








Ruby Class 2023- 2024 Curriculum Long Term Overview

CYCLE B	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
JIGSAW	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
TOPIC	MAAFA		FROZEN KINGDOMS		BRITAIN AT WAR	
CULTURAL CAPITAL (TRIPS, VISITS, EXPERIENCES)						
MATHS	White Rose Year 5: Place Value; Addition and Subtraction. Year 6: Place Value; Four Operations,	White Rose Year 5: Multiplication and Division and Fractions. Year 6: Fractions and Measurement.	White Rose Year 5: Multiplication and Division; Fractions. Year 6: Ratio; Algebra and Decimals.	White Rose Year 5: Decimals and Percentages; Perimeter and Area; Statistics. Year 6: Fractions, decimals and Percentages; Area, perimeter and volume and Statistics.	White Rose Year 5: Shape; Position and Direction; Decimals. Year 6: Shape; Position and Direction.	White Rose Year 5: Number; Converting Units and Volume. Year 6: Project based Maths
ENGLISH (incl. SPaG)	Narrative Newspaper report 	Persuasion Information 	Non-chronological report Narative 	Explanation Narative 	Biography Multiple outcomes 	Multiple outcomes Multiple outcomes
GUIDED READING	Freedom	Windrush Child	The Wolf Wilder	The Polar Bear Explorers Club	Archies War	Goodnight Mr Tom
SPELLING (Spelling Shed)	Year 5: Year 6:	Year 5: Year 6:	Year 5: Year 6:	Year 5: Year 6:	Year 5: Year 6:	Year 5: Year 6:
TOPIC	Maafa Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition		Frozen Kingdom Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism		Britain at War First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant	



	of the slave trade and slavery; Colonisation of Africa; Black people in 20th century Britain; Race Relations Act; Equality Act; Significant black Britons; Multiculturalism Features of Earth including the Arctic and Antarctic Circles; Time zones, Latitude and longitude; Map scale; Grid references, contours and symbols; Climate change, extreme weather and people; Worldwide trade; Natural resource management; Road safety; Fieldwork; Settlement patterns; Local enquiry		Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic		leaders; End of war; Local history study; Remembrance; Post-war Britain Place and interconnections; Maps	
SCIENCE	The circulatory system Bodily systems; Circulatory system – role and main parts; Heart – structure and function; Blood – components and functions; Blood vessels – structure and function; Measuring heart rate; Proving a hypothesis; Heart rate investigation; Classifying foods; Effects of smoking, alcohol and drugs; Heart rate recovery investigation; Working scientifically – Identifying and classifying, Comparative test, Pattern seeking, Research		Electrical Circuits and Components Series circuits; Circuit components; Recognised circuit symbols; Investigating circuit components; Electric current; Voltage; Researching cells and batteries; Investigating voltage changes; Working scientifically – Identifying and classifying, Pattern seeking, Comparative test, Research	Light Theory Light facts; How light travels; Light, sight and the human eye; Visible light; Perceiving colour; Shadows; Reflections; Plane, concave and convex mirrors; Measuring light; Refraction; Working scientifically – Identifying and classifying, Comparative tests, Pattern seeking, Research	Evolution and inheritance Five kingdoms, microorganisms and viruses; Classifying fossils; Theory of evolution and evolutionary tree diagrams; Inheritance and variation – continuous and discontinuous variation; Natural selection and survival of the fittest; Adaptations in birds' beaks; Adaptations in plants; Artificial selection; Testable hypothesis; Working scientifically – Identifying and classifying, Comparative test, Pattern seeking, Research	
ART/DT	Fresh Food, Good Food Food preservation techniques; Exploring food packaging; Prototypes; Designing, making and packaging healthy snacks	Trailblazers, Barrier Breakers Significant black artists; Analysing artwork; Creating artwork with meaning	Inuit Printmaking; Carving Engineer Significant engineers and bridges; Features of bridges; Strengthening techniques; Iterative design; Building prototypes	Enviromental Artists Environmental art; Recycled, reused and repurposed materials	Make do and Mend Investigating clothing; Sewing – running stitch, whip stitch and blanket stitch; Repairing clothes; Making products from recycled materials Distortion and Abstraction Abstract art; Abstraction by line, colour and shape; Significant artists – Pablo Picasso, Robert Delaunay	Bees, Butterflies and Beetles. Insect-inspired artwork Using sketchbooks; Observational drawing; Mixed media collage; Pop Art



					and Sonia Delaunay; Orphism	
RE	Sikhism Belief into action Hinduism Prayer and worship	Christianity Christmas	Sikhism Beliefs and moral values Hinduism Hindu beliefs	Christianity Easter	Sikhism Prayer and worship Hinduism Beliefs and moral values	Christianity Beliefs and Practices
PE: (GetSet4PE Year 5 objectives)	Hockey Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. Dance Each dance unit covers four different themes, with three lessons of planning for each theme.	Swimming This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others. Fitness In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They	Dodgeball Dodgeball is a target game. In this unit pupils improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and suggest improvements to their own and others' performances. Gymnastics In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation	Volleyball Volleyball is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. OAA In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually,	Athletics In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. Handball Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games	Cricket Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. Rugby



	<p>If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p>	<p>will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p>	<p>and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills, learning how to follow a more complex map including the use of controls.</p>	<p>activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>	<p>Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>
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PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FRENCH						
MUSIC	Led by Jenny Mann (PPA cover)	Led by Jenny Mann (PPA cover)	Led by Jenny Mann (PPA cover)	Led by Jenny Mann (PPA cover)	Led by Jenny Mann (PPA cover)	Led by Jenny Mann (PPA cover)
COMPUTING	Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash