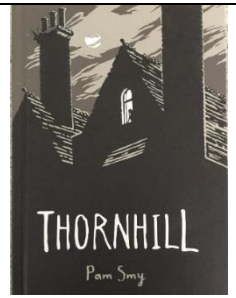
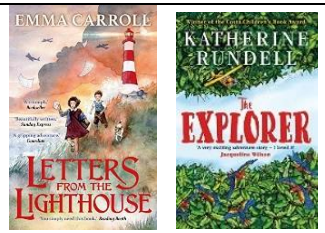
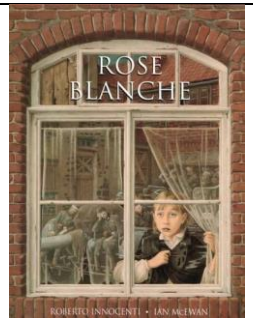
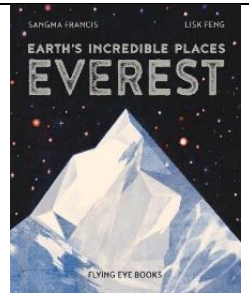
Cuddington and Dinton C of E School Curriculum Framework **Years 5 and 6**

	Autumn Term **The Ancient Greeks**		**Spring Term** **Dinton Through Time**		**Summer Term** **Mountain High, Valley Low**	
	Curriculum overview: To begin this exciting year, the children will investigate life in Ancient Greece, thinking particularly about how life was different in Athens and Sparta. The children will explore how historians find out about the past using Greek pottery, and then create their own pot in the style of Ancient Greece. We will be joining UK Parliament Week, with a virtual meeting from the House of Lords, thinking about democracy in our country today. The children will have the opportunity to study the Ancient Greek galleries of the British Museum, finding out ways in which the past is preserved and more about life for the Ancient Greeks. In Design and Technology, the children will be solving a problem for the Ancient Greek Gods, involving textiles. During our English lessons, we will look at the poetry from 'The Lost Words', an Ancient Greek timeline, narrative based upon 'Who let the Gods out?' and finishing up with a persuasive letter to Scrooge just in time for Christmas.		**Curriculum overview:** The Spring term focuses on the local area, exploring what the school's log books tell us about what life was like in Dinton during the late 19th and early 20th century. We will be creating mixed media landscapes in Art and creating Easter related food in Design and Technology. Within Geography, we will be walking the children to Eythrope for a river survey, testing the PH levels of the water and exploring the ecosystem around the river. As part of a culture of exploring worldviews and beliefs, years 5 and 6 have the fantastic opportunity to take part in the Bedfordshire Faith tour, where the children visit a Sikhi Gurdwara, a Muslim Mosque and a Christian church in one day. During English, the children move from the highlands of Scotland with Macbeth, through the ghostly Thornhill to a lighthouse off coastal Devon, finally crashlanding in the Amazonian Rainforest.		**Curriculum overview:** Having emerged from the Amazonian rainforest unscathed, we now will focus on mountains: where they are, how they are formed and the names of the different parts. Year 5 will sensitively think about life in World War II Germany through Rose Blanche and Year 6 will focus on recounting their journey through the school for the leavers' book. They will rejoin after half term to scale Everest- well, not literally of course- but literately through the book Everest. The most exciting part of the term will be through the week residential to Willersley Castle, where the children will be challenged in both PE and PSHE. In Art, we will be looking at typography and cartography, whilst in Design and Technology, we will create mechanisms. Year 6 will be taking part in secondary transition work and will also be creating their own business with the annual fiver challenge.	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Value	**Belief**	**Trust**	**Resilience**	**Love**	**Integrity**	**Respect**
Visit	The British Museum (History)		Bedfordshire Faith Tour (RE) River Survey (Geography)		Willersley Castle (PSHE, PE)	

Core text						
English	The lost words (whole school separate year 5 and year 6 units) Who Let the Gods Out? (Setting description/3rd person narrative)	Timeline of the Ancient Greeks (Chronological Report) (Jane Considine) Scrooge (Persuasive letter)	Screen Time (balanced argument) Thornhill (Narrative)	Letters from the Lighthouse (Recount) The Explorer (Narrative)	Year 6: SPAG revision and Leavers' book writing (Recount) Year 5: Rose Blanche (narrative)	Everest (Non-Chronological Report)
Maths YR 5 White Rose	**Number: Place Value** Compare numbers to at least 1 000 000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	**Number: Multiplication and Division** Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Multiply and divide numbers mentally. Identify multiples and factors, including finding all factor pairs of a number, and common factors. Recognise and use	**Number: Multiplication and Division** Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication. Divide numbers up to 4 digits by a one-digit	**Number: Decimals and percentages** Recognise the % symbol and understand it's meaning. Write percentages as a fraction with denominator 100, and as a decimal. Solve problems using these facts. Read and write decimal numbers as fractions. **Measurement: Perimeter and Area** Measure and calculate	**Geometry: Properties of shape** Distinguish between regular and irregular polygons. Draw given angles and measure them in degrees. Distinguish between regular and irregular polygons. **Geometry: Position and Direction**	**Number: Decimals** Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. **Negative numbers**

	Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. **Number: Addition and Subtraction** Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits.	square numbers and cube numbers. **Number: Fractions A** Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction. Recognise mixed numbers and improper fractions and convert. Add and subtract fractions with the same denominator,	number using the formal written method of short division and interpret remainders. Multiply and divide numbers mentally drawing upon known facts. **Number: Fractions** B multiply proper fractions and mixed numbers by whole numbers. Read and write decimal numbers as fractions.	the perimeter. Calculate and compare the area of rectangles and estimate the area of irregular shapes. **Statistics** Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.	Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°.	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers. **Measurement: Converting Units** Convert between different units of metric measure. Understand and use approximate equivalences between metric units and common imperial units. Solve problems involving converting between units of time. Use all four operations to solve problems. **Measurement: Volume** Estimate volume.
Maths Year 6 White Rose	**Number: Place value and rounding** Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required	**Fractions:** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1	**Number: ratio/proportion** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	**Decimals and percentages** Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction Geometry: position and direction	**Geometry: property of shape** Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets.	**Fiver Challenge**

	degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above. **Number: Addition/subtraction/ Multiplication and division** Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, × =] 4 1 2 1 8 1 Divide proper fractions by whole numbers **Measurement: converting units** Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. **Algebra:** Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Multiply one-digit numbers with up to two decimal places by whole numbers Use written division methods in cases where the answer has up to two decimal places Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison **Measurement: perimeter, area and volume** Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Geometry: position and direction** Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. • **SATs revision**	

	appropriate, interpreting remainders according to the context. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. Convert between miles and kilometres		Calculate the area of parallelograms and triangles **Statistics:** Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.		
Science YR 5	**Earth and Space** Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	**Forces** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	**Materials** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of	**Living Things and Their Habitats** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animal.	**Animals Including Humans** Describe the changes as humans develop to old age.	**RSE** Learn how their bodies and emotions might change as they approach and move through puberty.

			solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda			
Science YR 6	**Animals Including Humans** Children will: Identify and name the main parts of the human circulatory	**Electricity** Children will: Associate the brightness of a lamp or the volume of a buzzer with the number and	**Light** Children will: Recognise that light appears to travel in straight lines. Use the idea that light	**Living Things and Their Habitats** Children will: Describe how living things are classified into broad groups according	**Evolution and Inheritance** Children will: Recognise that living things have changed over time and that	**RSE** Children will: Learn how their bodies and emotions might change as they approach and move through

	system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape.	to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	puberty. Learn about human reproduction. Learn the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Become aware of different types of relationships, including those between friends and families, civil partnerships and marriages. Be aware of what constitutes positive healthy relationships and develop skills to form them.
Computing YR5	Stop motion animation	LEGO Mindstorms and Scratch	Online safety	Programming 1: Music (using Scratch)	Data handling: Mars Rover 1 (binary code)	Skills show case: 3D design skills
Computing YR6	Inventing a product	LEGO Mindstorms and Scratch	Online safety	Programming: Intro to Python	Data handling 1: Big Data 1 (Barcodes, codes and QR codes)	Creating media: History of computers
Art/D&T	Art: Clay Pots	DT: Textiles	Art: Cityscapes (mixed media)	DT: Cooking and nutrition (Easter cooking)	Art: Typography and Maps	DT: Mechanisms
Religious Education YR 5	What do Hindus and non-religious worldviews teach us	How do Christians express their belief about God?	How does what we believe influence the way we should treat the	How did Christianity begin?	Why are sacred texts and holy books so important? (The Qur'an)	Why are sacred texts and holy books so important? (The Qur'an and Hadiths)

	about the 'Good life'?		world?			
Religious Education YR 6	What is Humanism?	What holds communities together?	Why do Hindus celebrate important moments in their lives?	Why don't members of Christianity believe and live in the same ways?	Why is pilgrimage important to Muslims? What happens on Hajj?	Why is pilgrimage important to Muslims? What value does Hajj have in the lives of believers?
Music YR 5	Yr 5 – Composition notation (Theme Ancient Egypt)	Blues	South and West Africa	Composing to represent the festival of colour (Theme Holi festival)	North America Whole Class Instrumental	Y5: Looping and remixing
Music YR 6	Film Music (Kapow)					Y6: Composition and performing a Leavers' Song
PE YR 5	**Invasion: Football** **Outdoor and adventurous activities (OAA)**	**Tag rugby (Games)** Dance: Street Art	**Invasion: Netball** **Gym: Counterbalance and Tension**	**Health related Exercise** **Net/Wall (Tennis)**	**Striking and fielding: Cricket** **Invasion: Hockey**	**Striking and fielding: Rounders** **Athletics**
PE YR 6	**Invasion: Football** **Outdoor and adventurous activities (OAA)**	**Invasion: Tag Rugby** **Dance – Street Art**	**Invasion: Netball** **Gym: Matching & Mirroring**	**Tennis** **Health related exercise**	**Cricket** **Hockey**	**Striking and fielding: Rounders** **Athletics**
RSE/PSHE YR 5	**Me and my relationships**	**Valuing Difference**	**Keeping Myself Safe**	**Rights and Responsibilities**	**Being my best**	**Growing and Changing**
RSE/PSHE YR 6	**Being my Best**	**Keeping myself Safe**	**Valuing difference**	**Rights and Responsibilities**	**Me and my relationships**	**Growing and changing**
History/ Geography	Why do people visit Greece? (Geography) What was life like in Ancient Greece? (History)	What was life like in Ancient Greece? (History)	What do the school log books tell us about life in Dinton? (History)	How do rivers help our ecosystem? (Geography)	Where are mountains? How are mountains formed? (Geography)	What is the structure of a mountain? (Geography)
French Year 5	**Chez moi** Understand and use nouns for rooms of the	**Les planetes** Name and recognise the planets in French on a	**En ville** Understand and use nouns for buildings,	**En ville** Grammar Focus using topic of En ville.	**Moi dans le monde** Learn about the countries in the	**La Revolution francaise – Bastille Day**

	house; say whether they live in a town or village/ a house/flat and where it is. Describe their house in terms of rooms. Create a longer spoken or written passage using previously learnt language (incorporating personal details such as their name and age).	solar system map and create own labelled map. Recognise and use the names of the planets together with basic adjectives, using the rules of adjectival agreement. Write short sentences about the planets (size, colour, moons) using la plus loin, la plus proche, a cote de to denote location.	prepositions (a cote de, pres de, en face de) to express location, give directions in town using verbs TOURNER, PRENER, create a town map and write short sentences to describe buildings within your town, direct your partner from school to the church.	Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French. Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs. Conjugate in French a regular –ER verb. Conjugate in French a regular –IR verb. Conjugate in French a regular –RE verb.	Francophone world and their festivals (religious and non-religious). Compare and contrast people in these countries (France, Canada, Haiti, Sierra Leone).Link together with idea that we all need to protect our planet. Grammar - How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).	**Shopping in the supermarket** Role play shopper and shopkeeper Research website of a french hypermarche (Leclerc, Carrefour) Write a shopping list.
French Year 6	**Chez moi** Understand and use nouns for rooms of the house; say whether they live in a town or village/ a house/flat and where it is. Describe their house in terms of rooms. Create a longer spoken or written passage using previously learnt language (incorporating personal details such as their name and age).	**Les planetes** Name and recognise the planets in French on a solar system map and create own labelled map. Recognise and use the names of the planets together with basic adjectives, using the rules of adjectival agreement. Write short sentences about the planets (size, colour, moons) using la plus loin, la plus proche, a cote de to denote location.	**En ville** Understand and use nouns for buildings, prepositions (a cote de, pres de, en face de) to express location, give directions in town using verbs TOURNER, PRENER, create a town map and write short sentences to describe buildings within your town, direct your partner from school to the church.	**En ville** Grammar Focus using topic of En ville. Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French. Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs. Conjugate in	**Moi dans le monde** Learn about the countries in the Francophone world and their festivals (religious and non-religious) Compare and contrast people in these countries (France, Canada, Haiti, Sierra Leone).Link together with idea that we all need to protect our planet. Grammar - How to use "à" (when talking about living IN a city) and "en/au/aux" (when	**La Revolution francaise – Bastille Day** **Shopping in the supermarket** Role play shopper and shopkeeper Research website of a french hypermarche (Leclerc, Carrefour) Write a shopping list.

				French a regular –ER verb. Conjugate in French a regular –IR verb. Conjugate in French a regular –RE verb.	talking about living IN a country).	