



## SWJS Year 5 & Year 6 Curriculum Map showing links with the National Curriculum

SCIENCE National Curriculum Expectations	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Living things and their habitats <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul>						
Animals, including humans <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ul>						
Properties and changes of materials <ul style="list-style-type: none"> <li>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</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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 burning and the action of acid on bicarbonate of soda.</li> </ul>						
Earth and space <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>						



<p>Forces</p> <ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>						
<p>6 Living things and their habitats</p> <ul style="list-style-type: none"> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals</li> <li>• give reasons for classifying plants and animals based on specific characteristics.</li> </ul>						
<p>Animals including humans</p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>						
<p>Evolution and inheritance</p> <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>						
<p>Light</p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• 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</li> <li>• 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</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>						



<p>Electricity</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>						
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Working scientifically National Curriculum Expectations	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Plan enquiries, including recognising and controlling variables where necessary	■	■	■	■		
Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work	■	■	■			
Take measurements, using a range of scientific equipment, with increasing accuracy and precision	■	■	■	■		
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models	■	■	■			
Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions	■	■	■		■	
Present findings in written form, displays and other presentations	■	■	■		■	
Use test results to make predictions to set up further comparative and fair tests	■	■	■	■		
Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments	■	■	■			



Art and Design National Curriculum Expectations	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
to create sketch books to record their observations and use them to review and revisit ideas						
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.						

Computing National Curriculum Expectations	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts						
use sequence, selection, and repetition in programs; work with variables and various forms of input and output						
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs						
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						
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content						
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						
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.						



Design Technology National Curriculum Expectations	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Design</b> <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>						
<b>Make</b> <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>						
<b>Evaluate</b> <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>						
<b>Technical knowledge</b> <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 mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products.</li> </ul>						
<b>Cooking and nutrition</b> <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> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>						



Geography National Curriculum Expectations	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>						
<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (3/4)</li> </ul>						
<ul style="list-style-type: none"> <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>						
<b>Place knowledge</b> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (3/4)</li> </ul>						
<b>Human and physical geography</b> <ul style="list-style-type: none"> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>						
<ul style="list-style-type: none"> <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>						
<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>						
<ul style="list-style-type: none"> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>						
<ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>						



History National Curriculum Expectations	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
a local history study						
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066						
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China						
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.						



Languages National Curriculum Expectations	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
listen attentively to spoken language and show understanding by joining in and responding						
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words						
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*						
speak in sentences, using familiar vocabulary, phrases and basic language structures						
develop accurate pronunciation and intonation so that others understand when they are						
reading aloud or using familiar words and phrases*						
present ideas and information orally to a range of audiences*						
read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language						
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary						
write phrases from memory, and adapt these to create new sentences, to express ideas clearly						
describe people, places, things and actions orally* and in writing						
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. The starred (*) content above will not be applicable to ancient languages.						





Music National Curriculum Expectations	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression						
improvise and compose music for a range of purposes using the inter-related dimensions of music						
listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations						
appreciate and understand a wide range of high-quality live and recorded						
music drawn from different traditions and from great composers and musicians						
develop an understanding of the history of music.						

Physical Education National Curriculum Expectations	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
use running, jumping, throwing and catching in isolation and in combination						
perform dances using a range of movement patterns						
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						
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]						
take part in outdoor and adventurous activity challenges both individually and within a team						
compare their performances with previous ones and demonstrate improvement to achieve their personal best.						



swim competently, confidently and proficiently over a distance of at least 25 metres					
<ul style="list-style-type: none"> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>					

PSHE Expectations	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Health and Wellbeing</b>						
what is meant by a healthy lifestyle						
how to maintain physical, mental and emotional health and wellbeing						
how to manage risks to physical and emotional health and wellbeing						
ways of keeping physically and emotionally safe						
about managing change						
how to make informed choices about health and wellbeing and to recognise sources of help with this						
how to respond in an emergency						
to identify different influences on health and wellbeing						
<b>Relationships</b>						
how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts						
how to recognise and manage emotions within a range of relationships						
how to recognise risky or negative relationships including all forms of bullying and abuse						
how to respond to risky or negative relationships and ask for help						
how to respect equality and diversity in relationships.						
<b>Wider World</b>						
about respect for self and others and the importance of responsible behaviours and actions						



about rights and responsibilities as members of families, other groups and ultimately as citizens						
about different groups and communities						
to respect equality and to be a productive member of a diverse community						
about the importance of respecting and protecting the environment						
about where money comes from, keeping it safe and the importance of managing it effectively						
how money plays an important part in people's lives						
a basic understanding of enterprise. (taken from PSHE Association)						

SRE Expectations Year 5 & Year 6	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Physical changes						
Relationships						
Reproduction						

Religious Education Expectations	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Teaching and authority   What sacred texts and other sources say about God, the world and human life? Christianity – Why is the gospel such good news for Christians?						
Teaching and authority   What sacred texts and other sources say about God, the world and human life? Islam revelation						



Teaching and authority   What sacred texts and other sources say about God, the world and human life? Hinduism – yoga and marg						
Revisiting Islam – Teachings and authority – Judaism – torah and Israel						
Worship, pilgrimage and Sacred places   Where, how and why people worship including the importance of particular religious sites – Christianity – What is the greatest significance of the Eucharist for Christians?						
Encountering Buddhism   Worship, pilgrimage and Sacred Places – Buddhism and impermanence						
Beliefs and Questions – what key beliefs people hold about God, the world and humans – Christianity – how do Christians show their belief that Jesus is God incarnate?						
Beliefs and Questions – what key beliefs people hold about God, the world and humans – Islam taw heed						
Beliefs and Questions – what key beliefs people hold about God, the world and humans – Hinduism atman/ brahman						
Encountering Buddhism beliefs and questions – Buddhism and enlightenment						
Journey of life and death   why some occasions are sacred to believers and what people think about life after death – Christianity – should believing in the resurrection change how Christians view life after death?						
Encountering   Humanism – journey of life and death – Humanism and happiness						

Thoughtful and relevant opportunities are chosen by teachers and articulated with precision in the medium-term plans

SMSC and British Values – opportunities in Year 5 & Year 6	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Spiritual</b> A set of values, principles and beliefs, which may or may not be religious						
<b>Moral</b> An ability to distinguish right from wrong						
<b>Social</b> Appreciates the rights and responsibilities of individuals within the wider social setting						



<b>Cultural</b> An ability to recognise and understand their own cultural assumptions and values						
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For teacher reference and to be infused within subjects where appropriate, not necessarily mapped.

<b>SMSC and British Values</b>	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Spiritual</b> A set of values, principles and beliefs, which may or may not be religious						
A respect for themselves and for others						
An increasing ability to reflect						
An expressive and/or creative impulse						
An ability to show courage and persistence in defence of their aims, values, principles and beliefs						
A respect for insight as well as for knowledge and reason						
A sense of empathy with others, concern and compassion						
An awareness and understanding of their own and others' beliefs						
An ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale and perspective						
An understanding of feelings and emotions, and their likely impact.						
An appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity						
A readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self confidence and belief, indifference, force, fanaticism, aggression, greed, injustice, self-interest, sexism and racism						

<b>Moral</b> An ability to distinguish right from wrong						
Confidence to act consistently in accordance with their own principles						
Respect for others' needs, interests and feelings, as well as their own						



A desire to explore their own and others' views						
A commitment to personal values in areas which are considered right by some and wrong by others						
An ability to think through the consequences of their own and others' actions						
An ability to make responsible and reasoned judgements on moral dilemmas						
A considerate style of life						
An understanding of the need to review and reassess their values, codes and principles in the light of experience						

SMSC and British Values – opportunities in Year 5 & Year 6	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Social</b>						
Appreciates the rights and responsibilities of individuals within the wider social setting						
Understands the notion of interdependence in an increasingly complex society.						
Takes advice offered by those in authority or counselling roles						
Reflects on their own contribution to society						
Shares views and opinions with others, and work towards consensus						
Participates in activities relevant to the community						
Exercises responsibility						
Shows respect for people, living things, property and the environment						
Adjusts to a range of social contexts by appropriate and sensitive behaviour						
Relates well to other people's social skills and personal qualities						
Works successfully as a member of a group or team						
Challenges, when necessary and in appropriate ways, the values of a group or wider community						
Resolves conflicts						
Understands how societies function and are organised in structures such as the family, the school and local and wider communities						



<b>Cultural</b>						
An ability to recognise and understand their own cultural assumptions and values						
Regard for the heights of human achievement in all cultures and societies						
Willingness to participate in, and respond to, artistic and cultural enterprises						
Openness to new ideas and a willingness to modify cultural values in the light of experience						
A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures						
Use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture						
An ability to appreciate cultural diversity and accord dignity and respect to other people’s values and beliefs, thereby challenging racism and valuing race equality						
An appreciation of the diversity and interdependence of cultures						
An understanding of the influences which have shaped their own cultural heritage						
An understanding of the dynamic, evolutionary nature of cultures (taken from Chris Quigley Education SMSC)						