

Zetland Primary School	Connected Curriculum		Key Stage: Upper Key Stage 2		Year group: Year 5 and 6	Cycle A	
	Autumn: Them Bones and Rocks		Spring: Walk Like the Egyptians		Summer : It's All Greek To Me		
<b>Speaking &amp; Listening</b>  <b>Reading</b> <i>Guided reading</i> <i>Non-fiction, reference books/textbooks, dictionaries</i>  <b>Writing</b> <i>Non-narrative</i> <i>Transcription, Handwriting, VGP</i>  <b>Poetry</b>	English	<b>Focus Text:</b> Mary Anning Stories  <b>Focus Poem:</b> The Pied Piper of Hamelin R Browning		<b>Focus Text:</b> The River Boy, T Bowler  <b>Focus Poem:</b> The Journey of the Magi TS Eliot		<b>Focus Text:</b> Orchard Book of Myths and Legends  <b>Focus Poem</b> The Lady of Shallot AL Tennyson	
		<b>Reading:</b> Traditional Tales Books from other cultures and traditions		<b>Reading:</b> Fiction: Wider Range/ Non- Fiction		<b>Reading:</b> Fiction: Myths and Legends Plays	
		<b>Writing:</b> Persuasive Recounts		<b>Writing:</b> Reports and Newspapers Biographies Narrative		<b>Writing:</b> Myths and Legends Persuasive adverts Non-chronological reports	
<b>Number</b> <i>Measurement</i> <i>Geometry</i> <i>Statistics</i> <i>With focused curriculum application</i>	Maths	<b>Number</b> <i>Measurement</i> <i>Geometry</i> <b>Statistics</b>		<b>Number</b> <b>Measurement-Time</b> <b>Geometry</b> <i>Statistics</i>		<b>Number</b> <b>Measurement-Money</b> <i>Geometry</i> <i>Statistics</i>	
<b>Working Scientifically</b>	Science	<b>Evolution:</b> 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.	<b>Humans:</b> (Animals, including Humans) Describe the changes as humans develop to old age.	<b>Electricity:</b> 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	<b>Forces:</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<b>Humans:</b> (Animals, including Humans) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	
Chronology Knowledge & Understanding Enquiry Historical terms Historical sources	History	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b>  Children through the Ages		<b>Early Civilisation</b> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China		<b>Ancient Greece –</b> a study of Greek life and achievements and their influence on the western world	
Geographical skills and fieldwork	Geography	<b>Locational Knowledge:</b> <i>in the context of fossil discoveries- Evolution</i> Locate the world's countries, using maps to focus on: <ul style="list-style-type: none"> <li>Europe (including the location of Russia) and</li> <li>North and South America.</li> </ul>		<b>Human and Physical Geography:</b> Describe and understand key aspects of: physical geography, including: <ul style="list-style-type: none"> <li>rivers,</li> </ul> human geography, including: <ul style="list-style-type: none"> <li>types of settlement and land use,</li> <li><i>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></li> </ul>		<b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of: <ul style="list-style-type: none"> <li>a region of the United Kingdom,</li> <li>a region in a European country</li> </ul>	
Design and Make Skills and techniques Evaluate Knowledge of 'artists'	Art and design						
Design Make Evaluate	Design and technology	<b>Design, Make, Evaluate</b> Toys		<b>Technical knowledge: Electrical systems</b> Understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, batteries, buzzers and motors. <b>Mechanical systems</b> Understand and use mechanical systems in their products e.g. gears, <b>pulleys, cams, levers,</b> and linkages.		<b>Cooking and Nutrition:</b> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

Zetland Primary School	Connected Curriculum			Key Stage: Upper Key Stage 2		Year group: Year 5 and 6	Cycle A
	Autumn: Them Bones and Rocks			Spring: Walk Like the Egyptians		Summer : It's All Greek To Me	
E-safety Computer networks	Computing	<b>E-safety</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  <b>Using technology</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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.		<b>Algorithms and Programming</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by 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		<b>Computer networks</b> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.  <b>Using technology</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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.	
Speaking & Listening Reading Writing		Languages	French		French		French
<i>History of Music- knowledge &amp; appreciation</i>	Music	<b>History of Music</b> Develop an understanding of the history of music	Prokofiev Peter and Wolf	<b>Musical Composition</b> They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improve and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.	Handel	<b>Sing and Play</b> Sing and play musically with increasing confidence and control Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <b>Musical Composition</b> Use and understand staff and other musical notations.	National Anthems
Participation, Evaluation and Improvement Outdoor Activities	Physical education	<b>Attacking and Defending Games: Tag Rugby</b> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<b>Attacking and Defending Games Dance:</b> Perform dances using a range of movement patterns	<b>Attacking and Defending Games: Hockey</b> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<b>Fundamental Skills: Gymnastics</b> Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<b>Striking/Fielding Games: Cricket and Rounders</b> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	<b>Athletics:</b> Use running, jumping, throwing and catching in isolation and in combination