

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/>

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.

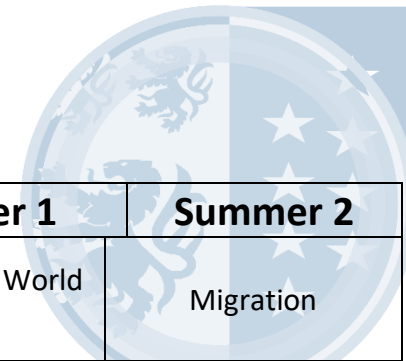
Please do not worry if your child covers a topic more than once in their time with us here at Countess Gytha, the topics are so broad and with each year group, a deeper progression of skills enables teachers to cover areas of a topic not learned previously. Likewise, it is important to recognise that 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 A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme (Half Termly or Termly)	World War 2	The Amazon	Crime and Punishment		Investigating World Trade	Migration
Possible Trips/Enrichment activities	1940's Day Parents vs Children Quiz		Shepton Mallet Prison Visit		Ask a member of the community to come in and talk about their migration experience Residential	
English – Writing (Reading Comprehension will be based on the genres listed for each term)	- Recount – time language, emotive language - Poetry – use of figurative language - Setting description – variety of sentence openers - Character Description – relative clauses - Narrative Writing – Use dialogue to move the narrative onwards, variety of sentence types - Newspaper Entry – factual language, quotes - Non-Chronological Reports – expert language, expanded noun phrases, use of generalisers (determiners) - Speech writing – statistics, rhetorical questions - Letter – present and past progressive, emotive language - Balanced argument – direct and indirect speech - Explanation – semi-colons and colons - Description – expanded noun phrases - Explanation – active and passive voice		- Letter of Complaint – use of adjectives in their superlative and comparative form - Newspaper Entry– 5W's and Exaggeration - Narrative – use dialogue to convey character and advance action - Story Openings – Dialogue, action and description - Narrative – Flashback - Explanation – Causal conjunctions, passive voice - Diary Entry – emotive language, chronological order - Book Review – multi-clause sentences, rhetorical questions, superlatives - Letter of Persuasion – Direct address, modal verbs - Poetry – use of figurative language		- Story Openings – 5 senses, zoom in – zoom out - Newspaper Entry – cohesive devices, relative clauses - Playscript – stage and character directions - Explanation – causal conjunctions, passive voice - Biography – parenthesis, fronted adverbials - Biography – passive voice, semi-colons, colons - Non-Chronological Reports – expert language, semi-colons, colons - Advertisement – superlatives, hyperbole, direct address - Diary Entry - time language, emotive language - Recount – adverbials of time, viewpoint	
Class Reading Book/Book Focus	The Longest Night of Charlie Noon Christopher Edge	Lori and Max Catherine O'Flynn	Holes by Louis Sachar		The Highwayman by Alfred Tennyson and The Arrival by Shaun Tan	
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 - 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		- 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	

English Y6 - SPaG	- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>] - How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>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</i>, <i>in contrast</i>, or <i>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</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>] - How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>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</i>, <i>in contrast</i>, or <i>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</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>] - How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>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</i>, <i>in contrast</i>, or <i>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	<u>Number/Calculation</u> - 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 <u>Geometry & Measures</u> - 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 <u>Data</u>	<u>Number/Calculation</u> - 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 <u>Geometry & Measures</u> - 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 <u>Data</u>	<u>Number/Calculation</u> - 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 <u>Geometry & Measures</u> - 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 <u>Data</u>

	·Interpret tables & line graphs ·Solve questions about line graphs <u>Fractions, decimals & percentages</u> ·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		·Interpret tables & line graphs ·Solve questions about line graphs <u>Fractions, decimals & percentages</u> ·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		·Interpret tables & line graphs ·Solve questions about line graphs <u>Fractions, decimals & percentages</u> ·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	<u>Number/Calculation</u> 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 <u>Algebra</u> * Introduce simple unknowns <u>Geometry & Measures</u> 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 <u>Data</u> Use pie charts Calculate the mean averages <u>Fractions, decimals & percentages</u> 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.		<u>Number/Calculation</u> 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 <u>Algebra</u> * Introduce simple unknowns <u>Geometry & Measures</u> 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 <u>Data</u> Use pie charts Calculate the mean averages <u>Fractions, decimals & percentages</u> 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.		<u>Number/Calculation</u> 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 <u>Algebra</u> * Introduce simple unknowns <u>Geometry & Measures</u> 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 <u>Data</u> Use pie charts Calculate the mean averages <u>Fractions, decimals & percentages</u> 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		Light (y6) recognise that light appears to travel in straight lines	Properties and Changes of Materials (Y5) compare and group together everyday materials on the basis of their properties, including their hardness,	Animals including humans (y6) identify and name the main parts of the human	Electricity (Y6) associate the brightness of a lamp or the volume of a

		- use the idea that light 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 as the objects that cast them.	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 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.	circulatory 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.	buzzer with the number and 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.
Music	Composers To research great composers and develop an understanding of the history of music.		Life Cycles and At the Movies - Improvise and compose using dimensions of music - Appreciate and understand a wide range of high-quality live and recorded music	Moving on - Play and perform in solo and ensemble contexts - Listen to detail and recall aurally - Use and understand the basics of staff notation	
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - To understand the causes of WW2 - To learn the significance of major events in WW2 - To understand the importance of the Battle of Britain - To understand how children's lives were affected by being evacuated - To understand the war effort: Men, Women, Commonwealth, rationing - To understand the Blitz and its impact	Migration - To know who the British are and where people come from - To know what migration is - To understand the impact on Britain from migration - To understand why people come to Britain	Crime and Punishment - Talk about some of the key facts about punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times. - Explain their understanding of the different experiences of people who may have committed crimes according to their status in society e.g. a slave compared with a noble during the Roman period. - Compare and contrast a variety of historical sources to form their own conclusions and questions regarding the life of the highway man Dick Turpin. - Imagine and write about the experiences of people living during the historical periods studied based on factual evidence. - Explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour. - Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin.		

					- Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day.
Geography	The Amazon Rainforest - The key geographical features of the Amazon - That human geographical features, such as farming and industry, can have an impact on the surrounding area. - The global and local impact of deforestation.	Mountains and Rivers - The Earth is made up of 4 'layers' – Inner Core, Outer Core, Mantle and Crust - The World is made up of tectonic plates and used to be made up of a supercontinent Pangaea			
Art and Design	Artist 1 (Henry Moore) To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Artist 2 (Henri Rousseau) To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials			Mixed Media Project
Design & Technology	Cookery Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Electronics and Programming Understand and use mechanical systems in their products Apply their understanding of computing to program, monitor and control their products.			Mixed Media Project
Computing	Computing systems and networks - Communication and collaboration Understand how data is transferred over the internet. Understand how the internet facilitates online communication and collaboration; complete shared projects online and evaluate different methods of communication. Learn how to communicate responsibly by considering what should and should not be shared on the internet.	Data and information - Introduction to Spreadsheets Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information			Sugar Tax select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Personal, Social and Health Education (PSHE) /	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Responsibilities	Being My Best Growing & Changing

Relationships and Health Education (RHE)						
Physical Education (PE)	Swimming Front crawl, back stroke, breast stroke, butterfly,	Invasion Games Fundamental movement skills: movement, sending and receiving attacking and defending and decision making	Gymnastics Jumping, landing, rolling, linking, Range of movement patterns	Athletics Running, Jumping, throwing	Striking and Fielding Striking and fielding activities, cricket and rounders	Net and Wall Sending and receiving in using different techniques, send to partner or to space, cooperative and competitive games / rallies
Religious Education (RE)	Christianity - What it means to belong to a religion - Christianity; to know major religions - to understand importance of prayer - to use research to understand Harvest; to know the main Christian denominations. - to know a Christian's central beliefs		Humanism - To know humanism and worldview - The understand the key tenets - To understand Humanism from the point of view of a Humanist - The explore the ideas of humanist thinkers - To create a class book on humanism		How do Muslims celebrate and live out their beliefs? - To research the key facts of Islam - To know the duties of a Muslim (five pillars) - To understand the importance of prayer in Islam - To understand key Muslim festivals Ramadan and Eid.	