

# St George's Central CE Primary School and Nursery

## Year 5 and Year 6 Curriculum Overview: 2024 – 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Experiences</b>	School orienteering course	Bolton Museum visit	Social media influencers: variety of visitors	St. George's Flower Show	Sportsperson visit	Viking Boat experience
<b>Art</b>	How can you collage an animal?			What are the colours of the Rainforest?		How do textiles come alive?
<b>DT</b>		How can 3 pieces of fabric make a 3D object?	What foods typically form part of a South American diet?		How does a ferris wheel turn?	
<b>English</b>	<b>Genre:</b> Discussion/Debate Narrative	<b>Genre:</b> Non-Fiction (Newspapers) Information Texts	<b>Genre:</b> Narrative (Diary)	<b>Genre:</b> Narrative Persuasive Writing	<b>Genre:</b> Myths and legends for different ages and audiences	
	<b>Text:</b> <i>The Hobbit</i> JRR Tolkien	<b>Text:</b> <i>Varjak Paw</i> S F Said	<b>Texts:</b> <i>Explorers Wanted in the Jungle</i> Simon Chapman <i>Journey into the Lost River</i> Unknown Adventurer	<b>Text:</b> <i>Kensukes Kingdom</i> Michael Morpurgo	<b>Text:</b> <i>Beowulf</i> Various authors	
	<b>Audience for writing:</b> Enthusiasts of the Hobbit	<b>Audience for writing:</b> Readers of local newspapers	<b>Audience for writing:</b> Young teenagers	<b>Audience for writing:</b> Characters from the text	<b>Audience for writing:</b> Children of different ages	
	<b>Purpose for writing:</b> To persuade To entertain	<b>Purpose for writing:</b> To inform	<b>Purpose for writing:</b> To provide a recount of events	<b>Purpose for writing:</b> To persuade	<b>Purpose for writing:</b> To entertain	
	<b>Grammar:</b> -Modal verbs -Commas to clarify meaning -Formal speech -Adverbials of time -Cause and effect conjunctions	<b>Grammar:</b> -Colons for lists -Punctuating bullet points -Relative clauses -Perfect form of verbs -Passive verbs -Direct speech	<b>Grammar:</b> -Adverbials of time -Parenthesis -Cohesion -Conjunctions -Pronouns	<b>Grammar:</b> -Expanded noun phrases -Formal speech -Modal verbs -Adverbs	<b>Grammar:</b> -Parenthesis -Semi-colons, colons, dashes to mark independent clauses -relative clauses -hyphens	
	<b>Poem:</b> <i>Far Over the Misty Mountain Cold</i> JRR Tolkien	<b>Poem:</b> <i>A Journey to the Magi</i> TS Eliot	<b>Poem:</b> <i>Half Caste</i> John Agard	<b>Poems:</b> <i>Bright Bursts of Colour</i> Matt Goodfellow	<b>Poem:</b> <i>School Bully Asleep</i> Brian Moses	<b>Poem:</b> <i>The Tiger</i> William Blake

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<b>Geography</b>	Would I prefer to live in Greater Manchester or Gwynedd?		What is fascinating about Brazil?	Why should the rainforest be important to us all?		
<b>History</b>		How can we rediscover the wonders of Ancient Egypt?			Who were the Anglo-Saxons and Scots?  How did they influence our lives today?	Were the Vikings always victorious and vicious?
<b>Computing</b>	Do you know the power of search?	What do you know about the Word?	How does the cookie crumble?  Are you the Quiz Master?		How can a video be edited?	How does a flat file database work?
<b>Maths (Y5)</b>	Place Value Addition and Subtraction	Multiplication Division Fractions	Multiplication Division Fractions	Decimals and Percentages Area and Perimeter Statistics	Properties of Shape Position and Direction Decimals	Negative Numbers Converting Units Volume
<b>Maths (Y5/6)</b>	Place Value Addition and Subtraction Multiplication and Division	Addition and Subtraction Multiplication and Division Fractions	Multiplication/ Division Fractions Decimals and Percentages Y6 Ratio	Decimals/ Percentages (Y5) Algebra (Y6) Perimeter/ Area/ Volume Statistics	Properties of Shape Position and Direction	Y5 Negative numbers Y5 Converting Units Y5 Volume Y6 Problem Solving
<b>Maths (Y6)</b>	Place Value Addition and Subtraction Multiplication and Division	Fractions Measurement	Ratio Algebra Decimals	Fractions/Percentage/Decimals Measurement Statistics	Properties of Shape Position and Direction	Efficient Methods Problem Solving
<b>Music</b>	How can music tell a story?	What does singing in Africa sound like?	How can different rhythms fit together?	How do melodic patterns and rhythms fit together?	What are the features of opera?	How are songs written?
<b>PE (indoor)</b>	How do I embrace challenge?	How do I organise and guide others?	How do I judge effectively?	How do I refine a performance?	How can I link movements with quality?	How do I stay healthy?
<b>PE (outdoor)</b>	What are the best ways to defend?	Why is Lionel Messi such a great attacker?	What is 'reading a game' and why is it so important?	Does practise make perfect?	What does it take to be an Olympian?	How do I achieve my personal best?
<b>PSHE</b>	What makes up our identity?  How do we change as we grow? (puberty)	How can friends communicate safely?	How can the media influence people?		How do friendships change as we grow?	What job would I like in the future?
<b>RE</b>	How could we change the world?  How does having faith affect a believer's lifestyle?  Why was Gandhi respected by so many people?	Why are the stories of Christmas different in the Gospels of Matthew and Luke?	Why is Exodus so significant for Jews and Christians?	How would Christians describe Easter as a victory?	In what ways is life like a journey?  Why is Hajj so important to Muslims?	How have Christians tried to describe the nature of God?  What is the Hindu understanding of God?

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<b>Science</b>	What is the effect of changing a component in a circuit?	Can we separate a mixture of solids, liquids and gases?	How does light travel?	How do plants and animals reproduce?	How do plants and animals adapt to survive?	
<b>Spanish</b>	¿Cómo puedo ampliar mi comprensión de los saludos en español?  <i>(How can I extend my understanding of greetings in Spanish?)</i>	¿Qué lugares hay en una ciudad?  <i>(What places are there in a town?)</i>	¿Qué encontrarías en una escuela?  <i>(What would you find in a school?)</i>	¿Qué hora es?  <i>(What time is it?)</i>	¿Qué tiempo hace?  <i>(What is the weather like?)</i>	
<b>Residential</b>			<b>Year 5:</b> four nights at Brathay Hall			<b>Year 6:</b> one night in London
<b>Forest School</b>	<b>Year 5:</b> What can I create using Forest School tools and natural treasures?					<b>Year 6:</b> How would Ray Mears prepare a feast in Forest School?
<b>All Being Well activities</b>		<b>Year 5, Year 5/6 and Y6:</b> visit to Hillcrest Residential Home	<b>Year 5, Year 5/6 and Y6:</b> Community litter pick			
<b>SGC Life Skill</b>	<p><b>Year 5:</b> Children can communicate using Makaton: a language programme combining signs, symbols and speech</p> <p><b>Year 6:</b> Children know some emergency First Aid skills</p>					