

Countess Gytha Primary School Curriculum Planning

The Primary National Curriculum applies to children in Year 1 through to Year 6 and covers all subjects from Maths and English through to Art and Computing. A guide for parents can be viewed on our website, <https://www.countessgythaprimary.co.uk/lancelot-class-year-5-6/>

We have looked carefully at the new curriculum and set out two-year rolling programmes which show when we will teach each part of the curriculum over the course of 2 years. This ensures children in mixed age classes are taught everything set out in the curriculum, whichever class they may be in. We have linked the subjects as much as possible in each term to allow the children to learn through a 'topic based' approach to learning; in this way more than one subject may be taught within a lesson and a range of skills learned.

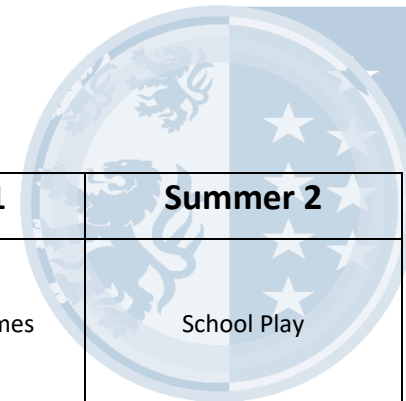
Please do not worry if your child covers a topic more than once in their time with us here at Countess Gytha, the topics are so broad and with each year group, a deeper progression of skills enables teachers to cover areas of a topic not learned previously. Likewise, it is important to recognise that it is the National Curriculum objectives that must all be covered by the end of each key stage, not the theme per se. Wherever possible, we will try to ensure a balance of themes between classes.

The children in Reception will continue to follow the Early Years Foundation Stage, with the areas of learning being linked by teachers to the National Curriculum wherever possible.

The topic titles on the rolling programmes are a starting point for each topic and may change or be adapted, often based on the children's interests, to make the learning as inspiring and engaging as possible.

Below are the Rolling Programmes for all year groups across the school. If you have any questions, please speak to your child's teacher.

Year 5/6



Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme (Half Termly or Termly)	Monarchy and Changing Power		Water and Natural Resources		Climate and Biomes	School Play
Possible Trips/Enrichment activities	Parents vs Children Quiz		TBC		Residential	
English - Writing	- Instructions writing – bullet points, colons, sub-headings - Diary Entry – emotive language, chronological order - Debate – Vocabulary chosen for formality, showing both sides of the argument - Playscript – using colons and semi-colons, brackets - Poetry – emotive language - Poetry – Figurative language - Letter writing – persuasive vocabulary, formal writing - Speech – passive voice - Narrative – setting, character description using adverbials, devices to build cohesion - Narrative - devices to build cohesion, adverbials, sentences openers - Narrative - devices to build cohesion, powerful adverbs and verbs		- Diary Entry – formality, adverbials of time - Non-Chronological Report – semi-colon and colons, brackets, dashes and commas, relative clauses and passive voice - Advertisement – superlative, hyperbole, modal verbs, commands - Debate - Vocabulary chosen for formality, showing both sides of the argument, subjunctive - Book Review – - Narrative – setting and character descriptions - Narrative - figurative language, pathetic fallacy and personification - Poetry – performance - Biography – parenthesis, fronted adverbials - Biography – passive voice, semi-colons, colons		- Narrative – dialogue and how it can move the story forwards - Narrative – dialogue and how it can move the story forwards, show not tell - Newspaper Reports – Formality, adverbials, relative clauses - Newspaper Reports – Passive voice, adverbials, relative clauses - Narrative – expanded noun phrases, sentence starters, setting description - Narrative – Planning and retelling an adventure story - Non-chronological report – adverbials, relative clauses, parenthesis	
Book Focus	There's a Boy in the Girl's Bathroom by Louis Sachar	The Adventures of Odysseus by Hugh Lupton	Ghost by Jason Reynolds	The Lady of Shalott by Alfred Tennyson	Oranges in No Man's Land by Elizabeth Laird The Undeclared by Kwame Alexander	The Final Year By Matt Goodfellow
English Y5 - SPaG	- Converting nouns or adjectives into verbs using suffixes [e.g., <i>-ate</i>; <i>-ise</i>; <i>-ify</i>] Verb prefixes [e.g., <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>] Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun - Indicating degrees of possibility using adverbs or modal verbs - Devices to build cohesion within a paragraph		- Converting nouns or adjectives into verbs using suffixes [e.g., <i>-ate</i>; <i>-ise</i>; <i>-ify</i>] Verb prefixes [e.g., <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>] Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun - Indicating degrees of possibility using adverbs or modal verbs - Devices to build cohesion within a paragraph - Linking ideas across paragraphs using adverbials of time place and number or tense choices - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity		- Converting nouns or adjectives into verbs using suffixes [e.g., <i>-ate</i>; <i>-ise</i>; <i>-ify</i>] Verb prefixes [e.g., <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>] Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun - Indicating degrees of possibility using adverbs or modal verbs - Devices to build cohesion within a paragraph - Linking ideas across paragraphs using adverbials of time place and number or tense choices - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity	

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English Y6 - SPaG	- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] - How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. - Use of the passive to affect the presentation of information in a sentence - The difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] - Use of the semi-colon, colon and dash to mark the boundary between independent clauses - Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity	- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] - How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. - Use of the passive to affect the presentation of information in a sentence - The difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] - Use of the semi-colon, colon and dash to mark the boundary between independent clauses - Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity	- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] - How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. - Use of the passive to affect the presentation of information in a sentence - The difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] - Use of the semi-colon, colon and dash to mark the boundary between independent clauses - Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity
Mathematics Y5	Number/Calculation ·Secure place value to 1,000,000 ·Use negative whole numbers in context *Use Roman numerals to 1000 (M) ·Use standard written methods for all four operations ·Confidently add & subtract mentally ·Use vocabulary of prime, factor & multiple ·Multiply & divide by powers of ten ·Use square and cube numbers Geometry & Measures Convert between different units ·Calculate perimeter of composite shapes & area of rectangles ·Estimate volume & capacity ·Identify 3-d shapes ·Measure & identify angles ·Understand regular polygons Reflect & translate shapes	Number/Calculation ·Secure place value to 1,000,000 ·Use negative whole numbers in context *Use Roman numerals to 1000 (M) ·Use standard written methods for all four operations ·Confidently add & subtract mentally ·Use vocabulary of prime, factor & multiple ·Multiply & divide by powers of ten ·Use square and cube numbers Geometry & Measures Convert between different units ·Calculate perimeter of composite shapes & area of rectangles ·Estimate volume & capacity ·Identify 3-d shapes ·Measure & identify angles ·Understand regular polygons Reflect & translate shapes Data ·Interpret tables & line graphs ·Solve questions about line graphs	Number/Calculation ·Secure place value to 1,000,000 ·Use negative whole numbers in context *Use Roman numerals to 1000 (M) ·Use standard written methods for all four operations ·Confidently add & subtract mentally ·Use vocabulary of prime, factor & multiple ·Multiply & divide by powers of ten ·Use square and cube numbers Geometry & Measures Convert between different units ·Calculate perimeter of composite shapes & area of rectangles ·Estimate volume & capacity ·Identify 3-d shapes ·Measure & identify angles ·Understand regular polygons Reflect & translate shapes Data ·Interpret tables & line graphs ·Solve questions about line graphs

	Data - Interpret tables & line graphs ·Solve questions about line graphs Fractions, decimals & percentages - Compare & order fractions - Add & subtract fractions with common denominators, with mixed numbers - Multiply fractions by units - Write decimals as fractions - Order & round decimal numbers ·Link percentages to fractions & decimals	Fractions, decimals & percentages - Compare & order fractions - Add & subtract fractions with common denominators, with mixed numbers - Multiply fractions by units - Write decimals as fractions - Order & round decimal numbers ·Link percentages to fractions & decimals	Fractions, decimals & percentages - Compare & order fractions - Add & subtract fractions with common denominators, with mixed numbers - Multiply fractions by units - Write decimals as fractions - Order & round decimal numbers ·Link percentages to fractions & decimals
Mathematics Y6	Number/Calculation Secure place value & rounding to 10,000,000, including negatives All written methods of calculation (+ - x divide) Use order of operations Identify factors, multiples and prime numbers Solve multi-step problems Algebra * Introduce simple unknowns Geometry & Measures Use a range of measures and conversions with confidence Calculate the area of triangles and parallelograms Use area and volume formulas Classify a variety of shapes by their properties Know and use rules for angles Translate, reflect and rotate shapes in the four quadrants Data Use pie charts Calculate the mean averages Fractions, decimals & percentages Compare and simplify fractions Use equivalents to add and subtract fractions Divide fractions by whole numbers Solve problems using decimals, fractions and percentages Use written division methods up to 2 decimal places Solve ratio and proportion problems.	Number/Calculation Secure place value & rounding to 10,000,000, including negatives All written methods of calculation (+ - x divide) Use order of operations Identify factors, multiples and prime numbers Solve multi-step problems Algebra * Introduce simple unknowns Geometry & Measures Use a range of measures and conversions with confidence Calculate the area of triangles and parallelograms Use area and volume formulas Classify a variety of shapes by their properties Know and use rules for angles Translate, reflect and rotate shapes in the four quadrants Data Use pie charts Calculate the mean averages Fractions, decimals & percentages Compare and simplify fractions Use equivalents to add and subtract fractions Divide fractions by whole numbers Solve problems using decimals, fractions and percentages Use written division methods up to 2 decimal places Solve ratio and proportion problems.	Number/Calculation Secure place value & rounding to 10,000,000, including negatives All written methods of calculation (+ - x divide) Use order of operations Identify factors, multiples and prime numbers Solve multi-step problems Algebra * Introduce simple unknowns Geometry & Measures Use a range of measures and conversions with confidence Calculate the area of triangles and parallelograms Use area and volume formulas Classify a variety of shapes by their properties Know and use rules for angles Translate, reflect and rotate shapes in the four quadrants Data Use pie charts Calculate the mean averages Fractions, decimals & percentages Compare and simplify fractions Use equivalents to add and subtract fractions Divide fractions by whole numbers Solve problems using decimals, fractions and percentages Use written division methods up to 2 decimal places Solve ratio and proportion problems.
Science	Living things and their Habitats (Plants) (Year 6) - To identify characteristics used to classify living organisms. - To sort and group animals using classification keys. - To group and classify plants using classification keys. - To investigate whether yeast is a living organism. - To explain how microorganisms are grouped and classified.	Forces (Y5) - 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	Evolution and Inheritance (y6) - recognise that living things have changed over time and that 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.

	To identify and classify plants and animals in the local area					
Music	Livin' on a Prayer	Christmas	Jazz 1	Dancing in the Street	RRR	Practice for performance
History	Monarchy and Changing Power - To research an area of the Tudors - To use secondary sources to develop our understanding of key historical figures - To use evidence to build of a picture of King Henry VIII - To understand a sequence of events that has lead to the expanding power of the monarchy - To use evidence to interpret the life of Queen Elizabeth I - To evaluate the relevance and usefulness of different primary and secondary sources - To compare and contrast the reigns of Elizabeth and Henry		Civil Rights and Social Change - To understand the causes of inequality and explain what life was like before the Civil Rights Movement. - To explain how individuals and communities challenged unfair systems and created change. - To understand the significance of key individuals and explain why they are remembered today. - To compare similarities and differences between Civil Rights movements in America and Britain. - To explain how historical events have created short-term and long-term consequences for society. - To use historical evidence to communicate why Civil Rights and social change remain important today.		Britain Now and Then - Explore how life in Britain has changed since 1948, including developments in homes, technology, transport, and popular culture. - Learn about key historical figures, inventions, and events that have shaped modern Britain, such as the NHS, the World Wide Web, and the rise of television. - Use historical evidence and timelines to compare the past and present, developing enquiry skills and an understanding of continuity and change over time.	
Geography	Climate and Biomes - Why doesn't the World all look the same? - Where are different climate zones and what are they like? - What are the different biomes like? - Which biome is most under threat? Which is the most important biome?		Water and Natural Resources - What is Earth's most important resource? (What is most valuable thing we get from the Earth?) - How does the Earth recycle water? - What are the threats to freshwater supply? - What solutions are there? - What if natural resources run out? - Reduction of waste of resources – Who is responsible? - Should people be worried about the Earth's resources?			
Art and Design & Technology	Cookery (DT) Prepare and cook a variety of predominantly savoury dishes using a range of techniques		(DT) Mechanisms	Drawing (Artist 4) David Hockney - Landscapes	Mixed Media Project Ice Cream Project	
Computing	Computing systems and networks - systems and searching		Creating media – Web page creation		Handling Data – What car should I buy?	
Computing Year 5	Computing systems and networks -	Creating media - Video production	Programming A – Selection in physical computing	Data and information – Flat-file databases	Creating media - Introduction to vector graphics	Programming B – Selection in quizzes

	systems and searching					
Personal, Social and Health Education (PSHE) / Relationships and Health Education (RHE)	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Responsibilities	Being My Best	Growing & changing
Physical Education (PE)	Swimming swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Team Games – Hockey Play competitive games and apply basic principles suitable for attacking and defending	Gymnastics / Dance Flexibility, strength, technique, control and balance Learning and creating dance routines	Invasion Games - Basketball Principles of attacking and defending	Striking and Fielding Throwing and catching Net and Wall Sending and receiving in using different techniques	Outdoor Adventure take part in outdoor and adventurous activity challenges both individually and within a team Athletics Running, jumping, throwing
Religious Education (RE)	Exploring the Relationships between Christianity, Clarks and Chocolate Place and Time	Quaker World View Ethics and Values	Exploring the History of Religion in Somerset Place and Time	Medieval (Countess Gytha) through to Current Influence and Power	Why is Pilgrimage Important to some people? Personal to Collective	Somer People Meaning and Purpose
Languages	Des Animaux extraordinaires		Bon Appétit		Le Monstre a faim	