or South America  Mechanisms Block B | Which surfaces make the best reflectors? |
| DT |
| 28/11 | History | Windrush Generation  Mechanisms | Why do we see objects as a particular colour? |
| DT |
| 5/12 | Computing | Bletchley Park 1  Mechanisms |  | What happens to the appearance of objects when placed in water? |
| DT |
| 12/12 | Use these flexible blocks to enrich the curriculum.  The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | |  |  |
| 19/12 | Christmas break | | | | |

Year 5/6 Rolling Programme Year B

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| **YEAR 5/6 Spring 2024** | |  | | **Weekly Science** | |
| Wed 4/1 | Geography | Physical processes: earthquakes, mountains and volcanoes  Printmaking and textiles Block C | Cycle 3 | What is blood made of and why do we need it? | Animals, including humans |
| Art |
| 9/1 | History | The Battle of Britain, or 5 significant monarchs  Printmaking and textiles | Why do our bodies need nutrients and how are they transported? |
| Art |
| 16/1 | Computing | Bletchley Park 2  Printmaking and textiles | What is our circulatory system? |
| Art |
| 23/1 | Geography | Physical processes: earthquakes, mountains and volcanoes  Food and Nutrition Block C | What is our heart like inside?  How does it work? |
| DT |
| 30/1 | History | The Battle of Britain, or 5 significant monarchs  Food and Nutrition | Who influenced what we know about our circulatory system? |
| DT |
| 6/2 | Computing | Bletchley Park 2  Food and Nutrition | What can we do to keep healthy? |
| DT |
| 13/2 | Half Term | | | |
| 20/2 | Geography | Physical processes: earthquakes, mountains and volcanoes  3D Block D | Cycle 4 | Present and explain what we know about the circulatory system, nutrients and keeping healthy |
| Art |
| 27/2 | History | The Battle of Britain, or 5 significant monarchs  3D |  |
| Art |
| 6/3 | Computing | Intro to Python  3D |  |
| Art |
| 13/3 | Geography | Physical processes: earthquakes, mountains and volcanoes  Structures Block D | Remember circulation and digestion: how are these two systems connected? |
| DT |
| 20/3 | History | The Battle of Britain, or 5 significant monarchs  Structures | Where are the kidneys and what do they do? |
| DT |
| 27/3 | Computing | Intro to Python  Structures | How do kidneys keep us healthy? |
| DT |
| Easter break | | | | | |

Year 5/6 Rolling Programme Year B

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| **YEAR 5/6 Summer 2024** | |  |  | **Weekly Science** | |
| 17/4 | Geography | Settlements and relationships  Painting Block E | Cycle 5 | What is electricity? How does it work? | Electricity |
| Art |
| 24/4 | History | 5 significant monarchs, or Local History Study - how did conflict change our locality in World War 2?  Painting | What are the components in a series circuit? |
| Art |
| 1/5 | Computing | Big data 1 or 2  Painting | SATS Week |
| Art |
| 8/5 | Geography | Settlements and relationships  Electrical systems Block E | What are the effects and consequences of changing circuit components and batteries? |
| DT |
| 15/5 | History | 5 significant monarchs, or Local History Study - how did conflict change our locality in World War 2?  Electrical systems |  |
| DT |
| 22/5 | Computing | Big data 1 or 2  Electrical systems | How have living things changed over time? How do we know? | Evolution and inheritance |
| DT |
| 29/5 | Half Term | | | |
| 5/6 | Geography | Settlements and relationships  Creative Response Block F | Cycle 6 | How has life evolved over time? |
| Art |
| 12/6 | History | 5 significant monarchs, or Local History Study - how did conflict change our locality in World War 2?  Creative Response | What is DNA and what does it do? Working scientifically |
| Art |
| 19/6 | Computing | Skills showcase  Creative Response | Are all offspring identical to their parents? |
| Art |
| 26/6 | Geography | Maps and orienteering  Textiles Block F | Darwin and Wallace – what evidence did they share to argue the case for evolution? |
| DT |
| 3/7 | History | 5 significant monarchs, or Local History Study - how did conflict change our locality in World War 2?  Textiles | Survival of the fittest - how have animals adapted and evolved to suit their environment? |
| DT |
| 10/7 | Computing | Skills showcase  Textiles |  |
| DT |
| 17/7 | Use these flexible blocks to enrich the curriculum.  The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | | | | |
| 24/7 | Summer break | | | | |