

UKS2 Curriculum Overview Cycle A

*These exemplar Curriculum Overviews assume a 36-week planned curriculum, allowing 3 weeks for flexibility to finish off unfinished work, provide for individual curriculum requirements specific to the school (Christmas productions, for example). Thirty-six weeks allows for 4 X 9-week topics, running over half term boundaries, or 6 X 6-week topics – or a combination, according to the school's own planning requirements.

| Cycle A | | | Blast Off! (science – Earth and Space) | | Ancient Greece | | Local history study | | | |
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| Faculty | Domain | Subject | Cycle 1* | Cycle 2 | Cycle 3 | Cycle 4 | Cycle 5 | Cycle 6 | | |
| Arts | Language, Oracy and Literacy | English | Inform – The Solar System Neil Armstrong biography | Entertain – Gothic Fiction | Entertain – Harris Burdick Mysteries Persuade – Refugees | Inform - Ancient Greece War Discuss - Athens vs Sparta | Entertain – The Journey, Aaron Becker Discuss | Persuade Inform | | |
| | | | Integrated grammar and word study/spelling – planned for progression | | | | | | | |
| | | | Handwriting - explicit, direct teaching and daily practice | | | | | | | |
| | Core Text: The Middler, by Kirsty Applebaum | | | Core texts: The Outsiders, by Michelle Paver The Island, By Armin Greder The Day War Came by Nicola Davies | | | Core Text: Trash, by Andy Mulligan | | | |
| | Arts and Creativity | Art | | Great artists – Andy Warhol and pop artists | | Sculpture – Clay pots | | Charcoal sketching: buildings in local area | | |
| Music | | Happy | | You've got a friend | | Living on a prayer | | | | |
| Humanities | Time and Place | Geography, History | History focus – no history focus Geography focus: Locational knowledge | | History focus - Ancient Greece How has Ancient Greece influenced modern Britain? Geography focus; Locational knowledge Geographical skills - fieldwork | | History focus - Local history study. What was the impact of the English Civil War on Market Harborough? Geography focus: Geographical skills and fieldwork Locational Knowledge | | | |
| | Faith and Belief | RE | 2.3 What do religions say to us when life gets hard? (year 6 – believing) | | 2.2 What would Jesus do? Can people live by the values of Jesus in the twenty-first century? | | 2.4 If God is everywhere, why go to a place of worship? (year 5 – expressing) | | | |
| STEM | Maths | Maths | <u>Year 5 & Year 6:</u> Number: Read, write and record numbers, recognise the value of each digit. Order and compare numbers. Round numbers. Read and write Roman numerals. Negative numbers – interpret, count forwards and backwards across 0. Written methods: Written methods for addition, subtraction, multiplication and division. | | <u>Year 5 and Year 6:</u> Fractions: Find equivalent fractions/ simplify fractions Convert between mixed numbers and improper fractions Compare and order fractions Add, subtract, multiply, divide fractions Recognise equivalent fractions, decimals and %s. Convert between fractions, decimals and %s. Calculate fractions and % of amounts. | | <u>Year 5 and Year 6:</u> Number: Algebra Statistics Pie charts/ line graphs Mean Time & timetables Post-SATS: Properties of shape: Build 3D nets from 2D drawings Investigations and deepening reasoning skills | | | |

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| | | | Multiply, divide by 10, 100 and 1000. Use inverse operations. Use knowledge of order of operations. Number: Multiples and factors Square numbers Prime numbers Cube numbers Measurement: Area and Perimeter Volume | | Geometry: position and direction – co-ordinates/ translation/ reflection Angle Geometry: properties of shape (2D shapes/ 3D shapes) Number: Ratio | | Measurements: understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Consolidation of previous learning Developing fluency through mental calculation strategies | |
| | Science and Technology | Science | Earth and Space (y5) | | Properties and Changes of materials (y5) | | Light (y6) | Electricity (y6) |
| | | Design | | Design and make Moon buggies | | Ancient Greek recipe | | Game design with hidden circuit |
| | | Computing | 5.1 Computing Systems and Networks: Systems and searching | 5.5 Creating Media: Vector Graphics | 5.3 Programming: Selection in Physical Computing | 6.5 Creating Media: 3D Modelling | 6.1 Computer Systems and Networks: Communication and Collaboration | 6.2 Creating Media: Webpage creation |
| | | E-Safety (Project Evolve Units) https://projectevolve.co.uk/ | Y5- Online Reputation Y5- Privacy and Security | Y5-Health, Wellbeing and Lifestyle | Y5- Self Image Y5- Copyright and Ownership | Y6-Health, Wellbeing and Lifestyle | Y6-Self-Image and Online Bullying | Y6-Online Relationships |
| Wellbeing | Physical and Emotional Health | PE | Unit 5.1/6.1 Invaders Unit 5.1/6.1 Boot Camp | Unit 5.2/6.2 Dynamic Dance Unit 5.2/6.2 Mighty Movers | Unit 5.3/ 6.3 Gym Sequences Unit 5.3/ 6.3 Step to the Beat | Unit 5.4/ 6.4 Striking and Fielding Unit 5.4/6.4 Gym Fit Circuits | Unit 5.5/6.5 \nimble Nets Unit 5.5/ 6.5 Cool Core | Unit 5.6/6.6 Young Olympians Unit 5.6/6.6 Fitness Frenzy |
| | Citizenship and Ethics | PSHE/ SRE | Beginning and Belonging (Myself and My Relationships) BB 5/6 | My Emotions (Myself and My Relationships) ME 5/6 Working Together (Citizenship) WT 5/6 | Financial Capability (Economic Wellbeing) FC 5/6 Rights, Rules and Responsibilities (Citizenship) RR 5/6 | Drug Education (Healthy and Safer Lifestyles) DE 5/6 | Managing Change (Myself and My Relationships) MC 5/6 | Relationships and Sex Education (Healthy and Safer Lifestyles) RS6 |