**Harrier Curriculum Overview 2024/25 Year B**

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| **Autumn** | | |
| **English** | Warning Story – The Canal – Focus: Setting  Non-Fiction – Boy Rescued from Canal – Newspaper Report  Tale of Fear – Zelda Claw – Focus: Suspense  Invent Writing  Poetry | |
| **Maths** | Year 5  Read and write numbers up to 1,000,000  Compare and order numbers up to 1,000,000  Compare and order decimals with up to 3 decimal places  Round numbers to 1 decimal place, nearest whole number and 10, 100, 1000, 10000  Count forwards and backwards with positive and negative numbers  Add and subtract whole numbers with more than 4 digits choosing efficient methods  Add and subtract decimals with up to 3 decimal places choosing efficient methods  Multiply and divide whole numbers and decimals by 10, 100 and 1000 Identify and use multiples, factors and prime numbers. | Year 6  Read, write and order numbers up to 10,000,000  Multiply and divide numbers by 10, 100 and 1000  Multiply numbers up to 4 digits by a 2-digit number choosing efficient methods  Divide numbers up to 4 digits by a two-digit number choosing efficient methods and interpreting the remainders  Calculate intervals across zero  Describe and plot positions on a 2-D grid as coordinates in the four quadrants  Reflect and translate shapes  Simplify fractions  Compare and order fractions, including fractions > 1  Know and use simple fraction, decimal and percentage equivalents  Compare and classify 2-D and 3-D shapes  Know and use angle properties of straight lines, at a point and shapes Draw simple shapes using given lengths and angles |
| **Science** | **Evolution**:   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | |
| **RE** | God: [What does it mean if God is Holy and Loving?](http://www.understandingchristianity.org.uk/wp-content/uploads/2016/04/KS1_1.5_Salvation_unit_WEB.pdf)  Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information  Incarnation: [Was Jesus the Messiah?](http://www.amvsomerset.org.uk/resources/exemplars/2019-foundation-exemplars/)  Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation) | |
| **History** | **What can we learn from Long Sutton and its residents about WW2?**  **Local history**  *A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality*  Focus: Family history/oral history – WW2   * To understand the significance of the Blitz? * To develop a coherent narrative of the war including a British and world dimension. * To know the impact of World War II on people in our locality? * To understand what it was like to be an evacuee * To understand the impact on WWII on women * To know what life was like for men fighting the war | |
| **Geography** | [**All about Global trade**](https://www.rgs.org/schools/teaching-resources/global-trade/)   * To understand where products come from * To understand why trade has become global * To compare different places products pass through during their manufacture (cotton or chocolate) * To know what the UK exports and to which countries * To understand the positive impact of buying fairtrade products * To understand how the human and physical geography of a country determines its highest-value export.   **NC**   * Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water   The children will find out about the UK’s global trade links, investigating where everyday products come from and the journeys they take to our homes. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods. | |
| **Art** | **Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)** Leonardo da Vinci | |
| Effect of light on objects and people from  different directions.  Interpret the texture of a surface.  Produce increasingly accurate drawings of people.  Concept of perspective | Effect of light on objects and people from  different directions.  Interpret the texture of a surface.  Produce increasingly accurate drawings of people.  Concept of perspective |
| **Colour (painting, ink, dye, textiles, pencils, crayon, pastels)** | |
| Hue, tint, tone, shades and mood.  Explore the use of texture in colour  Colour for purposes. | Hue, tint, tone, shades and mood.  Explore the use of texture in colour  Colour for purposes.  Colour to express feelings |
| **PE** | Autumn 1: Tag Rugby and Fitness/Cross Country | |
| Autumn 2: Gym and Dance | |
| **Music** | Songs from World War 2:  To use musical vocabulary to identify features of different eras of music  To improve accuracy in pitch and control, singing with expression and dynamics  To identify pitches within an octave when singing  To use knowledge of pitch to develop confidence when singing in parts  To be able to notate a melody using pitches up to an octave | |
| **PSHE** | * Rules and my classroom * NSPCC work * Zones of regulation * Careers work * Collaboration skills * Solving friendship problems * Being Assertive * Acting appropriately * Anti bullying * It’s Ok to be different – respect and tolerance * Online safety – online relationships and reputation | |
| **DT** | Food: What could be healthier?  To understand where food comes from  To understand the term ‘healthy’  To adapt a traditional recipe  To complete a food product  Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe. | |
| **Computing** | **Computing systems and networks – communication and collaboration**  In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.  **Vocab:** communication, protocol, data, address, Internet Protocol (IP), Domain Name Server (DNS), packet, header, data payload, chat, explore, slide deck, reuse, remix, collaboration, internet, public, private, oneway, two-way, one-to-one, one-to-many  **Creating media – Web page creation**  This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.  Vocab: website, web page, browser, media, Hypertext Markup Language (HTML), logo, layout, header, media, purpose, copyright, fair use, home page, preview, evaluate, device, Google Sites, breadcrumb trail, navigation, hyperlink, subpage, evaluate, implication, external link, embed. | |
| **MFL** | Portraits – describing someone  To begin to understand that adjectives change if they describe a feminine noun  To understand a simple description of hair and eye colour  To create simple descriptive sentences  To understand simple descriptive sentences  To write descriptive sentences | |

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| **Spring** | | |
| **English** | Invent writing  Defeat the Monster – Perseus and Medusa – Focus: Character and Setting  Poetry  Non-fiction – The Medusa Pleaser Machine – Explanation  Non-fiction Invent writing possibly related to history  Poetry | |
| **Maths** | Year 5:  Multiply numbers up to 4-digits by 1 or 2-digits using a formal written method Divide numbers up to 4-digits by 1-digits using a formal written method of division  Use known facts and place value to multiply a whole number by a decimal  Multiply decimal numbers (1 or 2 decimal places) by 1-digit using a formal written method  Compare and order fractions whose denominators are all multiples of the same number  Read and write decimal numbers (up to 3 decimal places) as fractions  Understand that per cent relates to ‘number of parts per 100’, and write percentages as a fraction with denominator 100  Convert between adjacent units of metric measure | Year 6:  Add and subtract fractions with denominators that are not multiples of each other  Add and subtract mixed numbers 16. Multiply simple pairs of proper fractions  Divide proper fractions by a whole number  Find percentages of an amount  Use simple ratio to compare quantities  Convert between different units of metric measure  Calculate the area of triangles/parallelograms  Calculate volumes of cuboids  Use simple formulae expressed in words  Find possible values in missing number problems involving one or two unknowns |
| **Science** | **Properties of changing materials:**   * Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets * Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * Demonstrate that dissolving, mixing and changes of state are reversible changes * Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.   **Electricity:**   * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches * Use recognised symbols when representing a simple circuit in a diagram**.** | |
| **RE** | Hinduism – [What do Hindu people believe about Dharma, Deity and Atman?](http://www.amvsomerset.org.uk/resources/exemplars/2019-upper-ks2-exemplars/)  Kingdom of God: [What kind of king is Jesus?](https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2b8_Kingdom_OF_God_Unit_WEB.pdf)  • Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future Kingdom, where God’s reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. | |
| **History** | **What did the Greeks do for us?**   * Ancient Greece a study of Greek life and achievements and their influences on the western world. * A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1666 – legacy of Greek culture on later parts in history.   Question: What was the legacy of the Greek culture? (Events beyond living memory that are significant nationally / or globally)  To understand that we can investigate Ancient Greece through what has been left behind. (impact)  To comment on possible features of Ancient Greece from its landscape.  To understand the differences in the lives of men, women and children in ancient Greece;  to understand that women were considered second-class citizens to men.  To know that Athens and Sparta were two city-states that each had a government.  To understand that Greek soldiers used the phalanx formation to work as a unit and be successful in combat.  To know that warriors of Ancient Greece were called hoplites.  To understand that religion was extremely important to the Ancient Greeks.  To understand that the Ancient Greeks believed in multiple gods and goddesses.  To know that the Olympic Games began over 2700 years ago in Olympia, Greece. (impact  To understand that democracy originated in Ancient Greece. (innovation, impact) | |
| **Geography** | **What is the importance of mountains?**  **Mountains – Everest**   * To know how mountains are formed * To understand the key features of mountains * To be able to locate the world 10 highest mountains * To identify key mountain ranges including using longitude and latitude * To investigate the climate of a mountain environment * To understand the importance of mount Everest | |
| **Art** | **Texture (textiles, clay, sand, plaster, stone)** | |
| Use stories, music, poems as stimuli.  Select and use materials.  Embellish work  fabric making  Artists using textiles | Develops experience in embellishing  Applies knowledge of different techniques to express feelings  Work collaboratively on a larger scale |
| **Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )** | |
| Plan and develop ideas.  Shape, form, model and join.  Observation or imagination.  Properties of media  Discuss and evaluate own work and that of other sculptors. | Plan and develop ideas.  Shape, form, model and join.  Observation or imagination.  Properties of media  Discuss and evaluate own work and that of other sculptors. |
| **PE** | Spring 1: Invasion Games (Hockey) and Swimming | |
| Spring 2: Invasion Games (Netball) and Swimming | |
| **Music** | [**Composition to represent the festival of colour (Theme: Holi festival)**](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/holi-festival/)  To understand that music can be represented with colours  To represent a piece of music as a graphic score  To create a vocal composition based on a picture  To create a piece of music inspired by a single colour  To work as a group to perform a piece of music | |
| **PSHE** | Friendship qualities  Courageous Advocacy  Online Safety day , Privacy and security,  Democracy in Britiain – elections, how laws are made  Addictive behaviour  Drugs – types and the law  Alcohol – what is normal | |
| **DT** | **Or Textiles: waist coats**  Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a waistcoat for a chosen purpose. | |
| **Computing** | **Programming A – Variables in games**  This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.  **Vocab:** variable, change, name, value, set, design, event, algorithm, code, task, artwork, program, project, code, test, debug, improve, evaluate, share, assign, declare  **Data and information – Introduction to spreadsheets**  This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.  Vocab: data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, sum, comparison, software, tools | |
| **MFL** | Clothes – getting dressed:  Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French. | |

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| **Summer** | | |
| **English** | Portal Story – Time Slip Scarab – Focus: Description, Openings and endings  Invent writing  Non-fiction – Should we be raiding tombs? – Discussion  Non-fiction – Magical Egypt - Information | |
| **Maths** | Year 5:  Convert mixed numbers to improper fractions and vice versa  Add mixed numbers and proper fractions with denominators that are the same and multiples of each other Subtract proper fractions from mixed numbers with denominators that are the same and multiples of each other Multiply fractions and mixed numbers by a whole number  Calculate the area of rectangles 23. Draw given angles, and measure them, in degrees (°)  Interpret line graphs | Year 6:  Interpreting graphs  Revision  SATs  Problem Solving  Place Value  Multiplication and division  Fractions, percentages and Decimals  Geometry  Measurement  Algebra |
| **Science** | **All living things (Y6):**   * Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals * Give reasons for classifying plants and animals based on specific characteristics   **Animals including humans (Y5):**   * Describe the changes as humans develop from birth to old age   Y6: Describe the changes as humans develop from birth to old age. | |
| **RE** | People of God – [How can following God bring freedom and justice?](http://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2b3_People_Of_God_Unit_WEB.pdf)  • The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.  Gospel – [What would Jesus do?](http://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2a5_Salvation_WEB.pdf)  • Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus’ teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus’ values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus’ good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community | |
| **History** | **Mayan civilisation – How different was the Mayan civilisation to Britain in AD 900?**  *A non-European society that provides contrasts with British history –; Mayan civilization c. AD 900*   * To know key facts about the Myan civilisation * To consider similarities and differences between ancient religions and different religions today * To look at the Maya number system. * To find out what Maya people grew and ate. * To locate the ancient Maya Cities. * To find out what we know about the Maya from the drawings of Frederick Catherwood.   Consider what we know about Chichen Itza and use the information to create a leaflet for tourists | |
| **Geography** | **What’s it like to live in Brazil?**   * [To identify the countries and capitals of South America.](https://teachitforward.co.uk/p/identifying-the-countries-and-capitals-of-south-america/) * [To write a fact file about Brazil.](https://teachitforward.co.uk/p/writing-a-brazil-fact-file/) * [To locate Brazilian cities using 4 & 6-figure grid references.](https://teachitforward.co.uk/p/using-4-and-6-figure-grid-references-to-locate-brazilian-cities/) * [To identify the human and physical features of Brazil.](https://teachitforward.co.uk/p/identifying-the-human-and-physical-features-of-brazil/) * [To explore Brazil’s different ecosystems.](https://teachitforward.co.uk/p/exploring-brazils-ecosystems/) * [To investigate Brazil’s weather and climate.](https://teachitforward.co.uk/p/investigating-brazils-weather-and-climate/)   **NC**  Locational knowledge:   * Locate the world’s countries, using maps to focus on Europe 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).   Geographical skills and fieldwork:   * 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.   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   Human and physical geography:   * Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.   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 | |
| **Art** | **Printing (found materials, fruit/veg, wood blocks, press print, lino, string)** | |
| Combining prints  Design prints  Make connections  Discuss and evaluate own work and that of others | Builds up drawings and images of whole or parts of items using various techniques  Screen printing  Explore printing techniques used by various artists |
| **Pattern ( paint, pencil, textiles, clay, printing)** | |
| Create own abstract pattern to reflect personal experiences and expression.  Create pattern for purposes. | Create own abstract pattern to reflect personal experiences and expression.  Create pattern for purposes. |
| **PE** | Summer 1: Athletics and Fielding and Striking (Cricket) | |
| Summer 2: Fielding and Striking (Rounders), Swimming | |
| **Music** | Musical Theatre:   * Explain what musical theatre is and be able to recall at least three features of this kind of music. * Categorise songs as action songs or character songs. * Select appropriate existing music for their scene to tell the story of a journey. * Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. | |
| **PSHE** | * Aspirations and goals * Health and well being – key areas * First Aid * Sepsis Awareness * Fame and people’s qualities * Media manipulation * Peer pressure, especially online * Managing change   Changing and growing  Y6  Is it normal? Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;  Making Babies:  Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.  Growing up and changing bodies: Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty; How puberty impacts relationships; Understanding the importance of hygiene; Contraception in terms of staying healthy; Dealing with Social Media  Y5  Growing and Changing:  Growing up and changing bodies (naming body parts): Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. | |
| **DT** | Structure: Bridges  Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge   * Identify stronger and weaker shapes. * Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. * Identify beam, arch and truss bridges and describe their differences. * Use triangles to create simple truss bridges that support a load (weight). * Cut beams to the correct size, using a cutting mat. * Smooth down any rough cut edges with sandpaper. * Follow each stage of the truss bridge creation as instructed by their teacher. * Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. * Identify some areas for improvement, reinforcing their bridges as necessary. | |
| **Computing** | **Creating media – 3D Modeling**  Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.  Vocab: TinkerCAD, 2D, 3D, shapes, select, move, perspective, view, handles, resize, lift, lower, recolour, rotate, duplicate, group, cylinder, cube, cuboid, sphere, cone, prism, pyramid, placeholder, hollow, choose, combine, construct, evaluate, modify.  **Programming B – sensing movement – micro:bit**  To create a program to run on a controllable device  To explain that selection can control the flow of a program  To update a variable with a user input  To use a conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device  To develop a program to use inputs and outputs on a controllable device  Vocab: Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug. | |
| **MFL** | French speaking world:  Pupils discover that there are many countries in the world that speak French, and they learn to give and follow directions in French, discuss climate and use comparative language, which they practise as they explore different French-speaking countries and the cultural treasures belonging to those countries.  Planning a French holiday:  The children learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France. | |