

Year 5&6 A Oak Autumn Curriculum Map

English		Maths Herts Essential
Reading (including Phonics)	Writing	Key Concepts
<p>Street Child by Bertie Doherty Running Wild By Michael Morpurgo</p> <p>VIPERS focused on through whole class guided reading</p> <p>Continue to secure self -correction of errors when reading.</p> <p>Accurate reading of words outside vocabulary using good approximation to the word's pronunciation.</p> <p>Through the use of echo reading develop reading aloud with intonation that shows understanding. Begin making links between books they are reading and other books they have read.</p>	<p>*Narrative- Linked to Wolves in The Wall *Explanation texts securing sentences and use of verbs linked to Cloud Monkeys *Non Chronological Reports linked to Monsterology *Securing sentence and paragraph writing in a recount linked to Stone Girl Bone Girl *Poetry – Cinquains linked to Where The Poppies Now Grow *Take One Book- Coming to England</p>	<p>*Place Value and Rounding of Large Numbers *Interpret Negative Numbers *Place Value of Numbers up to 3 decimal places *Multiply and Divide by 10, 100 and 1000 *Properties of Numbers- factors, common multiples and multiples *Prime and Composite Numbers *Multiply and Divide Mentally *Solving Problems including Knowledge of Key Facts *Add and Subtract using a range of strategies *Formal Written Method For Multiplication *Formal Written Method of Short Division *Equivalent Fractions *Compare and Order Fractions *Adding and Subtracting Fractions</p>
<p><u>Vocabulary</u> Subject specific vocabulary: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas plus all previously taught vocabulary.</p> <p><u>Key Texts:</u> Wolves in The Wall, Cloud Monkeys, Monsterology, Stone Girl Bone Girl, Coming to England.</p>		<p>Vocabulary: Please see Year 5 Maths and vocabulary key concept map</p>

PSHE Heart Smart		Science	
Skills	Knowledge	Skills	Knowledge
<p>*Record feelings in various ways and be able to describe why those feelings were chosen.</p> <p>*Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>*Demonstrate good choices and justifications behind them.</p> <p>*Reflect about previous experiences and share ideas about how it makes you feel.</p> <p>Make links between healthy eating and an active lifestyle and how this can be improved.</p> <p>*Recall memories and associate them with a feeling.</p> <p>*Create lists of people who have influenced their lives and why they are grateful for them.</p> <p>*Make comparisons between someone who hasn't had love and someone who has.</p> <p>*Be aware of the choices made and how positive encouragement is sometimes needed to stay healthy.</p> <p>* To be able to speak openly and positively about themselves and others.</p>	<p><u>Autumn 1 – Get Heart Smart</u></p> <p>*To know how to protect your heart</p> <p>*To be able to describe how to care for each-others hearts</p> <p>*To be aware of feelings and how they can affect others.</p> <p>*To be able to show gratitude towards another in the form of a written response.</p> <p>*To be able to describe ways that I can sleep better and improve my health.</p> <p>*To identify things that I should and shouldn't watch on the TV and how these can affect my mental health.</p> <p><u>Autumn 2 – Don't Forget To Let Love In</u></p> <p>*To be able to reflect on ways that people show love through kind words or actions</p> <p>*To be able to identify the difference between the truth and lie and the feelings that come within.</p> <p>*To understand how the words and actions of others can affect ourselves and mental health</p> <p>*To be able to use positive language to describe ourselves and our feelings</p> <p>*To know that our feelings and those of others are valued.</p>	<p>*Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>*Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>*Asking relevant Q's, using different types of scientific enquiries to answer them</p> <p>*Setting up simple practical enquiries, comparative, fair tests</p> <p>*Making systematic, careful observations, taking accurate measurements using standard units, using a range of equipment, including thermometers, data loggers</p> <p>*Recording and report findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, tables, verbally, written explanations, displays or presentations</p> <p>*Using results to draw simple conclusions, make predictions for new values, suggest improvements, raise further questions</p>	<p><u>Autumn 1 & 2 – Forces and Magnets</u></p> <p>* Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>*Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>*Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p>*To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>*To compare how things move on different surfaces</p> <p>*To observe how magnets attract or repel each other and attract some materials and not others</p> <p>*To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>*To predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>
<p>Vocabulary: Love, kindness, support, encouragement, memories, positive, feelings, emotions, grateful, health, exercise, accept, compare, consider, negative,</p>		<p>Vocabulary: force, air resistance, water resistance, magnetic attraction, gravitational attraction, direction, force, motion, weight, upthrust, Newton, force meter, stationary, surface area, force applied, pulley, lever, gear</p>	

History (Autumn 1) Victorian Britain		Geography (Autumn 2) Rivers and Coasts	
Skills	Knowledge	Skills	Knowledge
<p>*To know how and why Queen Victoria was important.</p> <p>*To be able to list key events and dates in chronological order</p> <p>*To understand the importance of the revolution and the changes it had to Britain</p> <p>*To compare and contrast the revolution</p> <p>*To be able to name and describe key inventions of this era</p> <p>*To evaluate and discuss different points of view about inventions.</p> <p>*To compare and contrast medicines from then and now</p> <p>*To use reasoning skills and participate in debates.</p> <p>*To know how Victorians spent their spare time and create reviews about different activities</p> <p>*To give positive and negatives about different activities and relate them to inventions</p> <p>*To make links between the past and present activities.</p>	<p><u>Autumn 1: Victorian Britain</u></p> <p>*To know about the Life of Queen Victoria</p> <p>*To know about the Industrial Revolution and how it affected Britain</p> <p>*To explain the positive and negative effects of the revolution on Britain.</p> <p>*To be able to compare and contrast the inventions during Victorian Britain</p> <p>*To be able to explain how inventions were influential during this time period.</p> <p>*To know about health, disease and medicine</p> <p>*To describe the importance of the health service and how this affected others.</p> <p>*To be able to describe influential people throughout history that have impacted the health system.</p> <p>*To know how Victorians spent their time during leisure</p> <p>*To compare and contrast leisure activities to that of today</p>	<p><u>Autumn 2: Rivers and Coasts</u></p> <p>*To know how rivers are formed</p> <p>*To locate rivers on a map and use the key codes to help</p> <p>*To plot the journey of a river and know its course</p> <p>*To understand the vital role that rivers play</p> <p>*To make links between the rivers and seas and know their source.</p> <p>*Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>*Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>*Asking relevant Q's, using different types of scientific enquiries to answer them</p>	<p><u>Autumn 2: Rivers and Coasts</u></p> <p>*Describe the main events in the water cycle.</p> <p>*Use the index in an atlas to find rivers.</p> <p>*Describe the place in which the source of a river is found.</p> <p>*To know the features of a river's upper, middle and lower course.</p> <p>*Describe how water erodes a riverbank.</p> <p>*Describe how deposition changes the shape of a river.</p> <p>*To know some ways that rivers are used.</p> <p>*Describe some advantages for different uses of a river.</p> <p>*To know some disadvantages for different uses of a river.</p> <p>*Describe what a dam is.</p> <p>*Give the location of one major dam.</p>
<p>Vocabulary: Florence Nightingale, Queen Victoria, positive, negative, Industrial Revolution, leisure, influence, health, disease, medical, Britain, changes, era, skills, debate, source, primary, secondary, influence, past, present, compare, contrast.</p>		<p>Vocabulary: Water, coast, location, depth, flow, shape, mouth, meander, dam, ox bow lake, curve, current, bend, bed, erosion, atlas, source, evaporation, condensation, precipitation, water vapour, droplets, transport, rubble.</p>	

Religious Studies		Computing	
Skills	Knowledge	Skills	Knowledge
<p><u>Autumn 1: Key Buddhist Beliefs</u> *To understand that everything changes, dissatisfaction leads to suffering and the fact that people can change. *To be reflective throughout the principals of religion *To be able to investigate interpret and respond to a range of stories, sacred writings and sources of wisdom *To respond to authority and reflection the impact of beliefs and teachings as ways of seeing the world in different communities.</p> <p><u>Autumn 2: Incarnation</u> *To understand that everything changes, dissatisfaction leads to suffering and the fact that people can change. *To be reflective throughout the principals of religion *To be able to investigate interpret and respond to a range of stories, sacred writings and sources of wisdom *To respond to authority and reflection the impact of beliefs and teachings as ways of seeing the world in different communities.</p>	<p><u>Autumn 1: Key Buddhist Beliefs</u> *What is the best way for Buddhists to show commitment to their beliefs? *To be able to explain The 3 Jewels *To be able to identify the importance of the Noble Eightfold Path *To consider the effects of the Three Root Poisons. *To be able to explain the Four Noble Truths (suffering exists; it has a cause; it has an end; and it has a way to bring about its end).</p> <p><u>Autumn 2: Incarnation</u> *Is the Christmas Story True? *To be able to discuss Incarnation *To focus on the elements of the Christmas story which may cause debate *To understand how these debates might affect people's beliefs. *To discuss whether there is any truth behind the story. *To investigate the true meaning and qualities that the story tells us.</p>	<p><u>Autumn 1: Systems and Searching</u> *To know what a system is. *To know that components work together to perform a task. *To be able to explain how digital systems can work and learn about physical and electronic connections. *To be able to identify the human elements within computer systems. *To recognise the role of web crawlers.</p> <p><u>Autumn 2: Creating Media Video Production.</u> *To know that video is a media format *To be critical of examples and create ideas to improve *To know the capabilities of different videos *To know how to use editing techniques to assess and improve their own video *To create storyboards to help develop and evaluate initial ideas. *To know how to share videos with others *To be aware of safety when using computers, videos and content.</p>	<p><u>Autumn 1: Systems and Searching</u> *To explain that computers can be connected together to form systems. *To recognise the role of computers *To identify how to use a search engine *To know how results are found and ranked *To recognise why specific results are important.</p> <p><u>Autumn 2: Creating Media Video Production.</u> *To be able to explain what makes a video effective. *To be able to use a digital device to record a video *To capture video using a range of techniques *To be able to create a storyboard * To identify that video can be improved through reshooting and editing</p>
Vocabulary: Christmas, Jesus, incarnation, life, hope, symbol, importance, meaning, reflection, symbols, practices, discover, pilgrimage, compassion, connections, journey, belief, travel, respect, debate, discussion, Noble Path, 3 Jewels, Principals, teaching, truth, lies, qualities, meaning, suffering.		Vocabulary: device, network, connection, prediction, animation, pictures, images, communication, router, input, output, components, messages, wireless, technology, safety, server, switch, access point, digital device, non-digital device, users, systems.	

Art (Autumn 1) Drawing Portraits- <u>Frida Kahlo</u>		Design and Technology (Autumn 2) Construction	
Skills	Knowledge	Skills	Knowledge
<u>Autumn 1: Drawing Portraits</u> *To produce creative work, exploring their ideas and recording their experiences *To become proficient in drawing, painting, sculpture and other art, craft and design techniques *To evaluate and analyse creative works using the language of art, craft and design *To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	<u>Autumn 1: Drawing Portraits</u> *To learn about the range of artists, craft makers and designers * To research different techniques and skills and to practise and apply. *To use drawing to develop and share their ideas, experiences and imagination. *To practise and experiment using a range of materials creatively *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *To use a range of materials creatively to design, make product *To complete product and evaluate, describing the differences and similarities between different practices and disciplines, and making links to their own work.	*To identify what makes a brand luxury or budget? What are the fonts like? What colour schemes are used? *To investigating, comparing and contrasting different types of packaging for chocolate, and their effectiveness on the consumer *To make a prototype of a net for a chocolate box? *To explore different types of shaped boxes- exploded diagram of net and joining flaps. *To use the results of investigations when developing design ideas *To explain how they will make their product *To explain what purpose they are designing and creating their product for	<u>Autumn 2: Chocolate Boxes</u> *To make design choices about shape, size, colour and font. *To use a range of skills and techniques to create for a purpose according to a brief *To investigate and evaluate chocolate packaging. *To test a design using 3D net *To design packaging * To make and evaluate the packaging.
Vocabulary: line, shape, tone, smudge, blend, portrait, self-portrait, surrealism, symbolism, symbolic ,realism, proportion, light, dark, tone, shadow, line, pattern, texture, form, shape, outline, grades of pencil, hatching, cross-hatching, stippling,		Vocabulary: Aesthetics, appealing, 3D nets, exploded diagrams. Client, expensive, luxury, budget, market, font, consumer, design, idea, discuss, explore, use, choose, join	
Music		Physical Education	
Skills	Knowledge	Skills	Knowledge
<u>Autumn 1: Livin' On a Prayer</u> *To identify and move to the pulse with ease. *To think about the message of songs. *To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. *To listen carefully and respectfully to other people's thoughts about the music. *To use musical words. *To talk about the music and how it makes you feel	<u>Autumn 1: Livin' On a Prayer</u> *To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? *Name some of the instruments they heard in the songs *To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song *To know what the song is about and the meaning of the lyrics	*To develop accuracy when throwing a ball at a fixed or moving target *To differentiate between speed and intensity when throwing *To identify spatial awareness and begin the ability to dodge and move their feet and body *To continue to enhance communication skills and develop their competitive streak	<u>Autumn 1: Invasion Games linked with Football</u> *To be aware of space and those around them *To be able to link movements together to create or invade space *To be able to work together to solve a problem *To use gross motor skills to complete the activity *To be able to strike a ball using the feet

<p>Autumn 2 : Classroom Jazz 1:</p> <ul style="list-style-type: none"> *To sing in unison and to sing backing vocals. *To enjoy exploring singing solo. *To listen to the group when singing. *To demonstrate a good singing posture. *To follow a leader when singing. *To experience rapping and solo singing. *To listen to each other and be aware of how you fit into the group. *To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> *To know and explain the importance of warming up your voice <p>Autumn 2: Classroom Jazz 1</p> <ul style="list-style-type: none"> *To play a musical instrument with the correct technique *To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. *To rehearse and perform their part. *To listen to and follow musical instructions from a leader. *To lead a rehearsal session. 	<ul style="list-style-type: none"> *To continue to learn to evaluate and recognise their successes and areas for improvement <p>Autumn 2: Dance and Gymnastics</p> <ul style="list-style-type: none"> *Be able to complete a forward roll and begin to stand up afterwards *Recall and recognise simple shapes and put these into a sequence *Listen, follow, respond to instructions *Be able to mirror and copy sequences of developing length including a range of techniques *Show a sequence of elements of balance on different points of the body eg feet, hands, bottom and understand that these make a routine *To identify key points of balance and use their partner as a counterweight-covert when making towers *To develop trust and communication skills within the class. *To promote positivity and allow time for reflection and evaluation of themselves and the lesson. 	<p>Autumn 2: Dance and Gymnastics</p> <ul style="list-style-type: none"> *To be able to perform a range of shapes *To be able to move the body in time to a beat or rhythm *To be able to link movements together to create a sequence and then routine *To be aware of how the body moves *To use balance and co-ordination when combining moves *To develop communication and team work skills *To be able to be reflective about themselves and others.
<p>Vocabulary: Music, rhythm, tempo, pace, speed, pitch, choir, group, beat, melody, pulse, posture, performance, notes, composition, dynamics, solo, duet, emotion.</p>		<p>Vocabulary: Rhythm, movement, link, combine, space, shape, routine, trust, communication, beat, tempo, sequence, floor, roll, mats, body, mirror, sequence, forward roll, elements, body.</p>	
<p>French</p>			
<p>Skills</p>	<p>Knowledge</p>		
<p>Autumn 1: Au Salon De The</p> <ul style="list-style-type: none"> *To identify the different types of French food and drink * To be able to orally speak the words in French *To make links between French and English *To know the different between male and female nouns 	<p>Autumn 1: Au Salon De The</p> <ul style="list-style-type: none"> *To be able to recognise, recall and spell the eleven masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a French tea room. <p>Lesson 2</p> <ul style="list-style-type: none"> *To be able to recognise the nine feminine nouns with the indefinite article/determiner for 		

<p>*To be able to recall and use the French numbers.</p> <p><u>Autumn 2: Le Weekend</u></p> <p>*To use numbers in reference to times and telling the time</p> <p>*To know and use set vocabulary for telling the time and use of numbers</p> <p>*To develop and extend sentences with numbers</p> <p>*To orally rehearse and speak the time in French</p> <p>*To develop facts and opinions in French.</p>	<p>popular French food and drink you would typically be offered in a French salon de thé.</p> <p>*To be able to use oral language to order what they would like to eat and drink in the salon de thé.</p> <p>*To be able to ask for the bill and how to say 'goodbye' and 'thank you' in French.</p> <p>*To know French numbers and be able to calculate the bill in the French salon de thé.</p> <p><u>Autumn 2: Le Weekend</u></p> <p>*To consolidate numbers in the foreign language and will progress to learning how to tell the time in increments of five.</p> <p>*To consolidate the vocabulary for time and will progress to learning new phrases to describe the activities that the children may do at the weekend.</p> <p>*To consolidate the vocabulary introduced last week through a variety of listening and reading activities.</p> <p>*To extend their sentences in the foreign language by integrating a time phrase and connectives with the phrases for weekend activities.</p> <p>*To further extend their sentences in the foreign language by learning how to say at what time they do each activity on the weekend as well as give their opinions on these activities as well.</p>	
<p>Vocabulary:</p>		