

Year 6 Curriculum Overview 2016-17

| | Autumn 1 WW1 | Autumn 2 WW2 | Spring 1 Mayans | Spring 2 Saving the World Rainforests | Summer 1 Inventions which have changed the world | Summer 2 Crime and Punishment |
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| Key Question | Would you have wanted to be a soldier during WW1? | What was it like to live through WW2? | Who were the Mayans and why do we know so little about them? | Why should the rainforests be important to us? | What was the most influential invention ever? | Does the punishment always fit the crime? |
| Wow Days and Trips | Trench experience and log feelings. Trench life WOW day | Evacuee Day Windows ready for blackout with tape. Aviation centre Hilltop Residential | Temple building and ruin. | Class and individual rainforest. Woodside animal park. | Guess who. | Spy Skills Using various spy skills (e.g. fingerprinting, analysing CCTV, analysing interview scripts) to find out about a burglary which has been committed. Lincoln Castle: Crime and Punishment. |
| Texts | War horse. Private Peaceful. | Goodnight Mister Tom The boy in the striped pyjamas. | Mayan – myth and legends. Time raiders. The Mayan prophesy. Alex Scarrow | Tin Forest. Dear children of the Earth. | Railway Children | Alex Rider. |
| Science | Light – bombing raids (searchlights to identify; mirrors to increase the amount of light directed to sky) Sc6/4.1 | Living things - Micro-organisms (Use of penicillin during war; powdered egg – preventing mould) Sc6/2.1 | Circulation and Health (Blood offered as sacrifice – what happens if you lose too much? plants to cure illnesses) Sc6/2.2 | Evolution – Mayans (believed cross-eyes and flat noses were beautiful – changes?) Charles Darwin Sc6/2.3 | Revisit Science topics in preparation for secondary transfer Sc6/1.1 Sc6/1.2 Sc6/1.3 Sc6/1.4 Sc6/1.5 Sc6/1.6 Sc6/1.7 | Electricity Alarms Pressure switches Sc6/4.2 |
| Investigation/ Working Scientifically | Would a clear night be better for a searchlight to be most effective? Sc6/1.1 Sc6/1.5 | What is the best way of preserving food and preventing mould? Sc6/1.1 Sc6/1.2 Sc6/1.4 Sc6/1.6 Sc6/1.7 | Fitness Gym Sc6/1.3 Sc6/1.4 | What came first: The Chicken or the Egg? Sc6/1.5 Sc6/1.7 | | CSI investigations Sc6/1.3 Sc6/1.5 Sc6/1.6 |
| History | Hi2/2.1 | | Hi2/2.5 | | | Hi2/2.2 |

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| Geography | Linked to WW1 and WW2 Europe Ge2/1.1a Ge2/1.4a | | | Locational Knowledge: Ge2/1.1c Place Knowledge: Ge2/1.2a Human and Physical: Ge2/1.3a Fieldwork: Ge2/1.4a Rainforests and Biomes | | |
| D.T | Trench Food DT2/2.1c | Cooking using rationing: Dt2/2.1b | | Cooking dishes linked to regions studied (savoury): Dt2/2.1c | Inventions: Dt2/1.1b Dt2/1.2b Dt2/1.3b Dt2/1.3c Dt2/1.4b Dt2/1.4d | Burglar Alarms: Dt2/1.4c Dt2/1.4c Dt2/1.3b |
| Art | Artist Study: CRW Nevinson Mastery of skill: Shading AR2/1.3 AR2/1.2 AR2/1.2 | | Artist Study: Seurat (Pointillism) Mastery of skill: Paint and Colour AR2/1.3 AR2/1.2 AR2/1.2 | Artist Study: Victorian artists Mastery of skill: Sculpture AR2/1.3 AR2/1.2 AR2/1.2 | | |
| Computing | E-safety Coding | Digital Literacy | Coding | Coding | Computer Networks | Select, use and combine software |
| R.E | What makes Buddhism attractive to people today? AS Unit 6 | What makes Christianity attractive to people today? AS Unit 12, 13 | What is enlightenment? AS Unit 6 | How do Buddhist and Christian beliefs impact the way we see ourselves in relation to others? AS Unit 17, 20 | How can we see being Christian as a journey for life? AS Unit 7 | |
| P.E | Volleyball Boot camp (C) Orientering Dance | | Badminton Gymnastics Pop Lacrosse Gym fit circuit (C) | | Rounders Cricket Athletics Step to the beat (C) | |
| French | RIGOLO | | | | | |

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| Music | <p style="text-align: center;">War Time Melodies Mu2/1.1, Mu2/1.2, Mu2/1.5, Mu2/1.6</p> <p>Listen to sing and understand the importance of a range of war time songs. Learn about the influential musicians and composers of war time Britain. Compose an inspirational wartime song. (this could be focusing on lyrics an using a known tune from the time)</p> | <p style="text-align: center;">Let's Play it! Mu2/1.1, Mu2/1.2, Mu2/1.3, Mu2/1.4</p> <p>Recap on basic notation – crotchets, quavers, minims, rests. Introduce staff notation middle c to upper c (one octave) use glockenspiels to play simple melodies as a solo performer and in ensembles. In second term begin composing using notation. Begin with solo melodies and work up to melodies with ostinatos and untuned percussion accompaniments.</p> | <p style="text-align: center;">Amazing Music! MU2/1.3, Mu2/1.5, Mu2/1.6</p> <p>Investigate and listen to a range of world instruments form the past and now. How have the musical inventions progressed to make them better for the player and audience?</p> | <p style="text-align: center;">Show time! Mu2/1.1, Mu2/1.3</p> <p>A focus on year 6 production with an emphasis on becoming a professional performance group. Look at and appraise a range of high quality stage musicals for inspiration and excellence.</p> |
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Year 5 Curriculum Overview 2016-17

| | Autumn 1 Space Explorers Earth and Space | Autumn 2 Space Explorers Earth and Space | Spring 1 Vicious Vikings | Spring 2 Vicious Vikings | Summer 1 The Great, the bold, the brave! Ancient Greece | Summer 2 Route 66 |
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| Key Question | What would it be like to live in Space? | What has been the most important event linked to Space? | Where the Vikings always vicious and victorious? | What type of Viking are you? | Would you rather be a Spartan or an Athenian? | Where would you rather live in the USA? |
| Wow Days and Trips | Welcome to Nasa Space Academy Planetarium visit in school. | Build and send a rocket into Space Leicester Space Centre | Viking Day: The children learn to read and write using Viking Runes. They investigate Saxon and Viking place names on a map and create their own figureheads for a Viking longship | Viking Science – Nappies Viking Workshop day Andy – Prophets linked to Easter | A flavour of Greece Andy – Communion visit | Cooking the American way Hill Holt Wood |
| Texts | | | The Littlest Viking (Sandi Toksvig) Viking in Trouble (Jeremy Strong) | Viking at School (Jeremy Strong) The Saga of Erik the Viking (Terry Jones) | Greek Myths | |
| Science | Earth and Space Sc5/4.1 Properties and changes in materials Sc5/3.1 | Forces in action Sc5/4.2 | | Living things and their habitats (linked to creatures found in Arctic and Mediterranean – Viking trading areas). Sc5/2.1 | | Living things and their habitats Sc5/2.1 Animals including humans Sc5/2.2a |
| Investigation/ Working Scientifically | Uses and Properties of materials -Comets; spacesuits Sc5/1.1 Sc5/1/4 Sc5/1.5 | Which rocket can fly the furthest? | Viking boats – which material makes the best boat/sail? Floating and sinking / use hand held fans | Viking nappies -compare to modern. Best materials for absorbency. Sc5/1.1 Sc5/1.2 Sc5/1.3 Sc5/1.5 | Medusa – Irreversible changes. How many examples of irreversible changes can we find? | Grand Canyon – investigate effects of gravity. |

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| History | Explorers/ influential people and/or events in Space over the years Hi2/2.2 | | Hi2/1.4 | | Hi2/2.4 | |
| Geography | | | | | | Locational Knowledge: Ge2/1.1a Place Knowledge: Ge2/1.2a Human and Physical: Ge2/1.3a Fieldwork: Ge2/1.4a Biomes |
| D.T | Creating spacesuits for dolls/teddies Dt2/1.4a Dt2/1.1b Dt2/1.2b Dt2/1.3b Dt2/1.3c | | | | | Cooking North American savoury dishes: Dt2/2.1b Dt2/2.1c |
| Art | | | | | | |
| Computing | | | | | | |
| R.E | How does the Muslim belief Tahwid affect daily life for Muslims? AS Unit 3 | Why is Mary important to Muslims and Christians? AS Unit 20 | Why are prophets important? AS Unit 3, 12, 15, 18 | | How do religious buildings communicate religious beliefs? AS Unit 1, 3, 9 | |
| P.E | Netball Orienteering | Hockey Gym fit circuits (C) | Rugby Dance | Football Gymnastics | Cricket Mighty Movers (C) | Rounders Athletics |
| French | RIGOLO | | | | | |

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| Music | <p style="text-align: center;">The Planets And Beyond! Mu2/1.1, Mu2/1.2, Mu2/1.3, Mu2/1.5, Mu2/1.6</p> <p>Listen to the planet suite by Holst over the weeks and respond to the music in various ways – story writing, art, movement, poetry etc Learn about Holst the composer – who was he and why did he compose these pieces? Compare with more modern music which represents space adventure – very digital. Create compositions based on plants and space adventure. Could involve ipads/imacs and garage band/other digital apps.</p> | <p style="text-align: center;">Stories and Sagas Mu2/1.1, Mu2/1.2, Mu2/1.3, Mu2/1.4, Mu2/1.5, Mu2/1.6</p> <p>Listen to a range of music that tells a story from classical pieces to modern pop songs. (Berlioz ‘symphonie fantastique – march to the scaffold’ is great classic example, Bohemian Rhapsody by Queen is a good modern example) Discuss composers’ intentions and how the music supports the lyrics in the story telling. Compose music to accompany Viking sagas and focus on the purpose and dimensions of music. Compose own stories to basic rhythm patterns composed using known notation (crotchet, quaver, minim)</p> | <p style="text-align: center;">Great, Bold, Brave! Mu2/1.2, Mu2/1.4, Mu2/1.5,</p> <p>Link to Greek myths and figures. Look at London 2012 Olympic games opening ceremony – how does music elevate and inspire? Compose to accompany Greek myths and figures focusing on musical elements to portray features.</p> | <p style="text-align: center;">Jazz Man! Mu2/1.3, Mu2/1.5, Mu2/1.6</p> <p>Listen to and learn about the jazz movement in America. Learn about the Jazz greats and sing songs to perform in the jazz style. Learn about how jazz music is different to other musical styles.</p> |
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Year 4 Curriculum Overview 2016-17

| | Autumn 1 Temples, tombs and treasures Ancient Egypt | Autumn 2 Temples, tombs and treasures Ancient Egypt | Spring 1 We are being invaded! | Spring 2 Our local area | Summer 1 Kings and Queens | Summer 2 The Sound of Music |
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| Key Question | Who was the real Tutankhamun? | What happened when you died in Ancient Egypt? | Would an Anglo Saxon have married a Scot? | Why is Ruskington so great? | Was Henry V111 as good looking as Harry Styles? | Why is the sound that 'One Direction' makes, enjoyed by so many? |
| Wow Days and Trips | British History museum | Mummification – mummify teddy bears | | Walk around Ruskington – visits to shops etc | Day as Queens and Kings. Castle in Sleaford | Writing songs |
| Texts | Princess of Egypt (My Story) An Egyptian Girl's Diary, 1490 BC (My Story) by Vince Cross | There's a Pharaoh in Our Bath! (Jeremy Strong) | | | My Friend Walter (Michael Morpurgo) The Time-travelling Cat and the Tudor Treasure (Julia Jarman) The Actor, the Rebel and the Wrinkled Queen (Tudor Tales) (Terry Deary) | Song lyrics |
| Science | States of matter Seasonal changes – why does the Nile flood? Food chains/ Living things – crocodiles in the Nile Sc4/2.1 Sc4/2.2 | Digestion, teeth -compare the diets of the rich and poor and the effects on teeth Sc4/2.2 | | All living things – living in our local area including school and Ruskington Sc4/2.1b Sc4/2.1c | Electricity – Designing something for the monarchy? Flashing crowns? Sc4/4.2 | Sound Sc4/4.1 |
| Investigation/ Working Scientifically | Can you find a good way to stop water evaporating quickly on a hot sunny day? Are there any containers better than others for holding water in hot weather? | Mummification- Mummify an apple | Coke and egg investigation- linked to rich and poor Anglo-Saxons? | Year 4 bug and bird hotels. What makes a good bug hotel? Research ideas | Investigating thermal insulators. Which are the best materials to keep the queen's tea hot? | Which is the best material to muffle a sound? |

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| History | Ancient Egypt Hi2/2.3 | Ancient Egypt Hi2/2.3 | Anglo Saxons Hi2/1.3 | | Kings and Queens and their impact Hi2/2.2 | |
| Geography | | | | Human and Physical Geography: Ge2/1.3b | | |
| D.T | Egyptian Jewellery: Dt2/1.1a Dt2/1.2a Dt2/1.3b | Cooking – Egyptian flatbreads/ diet and nutrition: Dt2.2.1a | | Cooking – savoury dishes: Dt2/2.1b | Inventions for Kings and Queens Dt2/1.3c | |
| Art | <u>Egyptian artwork</u> | | <u>Anglo Saxons art work/brooches</u> | <u>Artisit Study: Monet</u> | <u>Artist Study: Paul Klee</u> | |
| Computing | | | | | | |
| R.E | What do Hindus believe about the way the world began? AS Unit 2 | How do Christian beliefs about the beginning of the world differ from Hindu beliefs? AS Unit 1, 8, 10 | Why is the festival of Holi important to Hindus? AS Unit 2, 19 | What do the Easter celebrations mean for Christians? AS Unit 18 | How does the way Hindus live their lives tell us something about their beliefs? AS Unit 2, 19 | |
| P.E | Invasion Game Skills Football, Netball,Basketball, Hockey, Rugby Swimming Y4 - Gymnastics | Invasion Game Skills Football, Netball,Basketball, Hockey, Rugby Swimming Y4 – Dance (C) | Net and Wall Game Skills Tennis, Volleyball, Badminton Swimming y4 – Boxercise (c) | Net and Wall Game Skills Tennis, Volleyball, Badminton Swimming Y4 – Cool Core | Striking and Fielding Game Skills Rounders, Cricket, Softball Fitness Frenzy (C) | Striking and Fielding Game Skills Rounders, Cricket, Softball Athletics |
| French | Rigolo | | | | | |

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| Music | <p>Egyptian Drumming – Djembe Time! Mu2/1.1, Mu2/1.2, Mu2/1.4 Learning about notation through djembe playing. There is a loop programme to follow for this which I will find for Afroditi.</p> | <p>Cool Composers! Mu2/1.1, Mu2/1.3, Mu2/1.5, Mu2/1.6 Looking at and learning about composers from the baroque to modern eras. Bach, Mozart, Debussy and Gershwin are good examples from each era. Compare to how musicians in today's chart compose. Children to compose music in groups using features of musicians covered. Encourage children to use notation taught in first terms.</p> | <p>Music For Stage, Screen, Kings And Queens! Mu2/1.1, Mu2/1.3, Mu2/1.5, Mu2/1.6 Watch and respond to high quality recordings of music from stage musicals, films, and royal events (Will and Kates wedding – John Rutter wrote a brand new piece just for them). Learn about what historical kings and queens liked to listen to and play. Sing and perform songs from musicals to a high performance standard beginning to include 2 part group singing.</p> |
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Year 3 Curriculum Overview 2016-17

| | Autumn 1 Extreme Earth | Autumn 2 Extreme Earth | Spring 1 Scavengers and Settlers | Spring 2 Scavengers and Settlers | Summer 1 Romans | Summer 2 Romans |
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| Key Question | Why is the Earth So Angry? | How could we protect ourselves from the angry Earth? | Who were the first people? | Where would you choose to build a city? | Would you rather be a Roman soldier or a Roman philosopher? | Why were the Romans so powerful and what did we learn from them? |
| Wow Days and Trips | Disaster Day linked to volcanoes | Visit: Gibraltar Point? | Build a city/settlement day | Visit: The Collection in Lincoln linked to prehistoric man | Visit: Lincoln Castle Roman Day | Roman Day: Children come to school dressed as Romans. |
| Texts | <p>Pixar Short: Lava</p> <p>Journey to the centre of the earth</p> | Non-fiction texts | Narrative: Cave man stories linked to art | | <p>Roman Invasion (My Story) (Jim Eldridge)</p> <p>The Time-travelling Cat and the Roman Eagle (Time-Travelling Cat Series) by Julia Jarman</p> | The Roman Beanfeast (Young Puffin Confident Readers Gillian Cross) |

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| Science | Rocks Sc3/3.1 | Plants Sc3/2.1 | Forces and magnets Sc3/4.2 | Nutrition Sc3/2.2a | Skeletons and Muscles Sc3/2.2b | Light Sc3/4.1 |
| Investigation/ Working Scientifically | Dragon's Den – who has the best type of rock? Sc4/1.6 | Nature's Garden Sc4/1.3 Sc4/1.4 | Secret Messages Sc4/1.2 Sc4/1.3 Sc4/1.8 Sc4/1.9 How can magnets make things levitate? Sc4/1.3 Sc4/.6 | Who can make the most nutritious meal? Sc4/1.5 Sc4/1.6 | Skeletons and muscles – which parts of the body did Roman armour, shields and swords protect? Sc4/1.4 Sc3/1.9 | How does sunscreen protect your skin? UV pens and sunscreen/ other materials to test Sc3/1.1 Sc3/1.2 Sc3/1.6 |
| History | | Romans – Vesuvius and Pompeii | Hi2/1.1 | | Hi2/1.2 | |
| Geography | Human and Physical Geography: Ge2/1.3a Volcanos, Earthquakes, Tsunamis Fieldwork: Ge2/1.4a | | Locational Knowledge: Ge2/1.1b | | Roman farmers – crops – locations- why? | |
| D.T | Building to withstand an earthquake: Dt2/1.4a Dt2/1.1a Dt2/1.1a Dt21.3a Dt21/3b | | | Cooking – Caveman diet: Dt2/2.1a | Roman armour, shields and swords: Dt2/1.1a Dt2/1.1b Dt2/1.2b Dt2/1.3b Dt2/1.3c Dt2/1.4a | |
| Art | Clay: linked to extreme earth. Artist: Skills of Clay building to whole group mosaic using clay tiles. | | Cave Paintings Modern day minimalist artists. Artist: | | Mosaics Artist: | |
| Computing | | | | | | |
| R.E | What do Christians believe God is like? AS Unit 1 | | What impact did the fall have on people's relationship with God? AS Unit 1, 12, 17, 18 | | What does it mean to be a Christian today? AS Unit 1, 14, 17 | |

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| P.E | Invasion Game Skills Football, Netball, Basketball, Hockey, Rugby Gymnastics | Invasion Game Skills Football, Netball, Basketball, Hockey, Rugby Dance (C) | Net and Wall Game Skills Tennis, Volleyball, Badminton Boxercise (c) | Net and Wall Game Skills Tennis, Volleyball, Badminton Cool Core | Striking and Fielding Game Skills Rounders, Cricket, Softball Fitness Frenzy (C) | Striking and Fielding Game Skills Rounders, Cricket, Softball Athletics |
| French | Rigolo | | | | | |
| Music | <p>Extreme Musicians! Mu2/1.3, Mu2/1.5, Mu2/1.6</p> <p>Listen to a range of pieces from across the musical eras which show 'extremes'. Think of music/musicians which is extremely fast, loud, complicated, popular etc and respond to it in a variety of ways. Pieces could include 'flight of the bumble bee', 'In the hall of the mountain kings', The Beatles sons, Disney's fantasia, one direction etc...</p> | <p>Amazing voices! Mu2/1.1, Mu2/1.2, Mu2/1.3, Mu2/1.5</p> <p>Use 'pentatonix' vocal group as a stimulus (lots on youtube). Voices can do lots of things if they are well trained. Sing a wide variety of songs to performance standard, introduce 2 part singing if possible. Use voices to create backings and accompaniments to well know songs. Record, review and appraise.</p> | <p>Time travellers! Mu2/1.1, Mu2/1.2, Mu2/1.3, Mu2/1.4, Mu2/1.5</p> <p>Compositions and performances using graphic scores, sound pictures and composing grids. Linked to Stone, Iron and bronze age. Compose raps about changing history of Britain with increasingly musical accompaniment. Record, review and appraise work of self and others.</p> | | <p>High Notes! Mu2/1.1, Mu2/1.2, Mu2/1.3, Mu2/1.4, Mu2/1.5</p> <p>Begin to learn music notation – crotchet, quavers and minims. Use drumming sticks to play simple rhythms. Learn about musical elements such as tempo, dynamics, pitch etc by listening to high quality recordings and experimenting with instruments themselves. Perform short rhythmic tunes solo and with a group.</p> | |