

Harrier Curriculum Overview 2022/23

Autumn		
English	Warning Story – The Canal – Focus: Setting Non-Fiction – Boy Rescued from Canal – Newspaper Report Tale of Fear – Zelda Claw – Focus: Suspense Invent Writing Poetry	
Maths	Year 5 Read and write numbers up to 1,000,000 Compare and order numbers up to 1,000,000 Compare and order decimals with up to 3 decimal places Round numbers to 1 decimal place, nearest whole number and 10, 100, 1000, 10000 Count forwards and backwards with positive and negative numbers Add and subtract whole numbers with more than 4 digits choosing efficient methods Add and subtract decimals with up to 3 decimal places choosing efficient methods Multiply and divide whole numbers and decimals by 10, 100 and 1000 Identify and use multiples, factors and prime numbers.	Year 6 Read, write and order numbers up to 10,000,000 Multiply and divide numbers by 10, 100 and 1000 Multiply numbers up to 4 digits by a 2-digit number choosing efficient methods Divide numbers up to 4 digits by a two-digit number choosing efficient methods and interpreting the remainders Calculate intervals across zero Describe and plot positions on a 2-D grid as coordinates in the four quadrants Reflect and translate shapes Simplify fractions Compare and order fractions, including fractions > 1 Know and use simple fraction, decimal and percentage equivalents Compare and classify 2-D and 3-D shapes Know and use angle properties of straight lines, at a point and shapes Draw simple shapes using given lengths and angles
Science	Evolution: <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	
RE	God: What does it mean if God is Holy and Loving? Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God is	

	<p>like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information</p> <p>Incarnation: Was Jesus the Messiah?</p> <p>Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation)</p>	
History	<p><u>What can we learn from Long Sutton and its residents about WW1 or WW2?</u></p> <p><u>Local history</u></p> <p>School's 150th Birthday</p> <p>Focus: Family history/oral history – WW1 or 2</p> <ul style="list-style-type: none"> • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • A study over time tracing how several aspects of national history are reflected in the locality 	
Geography	<p><u>All about Global trade</u></p> <ul style="list-style-type: none"> • To understand where products come from • To understand why trade has become global • To compare different places products pass through during their manufacture (cotton or chocolate) • To know what the UK exports and to which countries • To understand the positive impact of buying fairtrade products • To understand how the human and physical geography of a country determines its highest-value export. <p><u>NC</u></p> <ul style="list-style-type: none"> • Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>The children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.</p>	
Art	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Leonardo da Vinci</p>	
	<p>Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective</p>	<p>Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective</p>

	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	
	Hue, tint, tone, shades and mood. Explore the use of texture in colour Colour for purposes.	Hue, tint, tone, shades and mood. Explore the use of texture in colour Colour for purposes. Colour to express feelings
PE	Autumn 1: Invasion Games (Netball) and Fitness/Cross Country	
	Autumn 2: Gym and Dance	
Music	Songs from World War 2: To use musical vocabulary to identify features of different eras of music To improve accuracy in pitch and control, singing with expression and dynamics To identify pitches within an octave when singing To use knowledge of pitch to develop confidence when singing in parts To be able to notate a melody using pitches up to an octave	
PSHE	Year 6 Rules: <ul style="list-style-type: none"> To understand about democracy in Britain – elections To understand how laws are made Families and Friends: <ul style="list-style-type: none"> Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Safe Relationships <ul style="list-style-type: none"> Anti Bullying Week Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. Recognise peer influence and pressure; Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. 	

	<ul style="list-style-type: none"> Identify risk factors in a given situation; <p>Online Safety:</p> <ul style="list-style-type: none"> I contribute to shared rules and use them to support myself and others when we use technology I always communicate kindly and respectfully and work with others to help everyone enjoy their use of technology I acknowledge the sources of information that I find online I talk about the way search results are selected and ranked and check the reliability of websites I visit I support my friends to protect themselves and make good choices online, including reporting
DT	<p>Food: What could be healthier?</p> <p>To understand where food comes from</p> <p>To understand the term 'healthy'</p> <p>To adapt a traditional recipe</p> <p>To complete a food product</p>
Computing	<p>Computing Networks and Systems - Bletchley Park :</p> <ul style="list-style-type: none"> To understand that there are lots of different types of secret codes To understand the importance of having a secure password To understand the importance of Bletchley Park to the World War II war effort To understand about some of the historical figures that contributed to technological advances in computing To research and present information about historical figures in computing <p>Programming – Introduction to Python</p> <ul style="list-style-type: none"> Iterate ideas, testing and changing throughout the lesson and explain what their program does. Use nested loops in their designs, explaining why they need two repeats. Alter the house drawing using Python commands; use comments to show a level of understanding around what their code does. Use loops in Python and explain what the parts of a loop do. Recognise that computers can choose random numbers; decompose the program into an algorithm and modify a program to personalise it.
MFL	<p>Portraits – describing someone</p> <p>To begin to understand that adjectives change if they describe a feminine noun</p> <p>To understand a simple description of hair and eye colour</p> <p>To create simple descriptive sentences</p> <p>To understand simple descriptive sentences</p> <p>To write descriptive sentences</p>

Spring	
English	Invent writing

	Defeat the Monster – Perseus and Medusa – Focus: Character and Setting Poetry Non-fiction – The Medusa Pleaser Machine – Explanation Non-fiction Invent writing possibly related to history Poetry	
Maths	Year 5: Multiply numbers up to 4-digits by 1 or 2-digits using a formal written method Divide numbers up to 4-digits by 1-digits using a formal written method of division Use known facts and place value to multiply a whole number by a decimal Multiply decimal numbers (1 or 2 decimal places) by 1-digit using a formal written method Compare and order fractions whose denominators are all multiples of the same number Read and write decimal numbers (up to 3 decimal places) as fractions Understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100 Convert between adjacent units of metric measure	Year 6: Add and subtract fractions with denominators that are not multiples of each other Add and subtract mixed numbers 16. Multiply simple pairs of proper fractions Divide proper fractions by a whole number Find percentages of an amount Use simple ratio to compare quantities Convert between different units of metric measure Calculate the area of triangles/parallelograms Calculate volumes of cuboids Use simple formulae expressed in words Find possible values in missing number problems involving one or two unknowns
Science	Properties of changing materials: <ul style="list-style-type: none"> • 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 • Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • 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. Electricity: <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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 • Use recognised symbols when representing a simple circuit in a diagram. 	

RE	Hinduism – What do Hindu people believe about Dharma, Deity and Atman? Kingdom of God: What kind of king is Jesus? • Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future Kingdom, where God’s reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	
History	<u>What did the Greeks do for us?</u> <ul style="list-style-type: none"> • Ancient Greece a study of Greek life and achievements and their influences on the western world. • A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1666 – legacy of Greek culture on later parts in history. <p>Question: What was the legacy of the Greek culture? (Events beyond living memory that are significant nationally / or globally)</p> <p>To understand that we can investigate Ancient Greece through what has been left behind. (impact)</p> <p>To comment on possible features of Ancient Greece from its landscape.</p> <p>To understand the differences in the lives of men, women and children in ancient Greece;</p> <p>to understand that women were considered second-class citizens to men.</p> <p>To know that Athens and Sparta were two city-states that each had a government.</p> <p>To understand that Greek soldiers used the phalanx formation to work as a unit and be successful in combat.</p> <p>To know that warriors of Ancient Greece were called hoplites.</p> <p>To understand that religion was extremely important to the Ancient Greeks.</p> <p>To understand that the Ancient Greeks believed in multiple gods and goddesses.</p> <p>To know that the Olympic Games began over 2700 years ago in Olympia, Greece. (impact)</p> <p>To understand that democracy originated in Ancient Greece. (innovation, impact)</p>	
Geography	Taught in Autumn and Summer Term	
Art	Texture (textiles, clay, sand, plaster, stone)	
	Use stories, music, poems as stimuli. Select and use materials. Embellish work fabric making Artists using textiles	Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale
	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	
	Plan and develop ideas. Shape, form, model and join. Observation or imagination. Properties of media Discuss and evaluate own work and that of other sculptors.	Plan and develop ideas. Shape, form, model and join. Observation or imagination. Properties of media Discuss and evaluate own work and that of other sculptors.

PE	Spring 1: Invasion Games (Hockey) and Swimming
	Spring 2: Invasion Games (Tag Rugby) and Swimming
Music	<p>Composition to represent the festival of colour (Theme: Holi festival)</p> <p>To understand that music can be represented with colours</p> <p>To represent a piece of music as a graphic score</p> <p>To create a vocal composition based on a picture</p> <p>To create a piece of music inspired by a single colour</p> <p>To work as a group to perform a piece of music</p>
PSHE	<p>Belonging to a Community:</p> <ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Challenge stereotypical gender portrayals of people. • Recognise how the media can sometimes reinforce gender stereotypes; • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; <p>Respecting ourselves:</p> <ul style="list-style-type: none"> • Describe the consequences of reacting to others in a positive or negative way; • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. • To understand the skills needed to collaborate • Explain what is meant by the terms 'negotiation' and 'compromise'; • Demonstrate positive strategies for negotiating and compromising within a collaborative task. <p>Online safety:</p> <ul style="list-style-type: none"> • I consider terms and conditions and adjust privacy settings to maintain control of my personal information • I check the information about me online and know that some of it can be uploaded by others • I explain how to communicate safely and responsibly with people I only know online • I protect my computer or device from harm on the internet <p>Money and Work:</p> <ul style="list-style-type: none"> • Explain some benefits of saving money; • Describe the different ways money can be saved, outlining the pros and cons of each method;

	<ul style="list-style-type: none"> • Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Identify aspirational goals; <p>Describe the actions needed to set and achieve these.</p>
DT	<p>Mechanical systems: Automata toys</p> <p>To prepare wood for assembly by measuring, marking and cutting each piece</p> <p>To assemble the automata frame components and supports with the help of an exploded-diagram</p> <p>To explore the relationship between cam profiles and follower movement, to inform a design decision</p> <p>To apply the housing and finishing touches to the automata frame</p>
Computing	<p>Creating Media – The History of Computers:</p> <ul style="list-style-type: none"> • Explain how to record sounds and add in sound effects over the top. • Produce a simple radio play with some special effects and simple edits which demonstrate an understanding of how to use the software. • Create a document that includes correct date information and facts about the computers and how they made a difference. • Demonstrate a clear understanding of their device and how it affected modern computers, including well-researched information with an understanding of the reliability of their sources. • Describe all of the features that we'd expect a computer to have including RAM, ROM, hard drive and processor, but of a higher specification than currently available.
MFL	<p>Clothes – getting dressed:</p> <p>Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement.</p> <p>Expressing their opinions about outfits in French.</p> <p>Weather:</p>

Summer		
English	<p>Portal Story – Time Slip Scarab – Focus: Description, Openings and endings</p> <p>Invent writing</p> <p>Non-fiction – Should we be raiding tombs? – Discussion</p> <p>Non-fiction – Magical Egypt - Information</p>	
Maths	<p>Year 5:</p> <p>Convert mixed numbers to improper fractions and vice versa</p> <p>Add mixed numbers and proper fractions with denominators that are the same and multiples of each other</p>	<p>Year 6:</p> <p>Interpreting graphs</p> <p>Revision</p> <p>SATs</p> <p>Problem Solving</p> <p>Place Value</p>

	<p>Subtract proper fractions from mixed numbers with denominators that are the same and multiples of each other</p> <p>Multiply fractions and mixed numbers by a whole number</p> <p>Calculate the area of rectangles 23.</p> <p>Draw given angles, and measure them, in degrees (°)</p> <p>Interpret line graphs</p>	<p>Multiplication and division</p> <p>Fractions, percentages and Decimals</p> <p>Geometry</p> <p>Measurement</p> <p>Algebra</p>
Science	<p>All living things (Y6):</p> <ul style="list-style-type: none"> 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 Give reasons for classifying plants and animals based on specific characteristics <p>Y6: Describe the changes as humans develop from birth to old age.</p> <p>Animals including humans (Y5):</p> <ul style="list-style-type: none"> Describe the changes as humans develop from birth to old age 	
RE	<p>People of God – How can following God bring freedom and justice?</p> <ul style="list-style-type: none"> The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world. <p>Gospel – What would Jesus do?</p> <ul style="list-style-type: none"> Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community 	
History	Taught in Autumn and Spring Term	
Geography	<ul style="list-style-type: none"> <u>What is the importance of mountains?</u> <u>Mountains – Everest</u> To know how mountains are formed To understand the key features of mountains To be able to locate the world 10 highest mountains 	

	<ul style="list-style-type: none"> To identify key mountain ranges including using longitude and latitude To investigate the climate of a mountain environment To understand the importance of mount Everest <ul style="list-style-type: none"> <u>NC:</u> Physical geography, including: climate zones, biomes and vegetation belts, Mountains 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 Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	
Art	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	
	Combining prints Design prints Make connections Discuss and evaluate own work and that of others	Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists
	Pattern (paint, pencil, textiles, clay, printing)	
	Create own abstract pattern to reflect personal experiences and expression. Create pattern for purposes.	Create own abstract pattern to reflect personal experiences and expression. Create pattern for purposes.
PE	Summer 1: Athletics and Fielding and Striking (Cricket)	
	Summer 2: Fielding and Striking (Rounders), Swimming	
Music	Musical Theatre: <ul style="list-style-type: none"> Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. 	
PSHE	Physical Health and Well Being: <ul style="list-style-type: none"> Understand how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. Keeping Safe:	

	<ul style="list-style-type: none"> • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Understand the risks of sharing images online and how these are hard to control, once shared; <p>Online Safety:</p> <ul style="list-style-type: none"> • I explain how images in the media affect how we feel about ourselves • I explain how online friendships affect our feelings I select age-appropriate apps, games and websites and explain the potential risks of making different choices • I support my friends in evaluating their use of games and devices and make good choices for myself • I explain how my data is used to target adverts towards me <p>Changing and growing</p> <p>Y6</p> <p>Is it normal? Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</p> <p>Making Babies: Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.</p> <p>Growing up and changing bodies: Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty; How puberty impacts relationships; Understanding the importance of hygiene; Contraception in terms of staying healthy; Dealing with Social Media</p> <p>Y5</p> <p>Growing and Changing:</p> <p>Growing up and changing bodies (naming body parts): Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.</p>
DT	Structure: Bridges

	<ul style="list-style-type: none"> • Identify stronger and weaker shapes. • Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. • Identify beam, arch and truss bridges and describe their differences. • Use triangles to create simple truss bridges that support a load (weight). • Cut beams to the correct size, using a cutting mat. • Smooth down any rough cut edges with sandpaper. • Follow each stage of the truss bridge creation as instructed by their teacher. • Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. • Identify some areas for improvement, reinforcing their bridges as necessary.
Computing	<p>Data Handling – Big Data 1</p> <ul style="list-style-type: none"> • Understand why barcodes and QR codes were created. • Create (and scan) their own QR code using a QR code generator website. • Explain how infrared can be used to transmit a Boolean type signal. • Explain how RFID works, recall a use of RFID chips, and type formulas into spreadsheets. • Take real-time data and enter it effectively into a spreadsheet. • Presenting the data collected as an answer to a question. • Recognising the value of analysing real-time data. • Analyse and evaluate transport data and consider how this provides a useful service to commuters. <p>Could extend to Big Data 2</p>
MFL	<p>French speaking world:</p> <p>Pupils discover that there are many countries in the world that speak French, and they learn to give and follow directions in French, discuss climate and use comparative language, which they practise as they explore different French-speaking countries and the cultural treasures belonging to those countries.</p> <p>Planning a French holiday:</p> <p>The children learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France.</p>