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		Sutton Bingham Water Treatment Plant		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	
English Y5 - SPaG	• Converting **nouns** or **adjectives** into **verbs** using **suffixes** [e.g., *–ate; –ise; –ify*] • **Verb prefixes** [e.g., *dis–, de–, mis–, over– and re–*] • **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, 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		• Converting **nouns** or **adjectives** into **verbs** using **suffixes** [e.g., *–ate; –ise; –ify*] • **Verb prefixes** [e.g., *dis–, de–, mis–, over– and re–*] • **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, 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., *–ate; –ise; –ify*] • **Verb prefixes** [e.g., *dis–, de–, mis–, over– and re–*] • **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, 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, *find out – discover; ask for – request; go in – enter*] • How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]. • 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 *on the other hand*, *in contrast*, or *as a consequence*], 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, *find out – discover; ask for – request; go in – enter*] • How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]. • 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 *on the other hand*, *in contrast*, or *as a consequence*], 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, *find out – discover; ask for – request; go in – enter*] • How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]. • 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 *on the other hand*, *in contrast*, or *as a consequence*], 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 **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 **Fractions, decimals & percentages** ·Compare & order fractions	**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 **Fractions, decimals & percentages** ·Compare & order fractions

	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	·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	·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)** **Animals, including Humans (Year 5, 6)** • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants • give reasons for classifying plants based on specific characteristics • describe the changes as humans develop to old age	**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	

	• 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					
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		**Britain Now and Then** • **To identify some of the main changes in Britain since 1948 and to identify key characteristics of different decades.** • **To identify similarities and differences between types of sources of information available in different periods in the past.** • **To find out some of the main events of the 1950s and to investigate what life was like during this period.** • **To find out about some of the main events of the 1960s and to investigate what life was like in Britain during this period.** • **To find out about some of the main events of the 1970s and to investigate what life was like in Britain during this period.** • **To find out about some of the main events of the 1980s and to investigate what life was like in Britain during this period.** • **To investigate what life was like in Britain in the 1990s** • **and to identify connections between different aspects of life since 1948.**		
Geography			**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?		**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?	
Art and Design & Technology	**Cookery (DT)** Prepare and cook a variety of predominantly savoury dishes using a range of techniques		**Electronic and Programming (DT)**	**Drawing (Artist 4)** David Hockney - Landscapes	**Mixed Media Project (Painted Ceramic)**	

Computing	**Multimedia - Sell my School**		**Handling Data – Checking my Fitness**		**Handling Data – Answer my Questions**	
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 – Netball and Hockey** Play competitive games and apply basic principles suitable for attacking and defending	**Gymnastics and Dance** Flexibility, strength, technique, control and balance Learning and creating dance routines	**Invasion Games** 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)	Christianity		Judaism	Hinduism	Islam	Humanism
Languages	Des Animaux extraordinaires		Bon Appetit		Le Monstre a faim	