

Curriculum Overview							
Term: Spring 1 Geography focus: Frozen Kingdom				Classes: Y5/6 B			
	Week 1 (02.01.17)	Week 2 (09.01.17)	Week 3 (16.01.17)	Week 4 (23.01.17)	Week 5 (30.01.17)	Week 6 (06.02.17)	Week 7 (13.02.17)
<b>English</b>	Rising stars/ begin chronological reports	Chronological report	Chronological report	poetry	poetry	diaries	diaries
<b>Mathematics</b>	Rising stars/ ASDM	Statistics	Statistics	Number and place value	Algebra (Y6). Four operations (Y5).	Measures	Measures
<b>Science</b>	Living things and their habitats: describe how animals must be adapted to their habitats for survival.	Living things and their habitats: To explore the history of classification.	Living things and their habitats: To understand how micro-organisms can be divided into groups according to common observable characteristics.	Living things and their habitats: To understand how plants can be divided into groups, according to common observable characteristics.	Living things and their habitats: To understand animals can be divided into groups, according to common observable characteristics.	Living things and their habitats: To use and devise classification keys for living things, giving reasons for why animals and plants belong in particular groups.	Living things and their habitats: review.
<b>Computing</b>	Collecting, evaluating and presenting information.						
<b>Geography</b>		Features of polar regions and position and significance of latitude, longitude, Equator, Northern and Southern hemisphere. To produce accurate and scaled maps.	To present findings using appropriate vocabulary- to work in research teams to identify similarities and differences between the Arctic and Antarctic.	Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.	To raise awareness of the fragile Antarctic environment- I can make accurate observations about localities- pupils speculate on changes in Antarctica over the past 2 centuries.	Innovate activity-rescue plan/ (If time look at threatened wildlife- to identify species that are threatened or in serious decline- I understand how people can both improve and sustain the environment).	
<b>History</b>							
<b>PE</b>	Swimming/ gymnastics	Swimming/ gymnastics	Swimming/ gymnastics	Swimming/ gymnastics	Swimming/ gymnastics	Swimming/ gymnastics	Swimming/ gymnastics
<b>PSHCE</b>	Me and my future/ care of the environment						
<b>RE</b>	Beliefs and questions 2.7 values						
<b>Music</b>	Soundscapes						
<b>Art</b>		Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre.	Combine images using digital technology, colour, size and rotation.	Use paint techniques characteristics of a specific genre (e.g. particular brush strokes, colours and paint application techniques).		Describe and explain the ideas, methods and techniques used to create artwork on a particular theme of genre.	

D & T							Join materials using most appropriate method for the ,materials or purpose- whole class to make an igloo.
French	N Yorks scheme: Le carnaval des animaux (unit 21).						