Bollington St. John’s Church of England

Primary School



*Where talent grows*

Head Teacher: Mrs M. Walker

Head of Teaching, Learning and Assessment: Mrs E. Watson

*“Whatever you do, work at it with all your heart, as working for the Lord”****Colossians 3:23***

**Class 4 Year 5/6**

**Curriculum Design- Mapping the Curriculum Year A**

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| **Class: 4**  **Year Groups: 5/6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths**  **White Rose Key Concepts** | **Number- Place Value**  **Number- Addition and subtraction**  **Number- Multiplication and division A**  **Number- Fractions A**  **Number- Multiplication and division B** | | **Number- Multiplication and division B (cont)**  **Number- Fractions B**  **Number- Decimals A**  **Measurement- Area, perimeter and volume**  **Number- Decimals B**  **Number- Fractions, decimals and percentages** | | **Ratio**  **Algebra**  **Geometry- Shape**  **Geometry- Position and direction**  **Statistics**  **Measurement- Converting units** | |
| **English**  **Literacy Tree Units** | **The Man Who Walked Between Two Towers**  **-Report/Information**  **-Biography**  **-Persuasion**  **-Narrative**  **Night Mail**  **-Poetry**  **-Summary**  **-Narrative** | **The Unforgotten Coat**  **-Narrative**  **-Summary**  **-Non-chronological report**  **Suffragette: The Battle for Equality**  **-Non-fiction**  **-Argument**  **-Speech** | **The Lost Happy Endings**  **-Recount**  **-Newspaper**  **-Narrative**  **Hidden Figures: The True Story of Four Black Women and the Space Race**  **-Non-chronological Report**  **-Narrative**  **-Persuasive**  **-Journalistic** | **The Hidden Forest**  **-Non-Chronological report**  **-Argument/Persuasion**  **-Poetry**  **Can We Save the Tiger?**  **-Letter**  **-Explanation**  **-Poem**  **-Persuasion/Discussion** | **The Lost Thing**  **-Narrative**  **-Play script**  **-Non-chronological report**  **Anne Frank**  **-Narrative**  **-Report** | **Origami Yoda**  **-Discussion**  **-Persuasion**  **-Recount**  **-Instructions**  **The Last Wild**  **-Report**  **-Recount**  **-Narrative** |
| **Science** | **Mixtures and separation**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Properties and changes**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning | **Earth and space**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Circulation and health**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Light and reflection**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Making connections**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **History** | **Were the Vikings raiders, traders or something else?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **What was life like in Tudor England?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **What was the impact of World War 2 on the people of Britain?**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  |
| **Geography** |  | **What is life like in the Alps?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **Would you like to live in the desert?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them |  | **Where does our energy come from?**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning |
| **ICT and Computing** | **Programming-**  **Micro:bit**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences  **ESafety-**  **Lesson 1: Online protection** | **Data Handling- Mars Rover 1**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences  **ESafety-**  **Lesson 2: Online communication** | **Skills Showcase- Mars Rover 2**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences  **ESafety-**  **Lesson 3: Online reputation** | **Computing systems and networks- Bletchly Park**  **ESafety-**  **Lesson 4: Online Bullying** | **Computing systems and networks- Exploring AI**  **ESafety-**  **Lesson 5: Online Health** | **Skills showcase- Inventing a product** |
| **Music**  **Condensed scheme** | **Composition notation (Theme: Ancient Egypt)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **South and West Africa**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Dynamics, pitch and tempo (Theme: Fingal’s Cave)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning | **Looping and remixing**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  |  |
| **French**  **Condensed scheme** | **Portraits- Describing in French** | **Meet my French family**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences | **Clothes- Getting dressed in France** | **French weather**  **Exploring the French speaking world**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences |  |  |
| **Art and design/ Design and Technology**  **Combined** | **Painting and mixed media: Portraits**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Mechanical systems: Making a pop-up book** | **Drawing: I Need Space**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Electrical systems:**  **Doodlers** | **Cooking and nutrition: What could be healthier?** | **Drawing: Make my voice heard**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **Stand alone lessons- Art and design Unit: Craft and design: Architecture (Lesson 3, 4 and/or 5)** | | | | | |
| **RE Cycle A** | **Life as a Journey** | **Advent** | **Jesus** | **Easter** | **St Paul** | **People of Faith** |
| **PE** | **Football**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Basketball**  **(Dribbling and ball control, passing, catching, tackling, shooting, small sided game play, tactical play, outwitting opponent)** | **Hockey**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Fitness skills circuit**  **(Endurance, speed, agility, hand eye coordination, acceleration)** | **Gymnastics**  **(Shapes, controlled movements, jumps, rolls, climbing equipment, sequencing, routine performance)**  **Skill games circuit**  **(Ball skills, jumping, dodging, tagging, aiming at targets)**  **Dance**  **(Moving to music)** | **Netball**  **(Passing, tackling, shooting, footwork, small sided game play, tactical play, outwitting opponent)**  **Tag Rugby**  **(passing, tagging, evading, understanding rules, small sided game play, attack v defence overloads)** | **Athletics**  **(Long distance running, sprinting, jumping for distance, run and jump over obstacles, pull throw, push throw, team replay)**  **Rounders**  **(Throwing and catching, striking, fielding, backstop, tactics, team work)** | **Cricket**  **(Throwing and catching, batting, bowling, fielding, wicket keeping, tactics, team work)**  **Tennis**  **(Ball control, hitting, footwork, gameplay, serving)** |
| **Outdoor/ Local Learning** |  |  | **Mosque visit** |  | **Residential** |  |
| **SDGs/ Global Learning** |  | **SDG 15 (Geography)**  **SDG 17 (RE)** | **SDG 9 (Science)** | **SDG 3/4/16 (RE)**  **SDG 3 (Science)** | **SDG 5/8/9/16 (History)**  **SDG 4/911/12 (RE)** | **SDG 7/9/13 (Geography)** |

**Class 4 Year 5/6**

**Curriculum Design- Mapping the Curriculum Year B**

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| **Class: 4**  **Year Groups: 5/6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths**  **White Rose Key Concepts** | **Number- Place Value**  **Number- Addition and subtraction**  **Number- Multiplication and division A**  **Number- Fractions A**  **Number- Multiplication and division B** | | **Number- Multiplication and division B (cont)**  **Number- Fractions B**  **Number- Decimals A**  **Measurement- Area, perimeter and volume**  **Number- Decimals B**  **Number- Fractions, decimals and percentages** | | **Ratio**  **Algebra**  **Geometry- Shape**  **Geometry- Position and direction**  **Statistics**  **Measurement- Converting units** | |
| **English**  **Units** | **Firebird**  **-Letters**  **-Recounts**  **-Narrative**  **The Boy in the Tower**  **-Journalistic**  **-Narrative**  **-Formal letter** | **Otto, Autobiography of a Teddy-bear**  **-Newspaper article**  **-Historical story**  **The Arrival**  **-Narrative**  **-Recount** | **King Kong**  **-Poetry**  **-Narrative**  **-Summary**  **Unspoken**  **-Biography**  **-Recount**  **-Letter of advice** | **The Tempest**  **-Setting description**  **Character description**  **-Diary entries**  **-Play script**  **The Invention of Hugo Cabret**  **-Recount**  **-Report**  **-Journalistic writing**  **-Letters**  **-Instructions/ Explanation** | **Percy Jackson**  **-Poetry**  **-Narrative**  **Rain Player and History in Infographics: The Maya**  **-Instructions**  **-Report** | **The Princess’ Blankets**  **-Recount**  **-Narrative**  **Romeo and Juliet**  **-Narrative**  **-Recount**  **-Play script**  **-Persuasion** |
| **Science** | **Life cycles and reproduction**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Unbalanced forces**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Classifying big and small**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Circuits, batteries and switches**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Evolution and inheritance**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Making connections/Human Timeline**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **History** | **What does the census tell us about our local area?**  Spiritual-  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them |  | **What did the Greeks ever do for us?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **Unheard histories: Who should feature on the £10.00 banknote?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  |
| **Geography** |  | **Why does population change?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences |  | **Why do oceans matter?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences |  | **Can I carry out an independent fieldwork enquiry?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **ICT and Computing** | **Programming- Programming music**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences  **ESafety-**  **Lesson 1: Life online** | **Creating media-**  **Stop motion studio**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences  **ESafety-**  **Lesson 2: Sharing online** | **Computer systems and networks- Search engines**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences  **ESafety-**  **Lesson 3: Creating a positive online reputation** | **Data handling- Big data 1**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences  **ESafety-**  **Lesson 4: Capturing evidence** | **Data handling- Big data 2**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences  **ESafety-**  **Lesson 5: Password protection** | **Programming- Introduction to python**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences  **ESafety-**  **Lesson 6: Think before you click** |
| **Music Condensed Scheme** | **Rock and roll**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Composition to represent the festival of colour (Theme: Holi festival)**  Spiritual-  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Theme and variations (Theme: Pop art)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Musical Theatre**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  |  |
| **French**  **Condensed Scheme** | **French transport** | **French music celebrations**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning | **French verbs in a week**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Visiting a town in France**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  |  |
| **Art and design/ Design and Technology**  **Combined** | **Textiles: Waistcoats** | **Sculpture and 3D: Interactive installation** | **Structure: Playgrounds** | **Craft and design: Photo opportunity** | **Digital world: Navigating the world** | **Sculpture and 3D: Making memories** |
| **Art and design Unit: Painting and mixed media: Artist study (Lesson 1, 4 and/or 5)** | | | | | |
| **RE Cycle B** | **The Bible** | **Christmas** | **The Exodus** | **Jesus** | **God** | **Loss, Death and Christian Hope** |
| **PE** | **Football**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Basketball**  **(Dribbling and ball control, passing, catching, tackling, shooting, small sided game play, tactical play, outwitting opponent)** | **Hockey**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Fitness skills circuit**  **(Endurance, speed, agility, hand eye coordination, acceleration)** | **Gymnastics**  **(Shapes, controlled movements, jumps, rolls, climbing equipment, sequencing, routine performance)**  **Skill games circuit**  **(Ball skills, jumping, dodging, tagging, aiming at targets)**  **Dance**  **(Moving to music)** | **Netball**  **(Passing, tackling, shooting, footwork, small sided game play, tactical play, outwitting opponent)**  **Tag Rugby**  **(passing, tagging, evading, understanding rules, small sided game play, attack v defence overloads)** | **Athletics**  **(Long distance running, sprinting, jumping for distance, run and jump over obstacles, pull throw, push throw, team replay)**  **Rounders**  **(Throwing and catching, striking, fielding, backstop, tactics, team work)** | **Cricket**  **(Throwing and catching, batting, bowling, fielding, wicket keeping, tactics, team work)**  **Tennis**  **(Ball control, hitting, footwork, gameplay, serving)** |
| **Outdoor/ Local Learning** |  | **Synagogue visit** |  |  | **Orienteering** |  |
| **SDGs/ Global Learning** | **SDG 14/15 (Science)** | **SDG 8/11 (Geography)** | **SDG 9 (History)** | **SDG 7/11/14 (Geography)** |  | **SDG 14/15 (Geography)** |