



# Reeth Community and Gunnerside Methodist (VC) Primary School Federation

## Key Stage 2 Curriculum – Y5 and Y6

|  | Year 1 (2021/22)   |  |   | Year 2 (2022/23)  |   |  |
|--|--|--|---|---|---|--|
|  | Autumn   | Spring   | Summer  | Autumn  | Spring  | Summer   |
| Science  | <ul style="list-style-type: none"> <li>Animals including humans</li> </ul>   | <ul style="list-style-type: none"> <li>Properties and changes of materials</li> <li>Forces</li> </ul>                                  | <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Earth and Space</li> </ul>                     | <ul style="list-style-type: none"> <li>Animals including humans</li> <li>Electricity</li> </ul>   | <ul style="list-style-type: none"> <li>Light</li> <li>Evolution and inheritance</li> </ul>  | <ul style="list-style-type: none"> <li>Living things and their habitats</li> </ul>   |
| Geography  | <ul style="list-style-type: none"> <li>Design a city, to include study of contrasting cities around the world</li> <li>Visit – York</li> </ul> | <ul style="list-style-type: none"> <li>Natural resources including energy, food, minerals and water</li> <li>Sustainability</li> </ul> | <ul style="list-style-type: none"> <li>Below the surface: earthquakes, volcanoes and caves</li> <li>Visit – Crackpot</li> </ul> | <ul style="list-style-type: none"> <li>National Parks in the UK and North America</li> <li>Antarctica – an international park?</li> <li>Visit – National Park ranger &amp; Lake District (January)</li> </ul> | <ul style="list-style-type: none"> <li>Mountains</li> <li>Visit – Lake District</li> </ul>  | <ul style="list-style-type: none"> <li>Climate zones, climate change, biomes and vegetation belts</li> <li>Longitude and time zones</li> </ul> |
| History  | <ul style="list-style-type: none"> <li>Roman Empire</li> </ul>   | <ul style="list-style-type: none"> <li>Victorians – with a focus on industry</li> <li>Visit – Beamish / Castle Museum, York</li> </ul> | <ul style="list-style-type: none"> <li>Mayan Civilisation</li> </ul>  | <ul style="list-style-type: none"> <li>Ancient Greece</li> </ul>  | <ul style="list-style-type: none"> <li>Anglo Saxons and Scots</li> </ul>  | <ul style="list-style-type: none"> <li>Local lead mining</li> </ul>  |
| Art  | <ul style="list-style-type: none"> <li>3D work</li> <li>Tom Sutton – clay houses</li> </ul>  | <ul style="list-style-type: none"> <li>Printing / collage</li> <li>People in action</li> </ul>   | <ul style="list-style-type: none"> <li>Textiles - what a performance</li> </ul>   | <ul style="list-style-type: none"> <li>Talking Textiles</li> </ul>  | <ul style="list-style-type: none"> <li>Painting – sense of place</li> <li>Colin Smithson</li> </ul>   | <ul style="list-style-type: none"> <li>Drawing – still life linked to lead mining</li> </ul>   |
| <i>Drawing and painting can be incorporated into all projects</i>  |  |  |   |   |   |  |
| DT   | <ul style="list-style-type: none"> <li>Construction – carousels</li> </ul>   | <ul style="list-style-type: none"> <li>Textiles – furnishings</li> <li>William Morris</li> </ul>                                       | <ul style="list-style-type: none"> <li>Mexican Food</li> </ul>  | <ul style="list-style-type: none"> <li>Construction – Controllable vehicles</li> </ul>  | <ul style="list-style-type: none"> <li>Food – Mediterranean Cooking</li> </ul>  | <ul style="list-style-type: none"> <li>Textiles –</li> </ul>   |
| ICT  | <ul style="list-style-type: none"> <li>1<sup>st</sup> week e-safety</li> <li>Programming</li> <li>Introduction to Scratch</li> </ul>           | <ul style="list-style-type: none"> <li>Multimedia</li> <li>Emails</li> <li>Blog or vlog</li> </ul>                                     | <ul style="list-style-type: none"> <li>1<sup>st</sup> week e-safety</li> <li>Data handling and digital literacy</li> </ul>      | <ul style="list-style-type: none"> <li>Data handling and digital literacy</li> </ul>  | <ul style="list-style-type: none"> <li>1<sup>st</sup> week e-safety</li> <li>Multimedia</li> <li>iMovie trailer</li> <li>PowerPoint on history of technology</li> </ul> | <ul style="list-style-type: none"> <li>Programming</li> <li>Crumble</li> </ul>   |
| <i>Technology in our lives and e-safety taught in each unit. Multimedia also taught in other curriculum areas.</i> |  |  |   |   |   |  |



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## Key Stage 2 Curriculum – Y5 and Y6

|            |  |   |   |  |  |   |
|------------|--|---|---|--|--|---|
| Music      | <ul style="list-style-type: none"> <li>Play the pitch together with Christmas bell plates</li> </ul>                     | <ul style="list-style-type: none"> <li>Structure</li> <li>Victorian composers</li> </ul>  | <ul style="list-style-type: none"> <li>Elements</li> <li>Holst's planet music</li> </ul>  | <ul style="list-style-type: none"> <li>Pulse</li> <li>Find the pulse in Christmas music</li> </ul>                       | <ul style="list-style-type: none"> <li>Rhythm</li> <li>Feel the rhythm, speak the rhythm</li> </ul>  | <ul style="list-style-type: none"> <li>Mood</li> <li>Perform the mood</li> </ul>  |
| Performing | <ul style="list-style-type: none"> <li>Harvest singing and speaking</li> <li>Nativity (bell plates and choir)</li> </ul> | <ul style="list-style-type: none"> <li>Easter – singing and speaking</li> </ul>   | <ul style="list-style-type: none"> <li>Leavers' performance (lead, including solo / duet / small group parts)</li> <li>Swaledale Festival (live performance)</li> </ul>   | <ul style="list-style-type: none"> <li>Harvest singing and speaking</li> <li>Nativity (bell plates and choir)</li> </ul> | <ul style="list-style-type: none"> <li>Easter – singing and speaking</li> </ul>  | <ul style="list-style-type: none"> <li>Leavers' performance (lead, including solo / duet / small group parts)</li> <li>Swaledale Festival (live performance)</li> </ul>   |
| French     | <ul style="list-style-type: none"> <li>14. On fait la fete</li> <li>20. Les cadeaux</li> </ul>                           | <ul style="list-style-type: none"> <li>13. Ma famille</li> <li>19. Les portraits</li> </ul>   | <ul style="list-style-type: none"> <li>16. Le petit dejeuner</li> <li>22. Au cafe</li> </ul>  | <ul style="list-style-type: none"> <li>15. Cher zoo</li> <li>21. Le carnaval des animaux</li> </ul>                      | <ul style="list-style-type: none"> <li>17. Vive le temps libre</li> <li>23. Tour de France</li> </ul>  | <ul style="list-style-type: none"> <li>24. Destinations</li> <li>18. A la plage</li> </ul>  |
| RE         | <ul style="list-style-type: none"> <li>2.6 What does it mean to be a Muslim in Britain today?</li> </ul>                 | <ul style="list-style-type: none"> <li>1<sup>st</sup> half</li> <li>2.4 If God is everywhere, why go to a place of worship?</li> <li>2<sup>nd</sup> half</li> <li>2.3 What do religions say to us when life gets hard?</li> </ul> | <ul style="list-style-type: none"> <li>1<sup>st</sup> half</li> <li><i>Continued</i></li> <li>2.3 What do religions say to us when life gets hard?</li> <li>2<sup>nd</sup> half</li> <li>Methodist Unit</li> <li>Commitment to Christianity: Is it long ago and far away, or is it here and now?</li> </ul> | <ul style="list-style-type: none"> <li>2.7 What matters most to Christians and Humanists?</li> </ul>                     | <ul style="list-style-type: none"> <li>2.5 Is it better to express your beliefs in arts and architecture or charity and generosity?</li> <li>2.1 Why do some people think God exists?</li> </ul> | <ul style="list-style-type: none"> <li>2.8 What difference does it make to believe in ahisma, grace and /or Ummah?</li> <li>2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</li> </ul> |
| PE         | <u>1<sup>st</sup> half term</u> <ul style="list-style-type: none"> <li>Invasion – tag rugby</li> <li>Swimming</li> </ul> | <u>1<sup>st</sup> half term</u> <ul style="list-style-type: none"> <li>Dance</li> <li>Netball</li> </ul>  | <u>1<sup>st</sup> half term</u> <ul style="list-style-type: none"> <li>Striking and fielding – cricket and rounders</li> </ul>  | <u>1<sup>st</sup> half term</u> <ul style="list-style-type: none"> <li>Invasion – football</li> <li>Swimming</li> </ul>  | <u>1<sup>st</sup> half term</u> <ul style="list-style-type: none"> <li>Dance</li> <li>Basketball</li> </ul>  | <u>1<sup>st</sup> half term</u> <ul style="list-style-type: none"> <li>Striking and fielding – cricket and rounders</li> </ul>  |
|            | <u>2<sup>nd</sup> half term</u> <ul style="list-style-type: none"> <li>Invasion – hockey</li> <li>Gymnastics</li> </ul>  | <u>2<sup>nd</sup> half term</u> <ul style="list-style-type: none"> <li>Swimming</li> <li>Net and wall – tennis</li> </ul>   | <u>2<sup>nd</sup> half term</u> <ul style="list-style-type: none"> <li>Athletics</li> <li>Outdoor education</li> </ul>  | <u>2<sup>nd</sup> half term</u> <ul style="list-style-type: none"> <li>Invasion – Hockey</li> <li>Gymnastics</li> </ul>  | <u>2<sup>nd</sup> half term</u> <ul style="list-style-type: none"> <li>Swimming</li> <li>Net and wall – tennis</li> </ul>  | <u>2<sup>nd</sup> half term</u> <ul style="list-style-type: none"> <li>Athletics</li> <li>Outdoor education</li> </ul>  |



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|                      |  |  |   |  |  |   |
|----------------------|--|--|---|--|--|---|
| PSHE and Citizenship | <ul style="list-style-type: none"> <li>• Me and my future</li> <li>• Becoming an active citizen</li> </ul> | <ul style="list-style-type: none"> <li>• Me and my relationships</li> <li>• Keeping myself safe</li> </ul> | <ul style="list-style-type: none"> <li>• My healthy lifestyle</li> <li>• Moving on</li> </ul> | <ul style="list-style-type: none"> <li>• Me and my future</li> <li>• Becoming an active citizen</li> </ul> | <ul style="list-style-type: none"> <li>• Me and my relationships</li> <li>• Keeping myself safe</li> </ul> | <ul style="list-style-type: none"> <li>• My healthy lifestyle</li> <li>• Moving on</li> </ul> |
| Residential          | <ul style="list-style-type: none"> <li>• City / contrasting locality - York</li> </ul>                     |  |   |  | <ul style="list-style-type: none"> <li>• Outdoor education - Lake District</li> </ul>                      |   |