

The Willows UKS2 Curriculum Overview 2021-22						
	Year 5 Autumn	Year 5 Spring	Year 5 Summer	Year 6 Autumn	Year 6 Spring	Year 6 Summer
<b>IPC Topic</b>	Mission To Mars	The Great, The Bold and The Brave	Rivers – Go with the flow	Building a Village	Champions for Change – Rulers & Governments	What a Wonderful World!
<b>Host Country</b>	RUSSIA	GREECE	INDIA	FRANCE	SOUTH AFRICA	JAPAN
<b>Outdoor learning, trips, visits</b>	Winchester Science Museum	Reading Museum – Bayeux Tapestry	Rivers & Rowing Museum - Henley	British Museum	Houses of Parliament Local Council Chambers	Kew Gardens
<b>Science</b>	Space Explorers (Science)	Full Power	Roots, Shoots and Fruits	Being Human	Look, Hear!	Existing, Endangered, Extinct
<b>Design &amp; Technology</b>	DMA - Design make and evaluate own Mars Rover	Bake It – Baking bread unit Anglo-Saxon soup - Veg dish – mash/dice/slice	Making Bridges- Annotated sketches and prototypes of bridges before final outcome.	Making a Roman Road Design an eco-friendly village	Clay work – shields/coats of arms	Design and make a model theme park ride
<b>Art</b>	Drawing skills – drawing transparent and translucent materials	Drawing Greek vases, exploring shapes, patterns and using images/paper cut outs	Drawing skills Mehndi patterns	Drawing buildings and scenes – vanishing points <b>LEONARDO DA VINCI CEZANNE</b>	Drawing skills – life drawing. Fruit and veg	Anime characters
	Colour work – using watercolours and pastels to represent glass	Wax and watercolour	Colour work- detail using viewfinders	Colour work – colour detailing	Colour Work – abstract designs and patterns <b>CARLOLEE S. CLARK</b>	Colour work – Japanese brush and ink work
	Textiles – collage including sewing <b>VAN GOGH</b> Starry Night	3D work – clay Clay slab work using an armature	Comparing work of different artists creating rivers <b>MONET, HUDSON RIVER SCHOOL, JMW TURNER</b>	3D work – clay, sewing, casting, wore work Crating a Roman artefact museum	Colour work/collage Political Art <b>BANKSY, WILLIE BESTER</b>	Digital Photography/Collage <b>ANSELL ADAMS</b> - Beauty to destruction
<b>ICT &amp; Computing</b>	<b>Video Game Music Composer:</b> The children will learn about audio recording and will write and record their own songs. The class can combine these into a class album	<b>My Online Life:</b> This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.	<b>Girls v Boys: STEAM Challenges:</b> This activity will pit the girls against the boys in a series of creative STEM challenges. They will tackle code, maths, art, DT and lots of problem solving.	<b>My Online Life:</b> This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.	<b>Solve IT Club</b> Children will produce their own digital guide to being a maths genius. Making videos and animations showing how to solve various maths problems. This is an opportunity to connect with other schools.	<b>Crossy Roads:</b> The children will create their own version of the popular app Crossy Roads using visual coding
<b>Music</b>	Music Appreciation – Planet Suite (Holst)	Instruments, Recording Music & Singing		Steel Pans	Steel Pans	Steel Pans
	80's Synth Pop	Vaughan Williams	South African Choral	90's R and B	Tchaikovsky	Argentine Tango
	90's singer songwriter	Britten	Music from host countries - Russia, Greece and India	Folk	Anna Meredith	Music from host countries - France, South Africa and Japan

MFL	Getting to Know You + All About Me	All Around Town	All About Ourselves	Getting to Know You + All About Me	All Around Town	All About Ourselves
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RSHE Education	Changing friendships	Caring in the community	Valuing our bodies and minds	Relationships and feelings	Being the best me	Coping with emotional effects of life changes
	Celebrating strengths and setting goals	Healthy, committed relationships	Puberty and emotions	Respectful behaviour online and off line	Responsible behaviour as we get older	Starting a family (sex & relationships education)

	Year 5 Autumn	Year 5 Spring	Year 5 Summer	Year 6 Autumn	Year 6 Spring	Year 6 Summer
Indoor PE	Fundamental Skills 1	Greek Myths Dance	SWIMMING	Fundamental Skills 2	Indoor Volleyball	Archery
	Gym	SWIMMING		Badminton	Curling	Fencing
Outdoor PE	Orienteering	Football	Rounders	Tennis	Football	Cricket
	Netball	Tag Rugby	Athletics	Basketball	Hockey OAA - Residential	Athletics
<i>Indicates sports identified as a focus for teacher CPD from sports leader and external coaches</i>						
<i>Indicates CPD delivered through joint planning process</i>						

RE	Year 5 Autumn	Year 5 Spring	Year 5 Summer	Year 6 Autumn	Year 6 Spring	Year 6 Summer
	<b>What is Worship?</b> Children will explore what worship is, what it means to religious believers and how believers worship differently.	<b>Are you inspired?</b> Key Concepts: <i>Christ; Holy Spirit; Inspiration</i> ; Learning Objective: <i>to explore the work of the Holy Spirit in inspiring Christians in the past and today</i>	<b>Does the community of the Gurdwara help Sikhs lead better lives?</b> <i>To explore how the Gurdwara influences the life and belief of Sikhs</i>	<b>Learning about Saints</b> Exploring Saints, All Saints Day Comparing Saints with significant people	<b>Is the resurrection important to Christians?</b> Key Concepts: <i>Resurrection; Reincarnation; Funeral; Heaven</i> . Learning Objective: <i>to explore the resurrection of Jesus, the Easter narrative and concepts of life after death (COINS project)</i>	<b>Creation Stories</b> Exploring a range of creation stories
	<b>What is the True Meaning of Christmas for Christians?</b> The children will question if the true meaning of Christmas is still present today and question if the meaning has changed for some.		<b>RE project – Sikhism</b> <b>Including visits to a local Gurdwara</b>	<b>Reflection end point - Are the saints encouraging role models?</b> Reflect and answer the question, drawing on what they have explored and learnt about a range of Saints and Saints days	<b>Reflection end point - Does it matter what we believe about creation?</b> Reflect and answer the question, drawing on what they have explored and learnt about different creation stories	