Zetland Primary School		Connected Curriculum		Key Stage: Upper Key Stage 2	Year group: Year 5 and 6	Cycle B
		Autumn : Dirty Rotten Scoundrels		**Spring : Home Thoughts from Abroad**	**Summer : Keep Smiling Through**	
Speaking & Listening **Reading** *Guided reading* *Non-fiction, reference books/ text books, dictionaries* **Writing** *Non-narrative* *Transcription, Handwriting, VGP* Poetry	**English**	**Focus Text:** Watch The Wall My Darling, R Swale **Focus Poem** The Highwayman, A Knowles		**Focus Text:** The Kapok Tree, L Cherry The Faraway Tree, E Blyton Katie Stories **Focus Poem** The Tree, B McCabe Tiger, Tiger, Burning Bright , W Blake	**Focus Text:** Friend or Foe, Morpurgo **Focus Poems –** War Poems	
		Reading: Plays: Much Ado about nothing		**Reading:** Fiction from our Literary Heritage	**Reading:** Poetry Fiction: Modern Fiction	
		Writing: Diaries, Poetry, information texts, letter writing		**Writing**: Narrative Journey of the Water Cycle Persuasive Explanation	**Writing**: Reports, Biographies, Persuasive	
Number *Measurement* *Geometry* *Statistics* *Curriculum application*	**Maths**	**Number** ***Measurement- Time*** ***Geometry*** *Statistics*		**Number** ***Measurement-Measures*** *Geometry* ***Statistics***	**Number** ***Measurement – Money*** *Geometry* *Statistics*	
Working Scientifically	**Science**	**Earth and space** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**Light** Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**Living things and their habitats** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the process of reproduction in some plants and animals. 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	**Properties and changes of materials** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. Know 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.	
Chronology Knowledge & Understanding Enquiry Historical terms Historical sources	**History**	**A local study** Smugglers/ Sea travel		**A non-European society** A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900-1300.	**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** Conflict and resolution	
Geographical skills and fieldwork	**Geography**	**Geographical skills and fieldwork** Use the eight points of a compass, 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. **Locational Knowledge** Locate the world's countries, using maps to focus on: • 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 (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).		**Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of: • a region of the United Kingdom, • 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, 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	**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	

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Design and Make Skills and techniques Evaluate Knowledge of '*artists*'	**Art and design**	Drawing and painting Seascapes Artists		Drawing and sculpture Living Things Architects		Drawing and Painting Conflict and Resolution Designers/Craftmakers	
Design Make Evaluate	**Design and technology**	**Design, Make, Evaluate** Materials and components – function and aesthetic qualities Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge: Structures** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		**Design, Make, Evaluate** Materials and components – function and aesthetic qualities Textiles **Technical knowledge**: **Computing systems** Apply their understanding of computing systems to program, monitor and control their products.		**Cooking and Nutrition** 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.	
E-safety	**Computing**	**E-safety** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Using technology** 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.		**Computer networks** 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. **Algorithms and Programming** 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		**Computer networks** 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. **Using technology** 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	
History of Music- knowledge & appreciation	**Music**	**History of Music** Develop an understanding of the history of music The Planet Suite Holst	Mendelson	**Musical Composition** - Pentonic scales They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise 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.		**Sing and Play** 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 **Musical Composition** Use and understand staff and other musical notations.	Elgar War Songs
Participation, Evaluation and Improvement Outdoor Activities	**Physical education**	**Attacking and Defending Games: Tag Rugby** 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	**Attacking and Defending Games Dance:** Perform dances using a range of movement patterns	**Attacking and Defending Games: Hockey** 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	**Fundamental Skills: Gymnastics** 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]	**Striking/Fielding Games: Cricket and Rounders** 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.	**Athletics:** Use running, jumping, throwing and catching in isolation and in combination