

ECTON VILLAGE PRIMARY ACADEMY YEAR 5 AND 6 CYCLE A (2022-2023)

Autumn 2022		Spring 2023		Summer 2023	
CUSP Reading <ul style="list-style-type: none"> Roof toppers The Listeners – Walter de la Mare Skellig A Carol from Flanders – Frederick Niven 		Cusp Reading <ul style="list-style-type: none"> Pig Heart Boy How to Live Forever All Aboard the Empire Windrush The Island 		Cusp Reading <ul style="list-style-type: none"> Intro to Dickens – Oliver Twist Dare to be You (KS2 – KS3 transition) Shakespeare’s Sonnets: – Sonnet 27 	
Cusp Writing (Year 6 units) Introduce – green Revisit – Orange <ul style="list-style-type: none"> Autobiography – 2 weeks Discursive Writing and Speeches (link to geography) – 2 weeks Poems that create images and explore vocabulary (War Poetry) – 1 week First Person Stories with a moral - 2 weeks Shakespeare (Sonnets) – 1 week Explanatory Texts -2 weeks 		Cusp Writing (Year 6 Units) Introduce – green Revisit – Orange <ul style="list-style-type: none"> Extended Third Person Narrative (adventure stories) – 3 weeks Newspaper Report – 2 weeks Explanatory Texts - 2 weeks Autobiography – 2 weeks First Person Stories with a Moral – 2 weeks 		Cusp Writing (Year 6 Units) Introduce – green Revisit – Orange <ul style="list-style-type: none"> Extended third person narrative – 3 weeks Poems that create images and explore vocabulary – 1 week News reports – 2 weeks Discursive writing and speeches – 2 weeks Shakespeare (sonnets) – 1 week 	
<u>White Rose Maths Year 5</u> <ul style="list-style-type: none"> Place Value Addition and Subtraction Multiplication and Division Fractions A 	<u>White Rose Maths Year 6</u> <ul style="list-style-type: none"> Place Value Four Operations Fractions A Fractions B Converting Units 	<u>White Rose Maths Year 5</u> <ul style="list-style-type: none"> Multiplication and Division Fractions B Decimals and Percentages Statistics 	<u>White Rose Maths Year 6</u> <ul style="list-style-type: none"> Ratio Algebra Decimals Fractions, Decimals and Percentages Area, perimeter and volume 	<u>White Rose Maths Year 5</u> <ul style="list-style-type: none"> Shape Position and Direction Decimals Negative numbers Converting Units Volume 	<u>White Rose Maths Year 6</u> <ul style="list-style-type: none"> Shape Position and Direction

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			Statistics		
CUSP Art (Year 5) Drawing and Painting Block A	CUSP Art (Year 5) Print making Block B	CUSP Art (Year 5) Textiles and collage Block C	CUSP Art (Year 5) 3D Block D	CUSP Art (Year 5) Painting Block E	CUSP Art (Year 5) Creative Response Block F
Teach Computing Connecting computers Sharing information Identifying and exploring how information is shared between digital systems.	Teach Computing Video editing Planning, capturing, and editing video to produce a short film.	Teach Computing Selection in physical computing Exploring conditions and selection using a programmable microcontroller.	Teach Computing Flat-file databases Using a database to order data and create charts to answer questions.	Teach Computing Vector drawing Creating images in a drawing program by using layers and groups of objects	Teach Computing Sensing Designing and coding a project that captures inputs from a physical device
CUSP Design and Technology (Year 5) Block A – Food and Nutrition	CUSP Design and Technology (Year 5) Block B – Systems	CUSP Design and Technology Block C – Textiles	CUSP Design and Technology Block D – Mechanisms	CUSP Design and Technology Block E - Structures	CUSP Design and Technology Block F – Food and Nutrition
CUSP Geography Comparisons Study – UK, Europe and South America		CUSP Geography Earthquakes, Mountains and Volcanoes		CUSP Geography Settlements Maps and Orienteering	
CUSP History • Local History Study - how did conflict change our locality in World War 2?		CUSP History • Windrush Generation		CUSP History • The Battle of Britain	
MFL MFL All About Me Introduce yourself	MFL Food - Different types of food	MFL Telling the time - O'clock - Half past	MFL Places - buildings - forests	MFL Clothes Parts of body	MFL Share a familiar story in Spanish from KS1

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<ul style="list-style-type: none"> - Name - Age <p>Family Pets Hobbies Birthday</p> <p>Classroom instructions and items in pencil case</p> <p>Useful adjectives</p> <ul style="list-style-type: none"> - Colours - Numbers - Size <p>Shape</p>	<ul style="list-style-type: none"> - Menus - Shopping - recipes <p>Animals</p> <ul style="list-style-type: none"> - pets - wild animals - descriptions <p>riddles</p>	<ul style="list-style-type: none"> - Quarter paster - Quarter to - 5 minute intervals <p>School</p> <ul style="list-style-type: none"> - Subjects - Teachers - Description of school - Favourite subject - Least favourite subject 	<ul style="list-style-type: none"> - beach - rivers - my favourite place <p>Setting descriptions-</p> <ul style="list-style-type: none"> - one setting description each year. - Forest - Beach - Park <p>Town centre</p>	<p>Character descriptions</p>	<ul style="list-style-type: none"> - The Very Hungry Caterpillar - The Gruffalow - The Smartest Giant in Town - <p>Write own version of familiar story</p>
<p>Cambridgeshire PSHE</p> <p>Rights, Rules and responsibilities</p> <p>Cit11 RR56</p>	<p>Cambridgeshire PSHE</p> <p>My Emotions</p> <p>MMR15 ME56</p> <p>Anti Bullying</p> <p>MMR71AB56</p>	<p>Cambridgeshire PSHE</p> <p>Diversity and Communities</p> <p>Cit10 DC56</p>	<p>Cambridgeshire PSHE</p> <p>Drug Education</p> <p>HSL22 DE56</p>	<p>Cambridgeshire PSHE</p> <p>Personal Safety</p> <p>HSL23 PS56</p>	<p>Cambridgeshire PSHE</p> <p>Managing Change</p> <p>MMR18 MC56</p>
<p>PE</p> <p>Orienteering</p>	<p>PE</p> <p>Gymnastics</p>	<p>PE</p> <p>Net and Wall</p>	<p>PE</p> <p>Invasion Games</p>	<p>PE</p> <p>Striking and Fielding</p>	<p>PE</p> <p>Multiskills and Athletics</p>
<p>Music</p> <p>Learn tunes within an octave on glockenspiels.</p>		<p>Music</p> <p>Bolero by Ravel</p>	<p>Music</p> <p>Reggae</p>	<p>Music</p> <p>English folk music</p>	<p>Music</p> <p>Handel's Messiah</p>

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<p>Play harmony, melody and bass lines as an ensemble Play in rounds Read stave notation from middle C to the C an octave higher. Recognise semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests.</p>	<p>Listen to piece What do we notice about melody? What do we notice about dynamics? What do we notice about tempo? Ostinato rhythm on percussion underneath</p> <p>Create own piece of music using the structure of repetition, but increasing in dynamics and tempo.</p>	<p>No woman, no cry One love Both by Bob Marley</p> <p>Rocksteady – development of reggae You can get it if you really want by Jimmy Cliff</p> <p>Verse chorus verse Child to have a go at creating their own lyrics and reggae tune in a ternary form.</p>	<p>Sea Shanties – learn structure, sing and perform</p> <p>Instrumental folk music and traditions. May day, Morris dancing, country dancing.</p>	<p>Learn to sing this as a performance Read stave notation to perform on glockenspiels Perform whilst singing and playing.</p>	
<p>RE - Northants Agreed Syllabus Christianity</p> <ul style="list-style-type: none"> • Holy Communion / Eucharist / Mass / Lord's Supper • Find out about some of the different ministries in the Church and their roles • Investigate the Biblical Creation stories 	<p>RE - Northants Agreed Syllabus Christianity</p> <ul style="list-style-type: none"> • Explore Jesus' teaching as a foundation for living • 2. The two Biblical narratives of the birth of Jesus 	<p>RE- Northants Agreed Syllabus Humanism</p> <ul style="list-style-type: none"> • To Explore how Humanists decide what to believe • 2. To explore Humanist's views on happiness 	<p>RE- Northants Agreed Syllabus Humanism</p> <ul style="list-style-type: none"> • To explore what Humanist celebrations tell us about the things that Humanists value • To explore what Humanists value in life 	<p>RE- Northants Agreed Syllabus Islam</p> <ul style="list-style-type: none"> • To explore the significance of Prophet • 2.To understand the significance of Makkah 	<p>RE- Northants Agreed Syllabus Islam</p> <ul style="list-style-type: none"> • Prayer – why and how people pray
<p>Science</p>	<p>Science</p>	<p>Science</p>	<p>Science</p> <ul style="list-style-type: none"> • Electricity 	<p>Science</p>	<p>Science</p> <ul style="list-style-type: none"> • Light

<ul style="list-style-type: none"> • Properties and changes of materials <p>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. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	<ul style="list-style-type: none"> • Animals including Humans • Electricity <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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</p>	<ul style="list-style-type: none"> • Animals including Humans <p>Describe the changes as humans develop to old age.</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.</p> <p>Compare and give reasons for variations on how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<ul style="list-style-type: none"> • Living Things and their habitats <p>Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them.</p>
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