



## Carleton Park Curriculum Overview

### Year 5 and 6 (Cycle A)

<b>UKS2 – Cycle A</b>  <b>Driver and Text</b>	<b>Term 1</b>  <b>How terrible were the Tudors?</b> <b>Macbeth</b>  <b>Midsummer Nights Dream</b>	<b>Term 2</b>  <b>Becoming a Space Traveller</b>  <b>Text to be confirmed</b>	<b>Term 3</b>  <b>What would I do on a desert Island?</b>  <b>Kensuke’s Kingdom</b>
<b>Science</b>  <b>Working scientifically to lead each science unit throughout the year. (AT 1)</b>	<u><b>Chemical Processes - Materials</b></u> 5.1 To compare and group materials according to their properties (hardness, solubility, transparency, conductivity) – (electrical, thermal, magnetic) 5.2 To define a solution 5.3 To investigate a range of ways to recover a substance from a solution 5.4 To experiment with filtering, sieving and evaporating to decide how these might be separated 5.5 To experiment with solids and liquids to demonstrate reversible changes	<u><b>Earth and Space</b></u> <ul style="list-style-type: none"> <li>To describe the movement of the earth and the other planets</li> <li>To find out how the earth moves relative to the sun and the solar system</li> <li>To map the movements of the moon relative to the earth</li> <li>To describe the sun, moon and earth as spherical bodies</li> <li>To explain day and night in relative to the earth rotation</li> </ul> <u><b>Physical Processes – Light</b></u> 6.1 To explore how light behaves including light sources, reflection and shadows 6.2 To predict what happens to a light as it moves through objects 6.3 To explain how mirrors work 6.4 To explain how the eye works when observing light 6.5 To investigate shadows to explain how light travels in straight lines  <u><b>Physical Processes – Forces and Magnets</b></u> 5.2 To set up an experiment to explore gravity	<u><b>Life Processes including Humans</b></u> 5.1 To describe the changes as humans develop to old age 5.2 To draw a timeline to indicate stages in growth and development of humans 5.3 To know the changes experiences in puberty for boys and girls 5.4 To compare gestation periods of other animals compared to humans 6.1 To know how the digestive system works 6.2 To identify and name the main part of the human circulatory system 6.3 To describe the functions of the heart, blood vessels and blood 6.4 To recognise the impact of diet, exercise, drugs and lifestyle on our bodies 6.5 To find out how nutrients and water are transported in animals
<b>ICT</b>	<ul style="list-style-type: none"> <li>Analysis data</li> <li>Evaluate data</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate how results are ranked</li> <li>Select, use and combine internet services</li> </ul>	<ul style="list-style-type: none"> <li>Understand the opportunities computer networks offer for collaboration</li> </ul>



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	<ul style="list-style-type: none"> <li>• Work with variables</li> <li>• Present data</li> <li>• Collect data</li> </ul>	<ul style="list-style-type: none"> <li>• Understand computer networks including the intranet</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the opportunities computer networks offer for communication</li> <li>• Understand how computer networks can provide multiple services, such as the world wide web</li> <li>• Identify a range of ways to report concerns about content and contact</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• I can describe the main changes of a period using words such as 'social, religious, political, technological and cultural'</li> <li>• With help I can choose reliable sources of evidence to describe and suggest reasons for changes to houses, settlements, leisure, culture, clothes actions and beliefs of people in the past.</li> <li>• I can use words such as era, period, century, decade, before, Christ, AD, after, before and during</li> <li>• I can give my own reasons why changes may have occurred, backed up by evidence I have researched</li> <li>• I can look at different versions of the same event in history and identify differences in accounts</li> <li>• I can competently use time lines, showing the changes that I have identified</li> <li>• I can choose reliable sources of factual evidence to describe the past</li> <li>• I can ask historically valid questions</li> <li>• I can choose a variety of reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.</li> </ul>		



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	<ul style="list-style-type: none"> <li>I can explain that people in the past and now, including myself, have a point of view which can affect interpretation of the past.</li> </ul>		
<b>Geography</b>	<ul style="list-style-type: none"> <li>I can draw maps and plans of localities I have studied that include keys, four figure grid reference and I can use these four figure references to find 6 figure references, a scale, a compass rose indicated North and standard OS symbols</li> <li>I understand scales of maps, such as 1:25 000</li> <li>I can describe where a place is using the 8 point compass to describe position</li> <li>I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>I understand the terms Prim, Greenwich, Meridian and know about time zones</li> <li>I can identify the position And significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn, Artic and the Antarctic circle</li> </ul>	<ul style="list-style-type: none"> <li>I can summarise an environmental issue, its possible causes and solutions either in the local area or an area that I am studying</li> <li>I can describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons.</li> <li>I can ask, 'which physical and human features does this place have?'</li> <li>I can describe a place in terms of how economically developed it is</li> <li>I compare and contrast places using the physical and human features and my knowledge of continents, countries climate temperature and economy</li> <li>I can describe places in terms of economic development, including trade links and the distribution of natural resources including energy, food, minerals and water, settlements and land use</li> <li>I can compare places where people live and give reasons for the differences</li> <li>I can describe where a place is: continent, country cities and rivers</li> <li>I can summarise ways that people are trying to manage an environment</li> <li>I know how I can contribute to a reduction in climate change</li> <li>I can ask what a place may be like in the future describing possibilities with evidence</li> </ul>



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<b>Art</b>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use ideas great artists, architects and designers in history.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Fabric – Tie Dye, fabric paint, Batik</li> </ul>	<b>3D Art</b> <ul style="list-style-type: none"> <li>Junk Modelling</li> <li>Adapt a their work according to their views and describe how they might develop it further</li> </ul>	
<b>DT</b>	<ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the next steps.</li> </ul>	<ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded prototypes, pattern pieces and computer – computer aided</li> </ul>	
<b>RE (2014 WAS)</b>	What was it like to be a follower of the Buddha?	Words of wisdoms Sikh, Muslim, Christian  Religion and the individual: Buddhists and Christians	Can Christian Aid and Islamic relief change the world?
<b>Music</b>	<ul style="list-style-type: none"> <li>I sing or play from memory with confidence</li> <li>I breathe well and pronounce words, change pitch and show control in my singing</li> <li>I sing a harmony part confidently and accurately</li> <li>I can perform confidently in front of an audience</li> <li>History of music during the Tudor time.</li> </ul>	<ul style="list-style-type: none"> <li>I know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play</li> <li>I can read the musical stave and can work out the notes EGBDF and FACE</li> <li>I can draw a treble clef at the correct position on a stave</li> <li>I can perform in front of an audience</li> <li>I maintain my own part with an awareness of what others are playing</li> <li>I can quickly read notes and know how many beats they represent</li> </ul>	<ul style="list-style-type: none"> <li>I can play an accompaniment on an instrument (EG glockenspiel, bass drum or cymbal)</li> <li>I can improvise within a group</li> <li>I create music, which reflects given intentions and uses notations as a support for performance</li> <li>I identify where to place emphasis and dynamics in a song to create effects</li> <li>I use ICT to organise my musical ideas</li> <li>I use my musical vocabulary to help me understand how best to combine musical elements</li> </ul>



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			<ul style="list-style-type: none"><li>• I demonstrate imagination and confidence in the use of sound</li><li>• I create my own musical patterns</li></ul>
<b>PE/Games/Dance</b>	Step Aerobics Table Tennis	Gymnastics Dance	Athletics Sports day
<b>PSCHE (SEAL/CITIZENSHIP)</b>	New beginnings Getting on and falling out	Good to be me Say no to bullying	Relationships Changes