

## Cottingham CofE Long Term Curriculum Map – Hawthorn Class (Y5&6) Year C

|   | Term 1  | Term 2  | Term 3  | Term 4  | Term 5   | Term 6   |
|---|---|---|---|---|--|--|
| Quest   | Life Cycles   | Crime and punishment/ Bronze Age  | Greeks  |   | Senses   | Invaders   |
| Key texts   | (N)Cogheart by Peter  | (N) Boy in the Tower by Polly Ho-Yen<br>(NN) The Matchbox Diary by Paul Fleischman                            | (N)The Mysteries of Harris Burdick by Chris Van Allsburg<br>(NN)The Lost Words by Jackie Morris   |   | (N) The Dreamsnatcher by Abi Elphinstone<br>(NN) The Wonder Garden by Jenny Bloom  | (N) 1000 Year Old Boy by Ross Welford  |
| Literacy  | <b>Narrative(3 weeks): Journey/Adventure Tale</b><br>Characterisation focus<br><b>Non Narrative (3 weeks):</b> Persuasive(link to current events) | <b>Narrative(3-4 weeks): A Warning Tale</b><br>Action focus<br><b>Non Narrative(3-4 weeks):</b> Letters/Diary | <b>Narrative (3 weeks): Descriptive Writing</b><br>Settings/description focus<br><b>Poetry (2 weeks):</b> spine poem(based on The Lost Words) | <b>Narrative (3 weeks): A Tale of Fear</b><br>Dialogue Focus<br><b>Non Narrative (2 weeks):</b> Biography | <b>Narrative (3 weeks): A Fantasy Tale</b><br>Opening focus Story cohesion<br><b>Non Narrative(2 weeks):</b> Explanation | <b>Narrative(3-4 weeks): Non-Linear Time Sequences</b><br>Formality and speech focus<br><b>Non Narrative (3 weeks):</b> Discussion |
| Cross curricular  | Non-chronological report linked to Geography  | Recount of trip to Triangular Lodge cellar  | Persuasion(a tourist guide) linked to Quest topic of Greece   | Biography of key Ancient Greek figure   | Explanation linked to Science topic of Light   | Diary/Letter writing linked to Quest topic of Invaders   |
| Maths   | <b>Number:</b> place value  | <b>Number:</b> four operations<br><b>Number:</b> fractions  | Year 5- number: fractions<br>Year 6- number: ratio<br>Number: decimals percentage   | algebra Measure: converting<br>Measurement: perimeter, area and volume                                    | Geometry: properties of shape<br>Geometry: position/ direction   | Y6: SATs Investigations and consolidations   |
| Science   | <b>Biology-</b> living things and their habitats (years 6 unit focus)   | <b>Biology-</b> animals including humans (year 6 unit focus)  | <b>Physics</b> Electricity (year 6 unit)  | <b>Physics</b> Earth and Space  | <b>Physics</b> Light (year 6 unit)   | Year 6 inventors and scientists  |
| Working Scientifically (Procedural Knowledge) is taught throughout each unit  |   |   |   |   |  |  |
| History   | <b>Changes in Britain from the Iron Age to the Stone Age-</b> iron age hill forts and farming   | <b>An aspect or theme in British history beyond 1066</b><br>Crime and punishment                              | <b>Ancient Greece</b><br>Greek history and civilisation   |   | <b>Britain's settlement by Anglo-Saxons and Scots</b> Settlements<br>scots invasions                                     |  |
| Working Historically (Procedural Knowledge) is taught throughout each unit  |   |   |   |   |  |  |
| Geography   | <b>Mountains includes UK study</b><br>Magnificent mountains   |   |   | <b>Volcanoes and earthquakes</b><br>Extreme Earth   |  | <b>The UK</b><br>Counties and Cities   |
| Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units |   |   |   |   |  |  |
| DT  | <b>Y 5/6- Pulleys or Gears</b><br>Off road buggy (for the mountain) (DTA)   |   |   | <b>Food: Celebrating culture =</b><br>Greek Pita bread(DTA)   | <b>Y5/6-Electrical Systems: Control</b><br>Vehicle Alarm (DTA)   |  |
| Art   |   | <b>Print and collage</b><br>Autumn themed art   | <b>Modelling and textiles</b><br>Bodies and Statues   |   |  | <b>Pencil and print</b><br>Wildlife and birds study  |
| RE  | U2.8 What kind of king is Jesus?  | U2.4 Was Jesus the Messiah?<br><b>Christmas</b>   | <b>Christianity</b> U2.1 What does it mean if God is Holy and Loving?   | <b>Judaism</b> U2.10 What does it mean for a Jewish person to follow God?                                 | U2.12 What will make our city/town/village a more respectful place?  | U2.11 Why do some people believe in God and some not?  |
| Music   | Charanga: Livin' on a Prayer  | Charanga: classroom jazz 1  | Charanga: Make You Feel My Love   | Charanga: The Fresh Prince of Bel-Air   | Charanga: Dancing in the Street  | Charanga: Reflect, Rewind and Replay   |
| PE  | Cognitive skills  | Creative skills   | Social skills   | Physical skills   | Health and fitness skills  | Personal skills<br>Swimming  |
| Computing   | Online safety (Twk y6)  | Kodu programming (Twk)  | Film making (Twk)   | Spread sheets (Twk)   | Scratch: animated stories (Twk)  | Using and applying skills (Twk)  |
| MFL   | Let's Visit a French Town   | Let's Go Shopping   | This is France  | All in a Day  | School Life  | Time Travelling  |
| PHSE/SRE  | Aiming High   | TEAM  | Britain   | Be Yourself   | One world  | It's My Body/ Growing up   |