



# Girton Glebe Primary School Curriculum Map

Year 5/6  
Cherry Class  
Autumn 1

<p><b>English:</b> Using our class book <i>Goodnight Mr Tom as a stimulus</i>, all children will:</p> <ul style="list-style-type: none"> <li>Describe settings, characters and atmosphere to engage the reader</li> <li>Use accurately punctuated dialogue to convey character and advance action in narratives</li> <li>Use relative clauses beginning with relative pronouns (who, which, where, when, whose, that) and omitted pronouns</li> <li>Use a range of devices to build cohesion within and across paragraphs</li> <li>Use brackets, dashes and commas to indicate parenthesis</li> </ul> <p><b>Year 6 children will also:</b></p> <ul style="list-style-type: none"> <li>Use passive verbs to affect how information is presented</li> <li>Use modal verbs to suggest degrees of possibility</li> <li>Use colons and semi-colons accurately</li> </ul> <p><b>Genres in which the children will be developing their writing skills include:</b></p> <ul style="list-style-type: none"> <li>Diary entries</li> <li>Letters</li> <li>Balanced discussions</li> <li>Narratives</li> </ul>	<h2>World War Two</h2>	<p><b>Maths:</b> <b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>Read, write, order &amp; compare numbers up to 1 million</li> <li>Round whole numbers to a required degree of accuracy</li> <li>Use negative numbers in context and calculate intervals across zero</li> <li>Multiply 4 digit numbers by a 2 digit number using long multiplication</li> <li>Divide 4 digit numbers by a 2 digit number using long division and short division, interpreting remainders according to the context</li> <li>Use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>Solve addition and subtraction multi-step problems in a range of contexts, deciding which operations and methods to use</li> <li>Use simple algebraic formulae</li> </ul> <p><b>ART/DT:</b> <b>John Piper. As artists, children will be finding out:</b></p> <ul style="list-style-type: none"> <li>About the war artist John Piper</li> <li>How artists use different materials in their work</li> <li>How to choose materials to express an idea</li> </ul>
	<p><b>Science:</b> <b>Electricity. As scientists, children will:</b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> </ul>	
	<p><b>Computing:</b> In computing we will use ICT to support our topic work, with a special focus on e-safety.</p> <p><b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>Using ICT to present information in a variety of forms</li> <li>Understanding computer networks, including the internet, and how they provide multiple services and opportunities for communication</li> </ul> <p>Recognising ways to become responsible digital citizens</p>	



<p>As part of our WW2 topic, we will identify the causes and impact of the war, covering the following:</p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Know key dates, people and events</li> <li>• Know and sequence key events</li> <li>• Examine causes and results of events and the impact of people</li> <li>• Compare accounts from different sources and offer reasons for different versions of accounts</li> <li>• Bring knowledge from several sources together into a fluid account</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe</li> </ul>	<p><b>Music:</b> In Music we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Showing control, phrasing and expression in singing.</li> <li>• Performing in ensemble confidently, in tune and in a way that reflects the meaning of words.</li> </ul> <p>The children will also be developing their understanding of rhythm, pitch and pulse as well as developing their music reading skills</p> <p><b>French:</b> In French, we will be developing our conversational French.</p> <p><b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Develop confidence in using spoken French</li> <li>• Learn how to ask simple questions around daily life and how to answer questions asked of us</li> </ul>	<p><b>R.E:</b> This half term we will be looking at key beliefs that influence people's faith and how people of faith live their lives.</p> <p><b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions about people's beliefs</li> <li>• Describe the teaching of Christianity and Buddhism and some of the different ways in which people show their beliefs</li> <li>• Consider the thoughts, feelings and beliefs of others</li> <li>• Explain some similarities and differences between religions and how they can make a difference to the lives of individuals and communities</li> </ul>
<p><b>PE:</b> In PE the children will be developing their tennis and netball skills</p> <p><b>Skills covered will include:</b></p> <ul style="list-style-type: none"> <li>• Controlling, catching, sending and receiving a ball accurately</li> <li>• Developing footwork skills</li> <li>• Developing attacking, defending and shooting skills</li> </ul>		<p><b>Class Notices:</b> PE will be on Tuesday and Wednesday afternoons. Please ensure that your child has both indoor and outdoor PE kit and please remember to remove earrings on PE days.</p> <p>Homework will be given on Friday afternoon and is due back on Tuesday morning. Sometimes the children will be given longer if the piece of homework is a substantial project. In addition, the children will have daily spelling and times tables practice and should spend at least 20 minutes a day reading a book of their choice.</p>