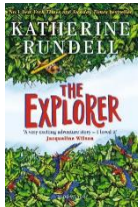
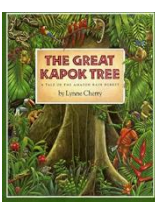
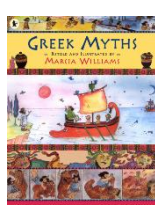
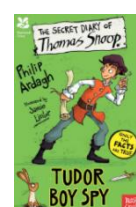
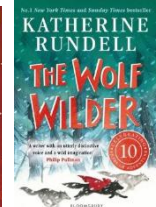


Brimscombe C of E (VA) Primary School
Otter Class (Year 5/Year 6) Long Term Overview

Our curriculum vision	'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.' 1 Corinthians 16:13-14 We are committed to developing confident, curious and responsible learners who are well-prepared for the next stage of their education. Through a carefully planned curriculum and a wide range of enrichment opportunities, underpinned by our Christian values - kindness, respect, friendship, courage and responsibility - pupils are encouraged to think deeply, work collaboratively and develop the skills and attitudes they need to thrive both in school and beyond.					
Termly Themes Year A	Electricity!	Greeks	Alps	The Tudors	Evolution Revolution	Raiders and Traders
Key Texts	 	 	 	 	 	 
English						
Spoken Language	Listening and attention: Y5 - Sustains attention in longer discussion. Identifies main point and viewpoints. Y6 - Listens critically. Responds thoughtfully and selectively. Picks out key arguments and evidence. Vocabulary and language choice: Y5 - Uses ambitious and subject-specific vocabulary effectively. Begins to adjust formality. Y6 - Chooses vocabulary deliberately for effect, precision and audience. Shifts register appropriately. Sentence construction and spoken fluency: Y5 - Sustains spoken explanations and arguments. Organises talk clearly for listeners. Y6- Speaks fluently and coherently. Sustains complex explanations and arguments with control. Discussion and interaction: Y5 - Engages actively in discussion. Builds, questions and redirects ideas appropriately. Y6 - Participates confidently in discussion and debate. Synthesises and evaluates others' contributions. Explanation, reasoning and justification: . Y5 - Justifies opinions with evidence. Speculates and hypothesises. Considers more than one view. Y6 - Constructs and defends arguments. Evaluates viewpoints using evidence and clear reasoning. Presentation, audience and register: Y5 - Uses an appropriate style for task and audience. Contributes to presentations, performance and debate. Y6 - Selects formal or informal language appropriately. Presents sustained spoken outcomes with confidence and control.					
Handwriting	<u>Year 5</u> • write legibly, fluently and with increasing speed • choose which shape of a letter to use when given choices • decide whether or not to join specific letters • continue to improve speed so handwriting does not get in the way of writing			<u>Year 6</u> • Write legibly, fluently and with increasing speed for a range of purposes. • Select the writing implement best suited for a task. • Use different styles appropriately, including joined and unjoined handwriting where needed. • Maintain a clear, consistent and efficient personal handwriting style for final pieces.		

All reading skills are revisited and embedded and each half-term has a dominant focus. <i>Half-term sequencing reflects the school's curriculum design. National Curriculum reading objectives are statutory by year group or phase, not by half-term.</i>						
Reading	<u>Retrieval</u> Y5: Summarising the main ideas drawn from more than one paragraph and identifying key details that support them. Y6: Listening to and discussing a range of texts, check that the text makes sense and drawing on what is already known to understand what is read	<u>Inference</u> Y5: Drawing inferences such as characters' feelings, thoughts and motives, and justifying these with evidence. Y6: Making inferences on the basis of what is being said and done.	<u>Vocabulary</u> Y5: Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader. Y6: Discussing word meanings and linking new meanings to known vocabulary.	<u>Authorial intent</u> Y5: Identifying how language, structure and presentation contribute to meaning. Y6: Becoming familiar with key stories, retelling them and explaining clearly their understanding of what is read.	<u>Comparison</u> Y5: Identifying and discussing themes and conventions across a wide range of writing Y6: Discussing the significance of title and events, and making simple connections across what is read.	<u>Evaluation</u> Y5: Distinguishing between statements of fact and opinion, and providing reasoned justifications for views Y6: Participating in discussion, explaining understanding and beginning to justify views.
Writing (For grammar, punctuation and spelling, see the progression documents)	To inform: Diary entry based on a character from a book To inform: Non-chronological report linked to: (a) Rainforests (Geog.) (b) Where our food comes from (Geog.) To entertain: 1st person narrative inspired by a book INDEPENDENT WRITE: A diary entry written from the perspective of a book character.	To entertain: A setting description of: (a) Ancient Greece (History) (b) Anglo-Saxon Britain (History) To entertain: A simile poem To inform: A set of instructions explaining: (a) How to make a Doodler (DT) (b) How to make a book sleeve (DT) INDEPENDENT WRITE: A setting description	To inform: A biography detailing the life of: (a) A Greek Philosopher (History) (b) King Alfred the Great (History) To persuade: A formal letter writing to persuade: (a) The Prime Minister that we should be investing more money on space exploration (Science) (b) A manifesto persuading other people to vote for you (British Values) INDEPENDENT WRITE: A non-chronological report about:	To inform: An explanation, written for a children's science book, of: (a) How sound works (Science) (b) States of Matter (Science) To entertain: A short 3rd person narrative inspired by our World Book Day text To entertain: A cinquain poem inspired by music. INDEPENDENT WRITE: A biography of: (a) King Henry VIII (b) A famous composer	To inform: A newspaper article about a fictional event: (a) Young climbers rescued after blizzard in the Alps. (b) Archaeologists uncover ancient settlement in the desert. To entertain: A 3rd person narrative which includes a setting description of: (a) The Alps (b) The Desert INDEPENDENT WRITE: A persuasive piece trying to persuade someone in school.	To entertain: A series of diamante poems comparing 2 different things. To inform: A balanced argument considering: (a) Were the Vikings raiders or traders? (History) (b) Should bikes and vehicles be designed more for speed or for safety? (Science) To inform: A non-chronological report about: (a) The human digestive system (Science) (b) Forces (Science)

			(a) Ancient Greece (History) The Anglo-Saxons (History)			INDEPENDENT WRITE: A 3 rd person narrative which includes a setting description of a fantasy land.
Maths						
Fluency, Reasoning, Problem- Solving	Y5: Number and place value; Decimals Y6: Number and Place Value, Decimals, Multiplication and Division	Y5: Addition and Subtraction; Multiplication and Division: Powers of 10; Properties of numbers Y6: Fractions, Decimals, Angles, Properties of Shape, Addition, Subtraction, Multiplication and Division	Y5: Multiplication and division: written methods; position and direction Y6: Calculating Fractions	Y5: Fractions, decimals and percentages; Length, Mass and Capacity Y6: Ratio and Proportion, Converting Units, Area and Volume	Y5: Fractions: Calculating Y6: Algebra, Statistics, Targeted Revision and SATS	Y5: Area and volume; Shape; Time; Statistics Y6: Fractions, Decimals and Percentages (secure), Algebra (secure), Ratio and Proportion (secure)
Science						
	Electricity (Y6) Children learn how the brightness of a lamp or volume of a buzzer with the number and voltage of cells used in the circuit.	Light (Y6) Children recognise that light appears to travel in straight lines and use this to explain how objects are seen by the eye.	Animals including humans (Y5 unit) Children will learn to describe the changes as humans develop to old age.	Living things and their habitats (Y5 unit) Children will learn all about life cycles, reproduction and animal characteristics.	Evolution and inheritance (Y6) Children learn about inherited traits and apply their knowledge to various animals and plants. They revisit the work of Mary Anning and are introduced to the work of Charles Darwin.	Properties of materials (Y5 unit) Children learn how to compare and group together everyday materials on the basis of their properties.
Religious Education (RE)						
	U2.1 What influence does believing in the Trinity have on Christian world views (Y5)	U2.2 Creation and Science: conflicting or complimentary (Y6)	U2.7 How does Hajj show what matters to Muslims in the UK (Y5)	U2.3 How and Why do Christians follow the example of Jesus (Y6)	U2.6 What does it mean to live as a Jew in the UK today (Y5)	U2.5 What might ideas about Samsara mean for Hindus? How might these ideas effect how Hindus live? (Y6)

Personal, Social, Health, Economic (PSHE) / British Values						
Health and wellbeing, Relationships, Living in the wider world	Me and My Relationships Y6: Working together, negotiating and solving friendship problems Mutual respect and tolerance How do we include everyone? Children explore belonging, exclusion and the impact of words and actions.	Valuing Difference Y5: Qualities of friendships, kind conversations, happy being me, stereotypes. Rule of Law What is the rule of law? Children learn the difference between rules, laws and rights, and the role of police and courts at a basic level.	Keeping Safe Y6: Think before you click, to share or not to share, drugs and alcohol - what's normal? Democracy How does democracy work locally? Children learn about councillors, MPs and how concerns can be raised.	Rights and Respect Y5: Fact or opinion? Rights, respect and duties, money and spending wisely. Individual Liberty How do liberty and responsibility fit together? Children explore freedom of choice, online behaviour and personal responsibility.	Being my best Y6: Your life and choices, what's the risk? Basic first aid and five ways to wellbeing project. Mutual respect and Tolerance What can we learn from different faiths and worldviews? Children learn through enquiry, visitors and respectful comparison.	Growing and changing Y5: Taking notice of our feelings, growing and changing bodies. Democracy, Responsibility, Respect How can we serve our community? Children complete a practical community contribution with a clear audience.
	Computing / Online Safety					
	Y6: Networks Children learn more about what networks are, what they do and they connect to devices along with the safety aspects. Self-Image and Identity Children learn how identity online may be different in reality, and describe positive ways to interact with others online.	Y5: Quizzing Children design and create interactive quizzes, exploring question types, adding creative features and developing their creative skills. Online Relationships Children describe strategies for safe and fun experiences in a range of online social environments and give examples of how to be respectful to others online.	Y6: Blogging Online Bullying Children recognise when someone is hurt, upset or angry online and describe ways people can be bullied through a range of media.	Y5: Databases Children create their own databases as well as query existing databases to find information they are asked for. Managing Online information Children analyse information to make a judgement about accuracy of information and learn how to make their own decisions about content.	Y6: Coding Health, wellbeing and lifestyle Children learn how technology can sometimes be a distraction in a positive and negative way, and can identify times where they may need to limit their use of technology.	Y5: Game Creator Children design and make their own 3D maze adventure game. Privacy and Security Children describe strategies for keeping personal information private and explain that the internet is never fully private.
History / Geography						
	Where does our energy come from? (Y6) Why is energy important? What is renewable energy? How does the USA generate energy? How does the UK generate energy?	What is the legacy of the ancient Greek civilisation? (Y5 unit) Who were the ancient Greeks and when did they live? How do the ancient Greek philosophers influence us today?	What is life like in the Alps? (Y5 unit) Where are the Alps? What is it like there? Why do people visit the Alps? How are the Alps different from our local area?	British History: What was life like in Tudor England? (Y5 unit) Henry VIII - fair ruler or tyrant? Why did Henry VIII have so many wives?	Can I carry out an independent fieldwork enquiry? (Y6) Developing an enquiry question, creating data collection methods, mapping a route, collecting the data, analysing and presenting the data	British History: Were the Viking raiders, traders or something else? (Y5 unit) When did the Vikings come to Britain? Where were the Viking trading routes and why was trade important?

Physical Education

Gross Motor Skills: Fundamental movement skills, becoming more competent and confident, and extending **agility, balance and coordination**.
Master basic movements including **running, jumping, throwing and catching**

Football

Tag Rugby

Gymnastics/Dance

Ultimate Frisbee

Batting and Fielding

Athletics/Tennis

Art and Design / Design Technology

Design
Make
Evaluate

Drawing: Expressing Ideas (Year 6)

Street art, how do artists use one point perspective, scaling up, planning street art, making a street-art inspired piece.

Electrical Systems: Doodlers (Y5 unit)

Electrical systems and motors, Doodler design and construction

Painting and Mixed Media: Artist Study (Year 6)

David Hockney, Paula Rego, John Singer Sargent, Fiona Rae, Lubaina Himid

Mechanical Systems: Automata toys (Year 6)

Automata, frame assembly, experimenting with cams

Painting and Mixed Media: Portraits (Y5 unit)

Poem portraits, developing drawings, self-portraits, changing faces and mixed-media portraits.

Cooking - Come dine with me! (Year 6)

Complimentary food, three ingredients; three courses - starter, main course and dessert!

Music

Singing
Performing
Listening and appraising
Composing and improvising

Listening & appraising: Describe music and identify key features in line with the musical elements of beat, tempo and texture.
Share opinions using simple musical vocabulary.

Composing & improvising: Compose music for a specific purpose or based on a theme.

Listening & appraising: Explore longer and more complex pieces of music.

Singing:
Sing with accuracy, expression and confidence
Perform songs with 2 independent parts and simple harmony.
Maintain vocal control across a wider range of notes.

Listening & appraising: Explore longer and more complex pieces of music

Composing & improvising: Use musical notation to plan and record ideas

