Harrier Curriculum Overview Year A 2023/24

	Autumn	
English	Fiction: Defeat the Monster – Beowulf – Story plot Non-fiction: Newspaper Report – President's Daughter Rescued Fiction: Tale of Fear – Kidnapped – suspense Invent 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	Forces	
RE	Creation: [Creation and Science – conflict or complementary?](#) There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists through history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator. [Christmas](#)	
History	**What can we learn from Long Sutton and its residents about WW1?** **Local history**	

	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Focus: Family history/oral history – WW1 • To explore the causes of the First World War. • Improvise some events leading up to the start of the First World War. • To explore the different sources about what life was like at the Western Front. • To understand what life was like in the trenches • To explore the different sources showing what life was like on the Home Front. • To find out how the war ended. • To understand why we have Remembrance Day
Geography	**Why do we need maps?** • To understand grid reference • To be able to navigate using an OS map • To know the key symbols of an OS map • To use atlases and digital technology to look at human and physical features around the world • To know where key places are • To be able to draw sketch maps of their locality **NC** Geographical skills and fieldwork: • To 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 • To be able to use local OS maps to find and plan journeys To 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.
Art	**Artist: Frida Kahlo** **Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)** 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 **Colour (painting, ink, dye, textiles, pencils, crayon, pastels)** Hue, tint, tone, shades and mood. Explore the use of texture in colour Colour for purposes. Colour to express feelings
PE	Tag Rugby Cross Country Netball Dance
Music	**Composition notation (Theme Ancient Egypt) – linking back to previous history**

	Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.
PSHE	NSPCC – Speak out, Stay safe No Outsiders – Gender and stereotypes Family and Friends Respecting ourselves and others No Outsiders – being a bystander/helping others Anti Bullying Online safety
<u>**DT**</u>	Cooking and nutrition: Come dine with me Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.
<u>**Computing**</u>	<u>Computing Systems and Networks – Systems and Searching</u> n this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online. <u>Programming – Physical computing with Crumbles</u> In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices-LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).
<u>**MFL**</u>	Meet my friends and family introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes.

Spring		
<u>**English**</u>	Invent Fiction: Portal Story – The Gas Mask – Setting Poetry Invent Non-fiction: Persuasion – The Multifunctional Gas Mask Poetry Shakespeare	
<u>**Maths**</u>	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	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

	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	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	Earth and Space Light	
RE	Islam (AMV) Islam – Submission to Allah (AMV) • Understand that the Qur'an is the original and most basic source of God's Law, but Hadith provide Muslims with the practical interpretations of how to apply the Qur'an to everyday life. Muslims believe Muhammad received instructions from Gabriel and so these are as valid as those in the Qur'an. • Know that humans have the role of Khalifah, trustees of Allah's creation. All things belong to Allah. Muslims have always studied nature for signs and wonders of Allah • Understand that the practices of Zakat (giving) and Saum (fasting during Ramadan) illustrate the concept of Khalifah: • Zakat (giving) is a duty (something you must do) not charity (something you might chose to do); it should be done anonymously, receiving no praise. • Saum (fasting during Ramadan) is an act of learning to appreciate all that God has provided. • Know the story of Bilal and understand why this story is important to Muslims: • Bilal is a black African slave; refuses to obey his master to attack one of Muhammad's followers who claimed that all people are equal; while imprisoned, waiting to be punished, he became a Muslim; close to death he was sold to Abu Bakr one of Muhammad's closest companions; Bilal was freed; Bilal became the first Muezzin (gave the first call to prayer at the first mosque in Medina and then at the Ka'aba). • Meaning: this story emphasises that people should be judged not by their position in society or race, but on their commitment to obey Allah's commands. • That Allah alone is worthy of worship. • Bilal exemplified his dedication to Allah, even risking his own life. He is a role model to Muslims. • Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah. • Attempt to support their answers using reasons and/or information Salvation: What did Jesus do to save Human beings? Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in	

	Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.
History	**What did the Anglo Saxons leave us?** Did the Anglo Saxons ruin Britain? *Britain's settlement by Anglo-Saxons and Scots (A study of changes in Britain's social history and settlements)* • To know that the Anglo-Saxon era in Britain was from around 410AD to 1066. • To know where the Anglo Saxons fit in the chronology of British History. • To understand the historical changes in Britain and groups of people who settled there. • To know that the Anglo Saxons came to Britain to find land to farm. • To know that the Anglo Saxons came to Britain in ships, across the North Sea, from Northern Europe including: Germany, Denmark and the Netherlands. • To locate on a map where the Saxons came from and how they got here. • To understand the impact of the Anglo Saxon invasion on Britons (language, wooden buildings, religion, literature). • To explain how Britons may have felt when the Saxons invaded. • To know that Anglo Saxons lived in settlements near rivers, forest and other resources; to know that they lived in houses made of wood (from the forests). To know that the Anglo Saxons were Christians and why.
Geography	**What is it like to live in Spain ?** To identify the countries of Europe. To write a fact file about Spain. To identify the human and physical features of Spain. To use the points of the compass. To use 4-figure grid references. To compare the climate of Spain with the UK. To give a guided tour of Madrid. **NC:** Locational knowledge: • Locate the world's countries, using maps to focus on Europe (including the location of Russia) Geographical skills and fieldwork: • Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. • Use the 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. Place knowledge: • 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. Human and physical geography:

	Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Art	**Artist:** The Quilters of Gee's Bend (African American 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
PE	Hockey Swimming Gym
Music	**Film Music** Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.
PSHE	No Outsiders – Why are some books banned? Differences of opinions. Belonging to a Community No Outsiders – Difference Online Safety Money skills
DT	Textiles: Stuffed Toys Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch.
Computing	Creating media – video production This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video. Data and information – Flat-file databases This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.
MFL	Exploring the French Speaking world Discovering the many countries in the world that speak French, giving and following directions in French and discussing climate using comparative language.

Summer	
English	Fiction: A finding tale – Holes – Description/Opening and endings Invent Non-fiction: Autobiography – Kissing Kate Barlow

	Invent Non-fiction: Discussion and debating – Should children …? Topical issue	
Maths	Year 5: Convert mixed numbers to improper fractions and vice versa Add mixed numbers and proper fractions with denominators that are the same and multiples of each other Subtract proper fractions from mixed numbers with denominators that are the same and multiples of each other Multiply fractions and mixed numbers by a whole number Calculate the area of rectangles 23. Draw given angles, and measure them, in degrees (°) Interpret line graphs	Year 6: Interpreting graphs Revision SATs Problem Solving Place Value Multiplication and division Fractions, percentages and Decimals Geometry Measurement Algebra Problem solving
Science	Animals Including Humans (Circulation & Health) Y6	
RE	Judaism – Torah, God and Covenant Recall that Jewish scriptures are called the Tenakh, which are made up of 3 sections: Torah, Nevi'ism and Ketuvim. The word Tenakh, is made up of these 3 types of writing. • Know that the Torah is the most important because it tells Jews what God is like and how they should live. • Know that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes. It says "Hear O Israel, the Lord our God, the Lord is one …" • Understand that there is also a collection of writings called the Talmud. These contain the teaching of rabbis over many years. It gives more details about how to put the rules found in the Torah into practice. • Understand the meaning of Simchat Torah: a ceremony at the end of Sukkot, when the final part of Deuteronomy and the first part of Genesis is read to show that the reading of the Torah never stops. It reminds Jews that it is important to study and obey the Law throughout their lives. • Raise and suggest answers to relevant questions in response to the idea of being able to put into practice the teachings of the Torah. • Attempt to support their answers using reasons and/or information Judaism – God, Covenant Key belief: G-d and the Covenant • Know that Jews have coming of age ceremonies: Bar and Bat Mitzvah (for boys and girls, respectively). These are important because it marks the time when people become responsible for following the Torah. • Know that Abraham is called one of the fathers of Judaism • Know the story of Abraham who Jews believe was the first person to believe in one God: • Abraham was rich and lived in Ur; the people worshipped many gods • God speaks to Abraham and tells him to leave his home with 3 promises: a relationship with God, numerous descendants and land • but Sara is barren • with no scriptures or traditions, he puts his faith in God • Understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship. Jews put their faith in God (not blind faith – Abraham often questions God) and God gives his blessings to Abraham and his descendants. • Know that Yom Kippur is the holiest day in the Jewish calendar. • This period starts with Rosh Hashannah and ends ten days later with Yom Kippur. It is during this time of fasting that Jews show how sorry they are, and attend the synagogue as often as they can, listening to the Torah; for asking for forgiveness from those who they have	

	wronged, forgive those who have wronged them and ask G-d to forgive them; saying, "And for all these, God of forgiveness, forgive us, pardon us, and grant us atonement". • Understand how Jews celebrate the Shabbat and why it is considered the most important festival: • Timing of Shabbat, no work, but study, rest and leisure • Time to celebrate belief in one God as creator • Central rituals: Kiddush, lighting candles, wine shared, and bread cut • Attendance at Synagogue and opening of Ark • Dietary rules including kosher and trefah and separation of meat and milk. • Raise and suggest answers to relevant questions in response to the concept of a covenant with God. • Attempt to support their answers using reasons and/or information.
History	**What did the Vikings leave us?** Did the Vikings ruin Britain? *The Vikings and Anglo-saxons struggle for Kingdom of England to the time of Edward the confessor.* *A study of changes in Britain's social history and settlements* • To describe in simple terms the causes / and or consequences of the invasions offering more than one example of its results. • To know that the Vikings invaded Britain for good farmland, trade links and wealth. • To know that the Vikings originated from Denmark, Sweden, and Norway, and that they settled in Britain, Iceland, Greenland, North America, and parts of the Europe. • To understand that Viking settlements were made from natural resources such as wood, stone, turfs of grass and thatch. • To explain why the number of Saxon kingdoms changed the conflict between arrival of Vikings. • To understand that Christian missionaries arrived in Britain to convert pagans to Christianity. • To discuss the impact of the Viking Legacy and how it affected Britain (place names, language, trade, resources, long ship technology To know that invasion and settling has led to significant changes that have impacted on everyday life and that this has led to significant changes e.g. social cultural, economic and political that have impacted on everyday life
Geography	**Climate Change – Why do we need renewable energy?** • To know what climate change is • To know who Greta Thunberg is • To identify what energy is and the sources of this. • To know what environmental impact is of energy sources. • To understand the need to conserve our natural resources. • To know the advantages and disadvantages of solar power • To understand wind power and how this produced • To know what nuclear power is **NC** Human and Physical Geography:

	• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • 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. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate

Art	**Artist:** Roy Lichtenstein (Pop Art)
	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)
	Year 5:
	Combining prints
	Design prints
	Make connections
	          Discuss and evaluate own work and that of others
	Year 6: Builds up drawings and images of whole or parts of items using various techniques
	Screen printing
	          Explore printing techniques used by various artists

PE	Cricket Athletics Rounders Swimming
Music	**Theme and Variations (pop art) – linked to Art** Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.
PSHE	No outsiders – Racism/helping others Smoking and drugs Stereo types No Outsiders – Attitudes to LBGTQ and homophobia – discrimination First Aid Making decisions and risks Y6 – Sex Education
DT	**Mechanical systems: pop up book** Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms. or Automata Toys Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements.
Computing	Creating Media – Introduction to vector graphics In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app, other alternative pieces of software are available. Programming B – Selection in quizzes

	In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If… Then… Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.
MFL	French Weather Learning phrases to describe the weather and vocabulary for the compass points; counting from 1 -100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast.