

**Alpington School Curriculum Map**  
**Class 4: mixed age Years 5 and 6**

<p><b>English</b></p>	<p><u>Text types</u></p> <ul style="list-style-type: none"> <li>• Significant Authors (modern or a comparison) on a theme e.g. Loss and heroism</li> <li>• Short story with flashback</li> <li>• Poetic Style Fiction genres – e.g. quest story</li> <li>• Myths &amp; Legends</li> <li>• Traditional Tales from other Cultures</li> <li>• Broadcast Texts</li> <li>• Film Narrative</li> <li>• Recounts</li> <li>• Journalistic Articles</li> <li>• Persuasive Letters</li> <li>• Argument and debate</li> <li>• Formal/impersonal writing</li> <li>• Biography and autobiography</li> <li>• Narrative Poetry</li> <li>• Poetry – Power of Imagery and Finding a Voice</li> <li>• Performance poetry</li> </ul>
<p><b>Science</b></p>	<p><b>NB – Y6 2014/15 MUST still follow OLD curriculum.</b>          New Curriculum applies from 2015</p> <ul style="list-style-type: none"> <li>• Working scientifically</li> <li>• All living things and their habitats</li> <li>• Animals including humans</li> <li>• Evolution and inheritance</li> <li>• Light</li> <li>• Electricity</li> <li>• Properties and Changes of Materials</li> <li>• Earth and Space</li> <li>• Forces</li> </ul>
<p><b>Art and Design</b></p>	<p><u>Focus:</u> drawing, painting, sculpture, craft          Pupils should be taught</p> <ul style="list-style-type: none"> <li>• to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. Focus: sculpture, printing, collage.</li> </ul>

<b>Computing</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use sequence, selection, and repetition in programs; and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• 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</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
<b>Design and Technology</b>	<p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul> <p><u>Cooking and nutrition:</u></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>

<p><b>Geography</b></p> <p><i>KS 2 4 year rolling prog arranged in themes linking with other curriculum areas</i></p>	<p>Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>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</li> <li>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)</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> <p><u>Geographical Skills and Fieldwork:</u></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) build their knowledge of the United Kingdom and the wider world</li> </ul>
<p><b>History</b></p> <p><i>KS 2 4 year rolling prog arranged in themes linking with other curriculum areas</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>the Roman Empire, British resistance to it and the Romans' impact on Britain including Roman withdrawal from Britain</li> <li>the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth: study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> <li>a local history study</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>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</li> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>a study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>
<p><b>Languages</b></p>	<p><u>Focus:</u> French</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>

<b>Languages continued</b>	<ul style="list-style-type: none"> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> </ul> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
<b>Music</b>	<p><u>Focus:</u> Pitch, Dynamics, Tempo . Duration – pulse, Duration – rhythm, Timbre</p> <p>Whole Class Instrumental Teaching – VIOLIN</p> <ul style="list-style-type: none"> <li>• perform with control &amp; expression solo &amp; in ensembles</li> <li>• improvise &amp; compose using dimensions of music</li> <li>• listen to detail and recall aurally</li> <li>• use &amp; understand basics of staff notation</li> <li>• develop an understanding of the history of music, including great musicians &amp; composers.</li> </ul>
<b>Physical Education</b>	<p>Autumn 1: football and net games (tennis/volleyball skills)</p> <p>Autumn 2: basketball/netball and gymnastics</p> <p>Spring 1: rugby and gymnastics</p> <p>Spring 2: outdoor and adventurous activities and dance</p> <p>Summer 1: athletics</p> <p>Summer 2: striking and fielding</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best. use running, jumping, throwing and catching in isolation and in combination.</li> </ul>

<b>Religious Education</b>	<p>Autumn 1: What does the Kingdom of God mean for Christians? Concept: Expressing Faith</p> <p>Autumn 2: How do the 10 commandments affect the way Christians live their lives? Concept: Word of God</p> <p>Spring 1: Why is celebrating Holy Communion important to Christians? Concept: Eucharist</p> <p>Spring 2: How are Hindus affected by the concept of Ahimsa? Concept: Ahimsa</p> <p>Summer 1: How do Christians and Muslims use symbolism to express their ideas about God? Concept: Trinity</p> <p>Summer 2: What is the best way for a Christian to show commitment to God? Concept: Believing</p>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• New beginnings, breaking down stereotypes, bullying</li> <li>• Good to be me, making good choices</li> <li>• Safety in the local area,</li> <li>• Changes SRE</li> <li>• Respect and tolerance for each other, including democracy and participation in the democratic process</li> <li>• An understanding of how citizens can influence decision making through the democratic process</li> <li>• An appreciation that living under the rule of law protects citizens and is essential for wellbeing and safety</li> </ul>