Eagles Two Year Cycle Curriculum Overview

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Maths Place Value Addition and Subtraction Multiplication and Division Fractions A	**Maths** Place Value Four Operations Fractions A Fractions B Converting Units	**Maths** Multiplication and Division Fractions B Decimals and Percentages Perimeter and Area Statistics	**Maths** Ratio Algebra Decimals Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics	**Maths** Shape Position and Direction Decimals Negative Numbers Converting Units Volume	**Maths** Shape Position and Direction Themed projects, consolidation and problem solving
English **Cycle 1 texts:** Holes Instruction texts Animal information texts **Writing Outcomes:** Narrative - fiction Instructions Non-Chronological reports **GPS: Year 5 -** converting nouns into verbs using suffixes; converting adjectives into verbs using suffixes; verb prefixes; **Spelling and exception words:**	**English** **Cycle 1 texts:** Ride the Wind **Writing Outcomes:** Poetry (Odes) Information text Diary entries **GPS: Year 5 -** relative pronouns; relative clauses; adverbs to indicate the degrees of possibility. **Year 6 -** passive voice/active voice; **Spelling and exception words:** ance, ancy **Spelling and exception words:** ant, ance, ancy.	**English** **Cycle 1 texts:** Way Home **Writing Outcomes:** Poetry Narrative Persuasive writing Newspaper report **GPS: Year 5 -** modal verbs to indicate degrees of possibility; adverbials of time/when; adverbials of place/where. **Spelling and exception words:** ent, ence, ency. **Year 6 -** informal speech - sentence; formal speech - sentence;	**English** **Cycle 1 texts:** Tales from the Caribbean **Writing Outcomes:** Information texts Narrative **GPS: Year 5 -** adverbials of manner/how; word classes - nouns and adjectives; word classes - verbs and adverbs. **Spelling and exception words** able, ible, ably. **Year 6 -** Semicolon to mark the boundary between independent clauses;	**English** **Cycle 1 texts:** Tales from the Caribbean **Writing Outcomes:** Narrative Playscripts Writing in role- diary, letter, recount. **GPS: Year 5 -** brackets to indicate parenthesis,; dashes to indicate parenthesis; commas to indicate parenthesis. **Spelling and exception words:** ibly, adding suffixes to fer; i before e except after c. **Year 6 -** Dashes to mark	**English** **Cycle 1 texts:** Discussion/balanced argument - are zoos helping or harming animals? Poetry - performance (link to drama and public speaking) **Writing Outcomes:** balanced argument/non-fiction; speaking and listening; poetry writing and performance. **GPS: Year 5 -** commas to clarify meaning or avoid ambiguity; use of the hyphen, homophones. **Spelling and exception**

cious/tious; cial, tial, ant. **Year 6 -** informal speech - vocabulary/word; formal speech - vocabulary/word; synonyms and antonyms. **Spelling and exception words:** cious/tious, cial, tial.		subjunctives. **Spelling and exception words** ent, ence, ency.	colons to mark the boundary between independent clauses. **Spelling and exception words** able, ible, ably.	the boundary between independent clauses; colons to introduce a list and semicolons within lists. **Spelling and exception words** ibly, adding suffixes to fer; i before e except after c.	**words:** ough, silent letters, homophones. **Year 6 -**Bullet points to list information; hyphens to avoid ambiguity; subject, object. **Spelling and exception words:** ough, silent letters, homophones.
Cycle 2 texts: Recounts - biographies - Charles Dickens (Literacy Shed +) Instructions - how to build a mechanical wing (Literacy Shed + - "Wing It") Narrative - retelling the story of "Wing It" with a different ending. **Writing Outcomes:** recounts, instructions, narrative. **GPS: Year 5 -** converting nouns into verbs using suffixes; converting adjectives into verbs using suffixes; verb prefixes; **Spelling and exception words:** cious/tious; cial, tial,	**Cycle 2 texts:** Reports - newspaper reports/journalistic writing (elves go on strike) Explanation - how to create the perfect Christmas Day. (link to Computing - word processing and presentation) **Writing Outcomes:** reports, explanation texts. **GPS: Year 5 -** relative pronouns; relative clauses; adverbs to indicate the degrees of possibility **Spelling and exception words:** ance, ancy **Year 6 -**passive voice/active voice; **Spelling and exception words:** ant, ance, ancy.	**Cycle 2 texts:** Non-chronological reports- animals (link to Science) Recounts - autobiography based on character in The Piano (Literacy Shed +) Poetry :The Jabberwocky by Lewis Carroll (Literacy Shed) **Writing Outcomes:** non-chronological reports; recounts, poetry. **GPS: Year 5 -** modal verbs to indicate degrees of possibility; adverbials of time/when; adverbials of place/where **Spelling and exception words:** ent, ence, ency **Year 6 -**informal speech - sentence; formal speech	**Cycle 2 texts:** Narrative - playscripts (Literacy Shed + - Beyond the Lines) (links to History WW2.) Explanation texts - the human life cycle - (links to Science - Animals including Humans) Letters from the trenches based on poetry by Siegfried Sassoon. (links to History WWII) **Writing Outcomes:** narrative/playscripts; explanation texts, non-fiction writing (letters) **GPS: Year 5 -**adverbials of manner/how; word classes - nouns and adjectives; word classes - verbs and adverbs **Spelling and exception words** able, ible, ably	**Cycle 2 texts:** Narrative - parts of a story - Kensuke's Kingdom; Persuasive writing - creating a radio/television advert; Interviews - applying for a job/role play (Hamilton - Historical and modern letters) **Writing Outcomes:** story writing/ narrative; persuasive writing. **GPS: Year 5 -** brackets to indicate parenthesis,; dashes to indicate parenthesis; commas to indicate parenthesis. **Spelling and exception words:** ibly, adding suffixes to fer; i before e except after c; **Year 6 -** Dashes to mark	**Cycle 2 texts:** Discussion/balanced argument - should students be allowed to leave school at sixteen? Poetry - performance (link to drama and public speaking) **Writing Outcomes:** balanced argument/non-fiction; speaking and listening; poetry writing and performance. **GPS: Year 5 -** commas to clarify meaning or avoid ambiguity; use of the hyphen, homophones. **Spelling and exception words:** ough, silent letters, homophones **Year 6 -** Bullet points to list information; hyphens to avoid

ant **Year 6 -**informal speech - vocabulary/word; formal speech - vocabulary/word; synonyms and antonyms. **Spelling and exception words:** cious/tious, cial, tial		- sentence; subjunctives. **Spelling and exception words** ent, ence, ency.	**Year 6 -** Semicolon to mark the boundary between independent clauses; colons to mark the boundary between independent clauses. **Spelling and exception words** able, ible, ably.	the boundary between independent clauses; colons to introduce a list and semicolons within lists. **Spelling and exception words** ibly, adding suffixes to fer; i before e except after c.	ambiguity; subject, object. **Spelling and exception words** ough, silent letters, homophones.
Geography- Cycle 1 Energy and the Environment **Geography-Cycle 2** Fairtrade and Economics	**History- Cycle 1** Crime and Punishment from the Anglo-Saxon to the present. **History-Cycle 2** Explorers - Robert Falcon Scott (1868-1912)	**Geography- Cycle 1** Mountains, Rivers and Erosion **Geography- Cycle 2** Volcanoes and Earthquakes	**History- Cycle 1** The Vikings (27BC - 476AD) **History- Cycle 2** WWII (1939 - 1945)	**Geography- Cycle 1** Comparing people and places UK, Europe, USA **Geography- Cycle 2** Settlements (links to history)	**History- Cycle 1** Local History Study **History- Cycle 2** Leisure and Entertainment in the 20th century.
DT Cycle 1- Seasonal foods- A focus on Harvest and understanding seasonality, designing a seasonal meal. **Art Cycle 2-** Still life- Painting and drawing skills Focus Artists: Van Gogh Georges Rouault	**Art Cycle 1-** Turning great artworks into 3D Art Sculpture with art Mixed media and textured mediums on cardboard pop out designs Artist Study: Starry Night by Vincent Van Gogh The Great Wave by Hokusai **DT Cycle 2-** Frame Structures- Investigating strength of tall buildings (links with Buildings withstanding	**DT Cycle 1-** Design and make a phone case- including printing onto fabric. **Art Cycle 2-** Art in Motion- making art which shows movement (involving using ICT) Focus Artists: The Great Wave by Hokusai	**Art Cycle 1-** Wild bird Art- drawing feathers, drawing and painting birds, printing with feathers and making 3D sculptures using Newspaper Focus Artists: Brancusi, Richard Sweeney **DT Cycle 2-** Design and make a steady hand game.	**DT Cycle 1-** Design and make a moving animal using a cam mechanism **Art Cycle 2-** 3D work clay containers (Greek pottery) Focus Artists: Magdalene Odundo Hans Coper Siddig el Nigoumi	**Art Cycle 1-** Pop Art inspired portrait work inspired by the works of Andy Warhol Focus Artists: Andy Warhol, Romero Britto **DT Cycle 2-** Global Food- learning about where foods come from and making foods from different countries.

	Earthquakes)				
Science- Cycle 1 Electricity (Year 6) **Science- Cycle 2** Earth and Space (Year 6)	**Science- Cycle 1** Forces (Yr5) **Science- Cycle 2** Evolution and Inheritance (Year 6)	**Science- Cycle 1** Properties and Changes of Materials (Year 5) **Science- Cycle 2** Animals including Humans (Year 6)	**Science- Cycle 1** Animals including Humans (Year 5) **Science- Cycle 2** Animals including Humans (Year 6)	**Science- Cycle 1** Living things and their habitats (Year 5) **Science- Cycle 2** Living Things and their habitats (Year 6)	**Science- Cycle 1** Living things and their habitats (Year 5) **Science- Cycle 2** Light (Year 6)
Computing Cycle 1- **E-safety-Finding my media balance** What does media balance mean for me? **Computing systems and networks- systems and searching.** **Cycle 2-** **E-safety-Finding balance in a digital world** How do we balance digital media in our lives? **Computing systems and networks- communication and collaboration.**	**Computing Cycle 1-** **E-safety-You won't believe this** What is false advertising and how can you avoid it? **Creating media- video production.** **Cycle 2-** **E-safety-Don't feed the phish** How can you protect yourselves from phishing? **Creating media- web page production.**	**Computing Cycle 1-** **E-safety-Beyond gender stereotypes** How do you keep online friendships safe? **Data and information- flat file databases.** **Cycle 2-** **E-safety-Who are you online?** What are the benefits and drawbacks of presenting yourself in a different way online? **Programming- variables in games.**	**Computing Cycle 1-** **E-safety-Digital friendships** How do you keep online friendships safe? **Programming- Scratch animated story.** **Cycle 2-** **E-safety-Chatting safely online** How do you chat safely with people you meet online? **Data and information- spreadsheets.**	**Computing Cycle 1-** **E-safety-Is it cyberbullying?** What is cyberbullying and what can you do to stop it? **Creating media- introduction to vector graphics.** **Cycle 2-** **E-safety-Digital drama unplugged** How can you de-escalate digital drama so it does not go too far? **Creating media- 3D modelling.**	**Computing Cycle 1-** **E-safety-Reading news online** What are the important parts of an online news article? **Programming- selection in quizzes.** **Cycle 2-** **E-safety-Finding credible news** How do we find credible information on the internet? **Programming- sensing movement.**
PE- Cycle 1- Invasion Games - handball	**PE- Cycle 1-** Gymnastics **PE- Cycle 2-**	**PE- Cycle 1-** Dance **PE- Cycle 2-** Dance (topic themed)	**PE- Cycle 1-** Invasion Games - hockey **PE- Cycle 2-** Multiskills (bat and ball)	**PE- Cycle 1-** Summer Athletics **PE- Cycle 2-**	**PE- Cycle 1-** Swimming **PE- Cycle 2-** Swimming

PE- Cycle 2- Invasion Games - football	Creating circuits/health and fitness		- tennis and table tennis	Cricket and rounders	
Music- Cycle 1 **Getting started with music tech** How does Music bring us together? (Y5) **Music- Cycle 2** **Developing melodic phrases** How does Music bring us together? (Y6)	**Music- Cycle 1** **Emotions and musical styles** How does Music connect us to the past? (Y5) **Music- Cycle 2** **Understanding structure and form** How does Music connect us to the past? (Y6)	**Music- Cycle 1** **Exploring key and time signatures** How does Music improve our world? (Y5) **Music- Cycle 2** **Gaining confidence through performance** How does Music improve our world? (Y6)	**Music- Cycle 1** **Introducing chords** How does Music teach us about our community? (Y5) **Music- Cycle 2** **Exploring notation further** How does Music teach us about our community? (Y6)	**Music- Cycle 1** **Words meaning and expression** How does music shape our way of life? (Y5) **Music- Cycle 2** **Using chords and structure** How does music shape our way of life? (Y6)	**Music- Cycle 1** Practise for a performance **Music- Cycle 2** Practise for a performance
RE – Cycle 1 **Belief into action** How far would a Sikh go for his/her religion? (Sikhism) (Y5) **RE – Cycle 2** **Beliefs and Practices** What is the best way for a muslim to show commitment to God? (Islam) (Y6)	**RE – Cycle 1** **Christmas** Is the Christmas story true? (Christianity) (Y5) **RE – Cycle 2** **Christmas** Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? (Christianity)	**RE – Cycle 1** **Beliefs and Moral Values** Are Sikh stories important today? (Sikhism) (Y5) **RE – Cycle 2** **Beliefs and Meaning** Is anything ever eternal? (Christianity) (Y6)	**RE – Cycle 1** **Easter** How significant is it for Christians to believe God intended Jesus to die? (Christianity) (Y5) **RE – Cycle 2** **Easter** Is Christianity still a strong religion 2000 years after Jesus was on Earth? (Christianity) (Y6)	**RE – Cycle 1** **Prayer and Worship** What is the best way for a Sikh to show commitment to God? (Sikhism) (Y5) **RE – Cycle 2** **Beliefs and moral values** Does beliefs on Akhirah (life after death) help muslims lead good lives? (Islam) (Y6)	**RE – Cycle 1** **Beliefs and Practices** What is the best way for a Christian to show commitment to God? (Christianity) (Y5) **RE – Cycle 2** **Beliefs and moral values** Does beliefs on Akhirah (life after death) help muslims lead good lives? (Islam) (Y6)

Modern Foreign Languages- French	Modern Foreign Languages- French	Modern Foreign Languages- French	Modern Foreign Languages- French	Modern Foreign Languages- French	Modern Foreign Languages- French
Cycle 1 -Phonics lesson 1&2. The Weather. Cycle 2 - Phonics lesson 3 & 4. The Date.	Cycle 1 - Family Cycle 2 - My Home	Cycle 1 - Pets Cycle 2 - Clothes	Cycle 1 - Olympics Cycle 2 - Planets	Cycle 1 - At School Cycle 2 - Healthy Living or Regular Verbs	Cycle 1 - At The Weekend Cycle 2 - Me In The World
PSHE- Cycle 1 Me and My Relationships (Y5) **PSHE- Cycle 2** Rights and Responsibilities (Y5)	**PSHE- Cycle 1** Valuing the Difference (Y5) **PSHE- Cycle 2** Being My Best (Y5)	**PSHE- Cycle 1** Keeping Myself Safe (Y5) **PSHE- Cycle 2** Growing and Changing (Y5)	**PSHE- Cycle 1** Me and My Relationships (Y6) **PSHE- Cycle 2** Rights and Responsibilities (Y6)	**PSHE- Cycle 1** Valuing the Difference (Y6) **PSHE- Cycle 2** Being My Best (Y6)	**PSHE- Cycle 1** Keeping Myself Safe (Y6) **PSHE- Cycle 2** Growing and Changing (Y6)