



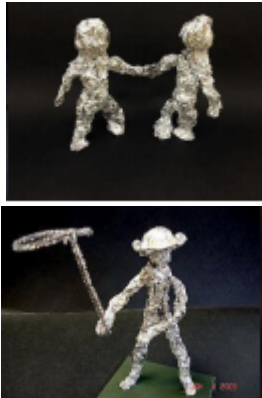
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Radcliffe Primary School Curriculum Overview – UKS2 cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Y5: Curiosity (Alberto Manguel)	Y5: FaRThER (Grahame Baker-Smith)	Y5: The Hound of the Baskervilles (Sir Arthur Conan Doyle)	Y5: The Promise (Nicola Davies)	Y5: The Lost Book of Adventure (Unknown Adventurer)	Y5: King Kong (Anthony Browne)
	Y6: Rose Blanche (Ian McEwan)	Y6: A Story Like the Wind (Gill Lewis)	Y6: Shackleton's Journey (William Grill)	Y6: The Ways of the Wolf (Smriti Halls)	Y6: On the Origin of Species (Sabina Radeva)	Y6: Paradise Sands (Levi Pinfold)
British Values	Individual liberty Respect the culture and beliefs of others (RE)	Rule of Law Respect the culture and beliefs of others	Respect the culture and beliefs of others (RE)	Respect the culture and beliefs of others (RE)	Respect the culture and beliefs of others (RE)	Rule Of Law Democracy Respect the culture and beliefs of others (RE)
Science	Earth and Space -Know about and explain the movement of the Earth and other planets relative to the sun -know and demonstrate how night and day are created -describe the Sun, Earth and Moon (spherical)	Forces and Magnets -know what gravity is and its impact on our lives -identify and know the effect of air and water resistance -identify and know the effect of friction -explain how levers, pulleys and gears allow a smaller force to have a greater effect	Electricity -Electrical components - Simple circuits - Fuses and voltage - Compare and give reasons for why components work and do not work in a circuit - Draw circuit diagrams using correct symbols -Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer Working Scientifically: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.	Animals including humans -know, identify and name that main parts of the circulatory system -know the function of the heart, blood vessels and blood -know the impact of diet, exercise, drugs and lifestyle have on health -know the ways in which nutrients and water are transported in animals, including humans	Evolution and Inheritance -Identical and non-identical offspring -Fossil evidence and evolution Adaptation and evolution -Know how the Earth and living things have changed over time - Know how fossils can be used to find out about the past -Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) -Know how animals and plants are adapted to suit their environment -Link adaptation over time to evolution Know about evolution and can explain what it is	
History		Chronology (stone age to 1066) – Anglo Saxons and Scots -Know how Britain changed between the end of the	Chronology (stone age to 1066) – Vikings -Know where the Vikings originated from and show this on a map			Crime & Punishment A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

		Roman occupation and 1066 -Know about how the Anglo-Saxons attempted to bring law and order into the country -know that during the Anglo-Saxon period Britain was divided into many kingdoms -Know that the way the kingdoms were divided led to the creation of some of our country boundaries today -use a timeline to show when the Anglo-Saxons were in England	-Know that the Vikings and Anglo Saxons were often in conflict -Know why the Vikings frequently won battles with the Anglo-Saxons			-Changes in an aspect of social history. -Anglo Saxons to the present day.
Geography	What is life like in the Alps? Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - identify the position and significance of latitude, longitude,		Would you like to live in the desert? - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - understand geographical similarities and differences through the study of human and physical geography of		Where does our energy come from? - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	

	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references,		a region of the United Kingdom, a region in a European country, and a region within North or South America - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
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	symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					
Art	Paint Peter Thorpe – Space -Understand why art can be very abstract and what message the artist is trying to portray - Research the work of an artist and use their work to replicate a style 	Sketching Know how to use shading to create mood and feeling experiment by using marks and lines to produce texture (sketching skills leading up to sketching Saxon helmet)			Sculpture The rusty nails. Research the work of an artist and use their work to replicate a style-use a range of junk materials to create a sculpture to symbolise Radcliffe	Sculpture - People in action -understand why art can be abstract and what message it conveys. 
DT		Make a product that relies on pulleys or gears Design • come up with a range of ideas after collecting information from different sources • produce a detailed, step-bystep plan • explain how a product will		Food technology -Know how to use appropriate equipment and utensils to prepare food – including heat sources - Know about a range of fresh and processed ingredients appropriate to their product and whether		

		appeal to a specific audience - design a product that requires pulleys or gears Make - use a range of tools and equipment competently - make a prototype before making a final version - make a product that relies on pulleys or gears Evaluate - suggest alternative plans; outlining the positive features and draw backs - evaluate appearance and function against original criteria Technical knowledge - links scientific knowledge to design by using pulleys or gears - uses more complex IT program to help enhance the quality of the product produced - use knowledge to improve a made product by strengthening, stiffening or reinforcing		they are grown, caught or reared. - Know about seasonality in relation to food products and the source of different foods. - Know and use relevant technical and sensory vocabulary: - Knowledge Vocabulary: name of products, equipment, utensils, techniques and ingredients: yeast, dough, bran, flour, wholemeal, soda, baking soda, spice, herbs, fat, sugar, carbohydrate, dairy, protein, vegetable, vitamins, nutrition, allergy, intolerance, savoury, source, seasonality, utensil, combine, knead, stir, whisk, pour, measure, weigh, roll, shape, sprinkle.		
RE	Bury Agreed Syllabus					
	For Christians, what kind of king was Jesus? Make sense of belief: - Explain connections between biblical texts and the concept of the kingdom of God. - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Understand the impact: - Make clear connections between belief in the kingdom of	Creation and science: conflicting or complementary? Make sense of belief: - Identify what type of text some Christians say Genesis 1 is, and its purpose. - Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Understand the impact:	What do Christians believe Jesus did to 'save' people? Make sense of belief: - Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. - Explain what Christians mean when they say that Jesus' death was a sacrifice. Understand the impact: - Make clear connections between the Christian belief in	Why do Hindus try to be good? Make sense of belief: - Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. - Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.	Why do some people believe in God and some people not? Make sense of belief: - Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. - Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. - Give examples of reasons why people do or do not believe in God. Understand the impact:	How does faith help people when life gets hard? Make sense of belief: - Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. - Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences Understand the impact: - Make clear connections between what people believe about God and how they respond to

	God and how Christians put their beliefs into practice. - Show how Christians put their beliefs into practice in different ways. Make connections: - Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. - Articulate their own responses to the idea of the importance of love and service in the world today.	- Make clear connections between Genesis 1 and Christian belief about God as Creator. - Show understanding of why many Christians find science and faith go together. Make connections: - Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. - Show how Christians put their beliefs into practice in different ways. Make connections: - Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. - Articulate their own responses to the idea of sacrifice, recognising different points of view.	Understand the impact: - Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. - Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. - Give evidence and examples to show how Hindus put their beliefs into practice in different ways. Make connections: - Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. - Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.	- Make clear connections between what people believe about God and the impact of this belief on how they live. - Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) Make connections: - Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. - Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. - Make connections between belief and behaviour in their own lives, in the light of their learning.	challenges in life (e.g. suffering, bereavement). - Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives. Make connections: - Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. - Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.
PSHCE	Jigsaw					
	Being Me In My World Year 5	Celebrating Differences Year 5	Dreams And Goals Year 5	Healthy Me Year 5	Relationships Year 5	Changing Me Year 5
Computing	Y5 Coding (Computer science) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by	Y5 Databases (Information technology) 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	Y5 Game Creator (Computer science) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by	Y5 3D Modelling (Information technology) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and	Y5 Word Processing (Information technology) 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,	Y6 Coding (Computer science) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

	decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 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.	accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	decomposing them into smaller parts. 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.	create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Y5 Concept Maps (Information technology) 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.	including collecting, analysing, evaluating and presenting data and information.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 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.
PE	Fitness	Invasion Games (Hockey)	Gymnastics	Striking/Fielding (Cricket/Rounders)	Athletics	Dance/OAA
Music	Sing Up					
	What Shall We Do With The Drunken Sailor (6 lessons) • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game.	Why We Sing (3 lessons) • Develop and practise techniques for singing and performing in a Gospel style. • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.	Madina Tun Nabi (6 lessons) • Improvise freely over a drone. • Sing a song in two parts with expression and an understanding of its origins. • Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. • Listen and copy back simple rhythmic and melodic patterns	Building A Groove (3 lessons) • Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. • Identify drum patterns, basslines, and riffs and play them using body percussion and voices. Epoca (3 lessons) • Engage the imagination, work	Baloo Baleerie (6 lessons): • Compose a gentle melody inspired by lullabies in 3/4 time, using a pentatonic scale and question-and-answer phrasing. • Sing a lullaby accurately and with expression. • Play an accompaniment using tuned percussion. • Show an understanding of why people sing lullabies to babies. • Understand the differences between 3/4 and 4/4 time signatures	Kisne Banaaya (6 lessons) • Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of Kisne banaaya. • Sing in a 4-part round accompanied with a pitched ostinato

	• Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	• Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.). Introduction To Songwriting (3 lessons) • Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. • Create fragments of songs that can develop into fully fledged songs. • Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. • Understand techniques for creating a song and develop a greater understanding of the songwriting process.		creatively in movement in small groups, learning to share and develop ideas. • Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. • Demonstrate an understanding of the history of Argentine Tango.		
MFL	French		French		French	
	Speaking and Listening -Listen and show understanding of single words through physical or spoken response. Reading and Writing -Read and show understanding of familiar single words and phrases. Grammar -Name, identify and use parts of speech. Pronunciation and Spelling -Spell certain words. -Use a bilingual dictionary		Speaking and Listening -Recognise a familiar question and respond with a simple rehearsed response. -Asking a question. Reading and Writing -Understand the role of punctuation. -Using the knowledge of the sound of some letter strings, read aloud individual familiar words (GD) Grammar -Identify cognates/shared words. Pronunciation and Spelling -Phonics and pronunciation. -Use a bilingual dictionary		Speaking and Listening -Speak in sentences Reading and Writing -Write and say simple familiar words to describe people, places, things and actions using a model. -Apply knowledge to read aloud unfamiliar words (GD) Grammar -Translation Pronunciation and Spelling -Write some words or phrases accurately from memory (GD) -Use a bilingual dictionary.	
Curriculum links	Science- Space and Forces Planet information –distance	DT mechanisms– creating nets –	History: The Vikings Timelines and sequencing Working	Science: Animals including humans.	Geography Scales and measurement	

with Maths	from sun/size of planet etc Ma5/4.1b complete, read and interpret information in tables Ma5/2.1a read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	Ma5/3.2a identify 3-D shapes, including cubes and other cuboids, from 2-D representations History: The Saxons Timelines and sequencing Working out how long ago or far apart events are/ were place value knowledge for sequencing Ma5/2.1a read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit Ma5/2.1b count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 Ma5/2.1c interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0	out how long ago or far apart events are/ were. Place value knowledge for sequencing. Following Viking recipes, using ratio and proportion. Use scales to weigh accurately. Art: Tessellation and translation in Viking art. Measurement: Construct a Viking Longboat, measure materials. Shape: identify/ draw nets and shapes to use in construction. Calculate area and perimeter of shapes.	Convert units of time, seconds, minutes, when recording exercise. Statistics calculate the mean as an average for pulse rate. Use division to 2 dp to calculate average. DT: using ratio and proportion. Use scales to weigh accurately. Converting cooking times.	Map reading, grid references and coordinates in four quadrants, knowing axis names and position Scale and converting: converting miles to KM and vice versa, using scales to determine distance on a map. Measuring accurately in cm, mm and converting units Science: Evolution and Inheritance, Statistics, pie charts of inherited features in the class, averages as a mean of colour of eyes, attached and non-attached ear lobes etc. Percentages of inherited features. Measurement of plant leaves, fossils, conversion between units of measure	
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