

St. Matthew's CE Primary School Integrated Curriculum Map Cycle A Year 5/6

Autumn			Spring						Summer																	
<p>Who do you think you are kidding Mr Hitler?</p> <p><u>Should children have a say in what happens to them?</u></p>			<p>In memory of Mr Adlam</p> <p><u>Why is important to remember?</u></p>			<p>Food for thought</p> <p><u>How much can a little bit accomplish?</u></p>			<p>Were the Mayan civilization civilised?</p> <p><u>What does being civilised mean?</u></p>			<p>Fabulous France!</p> <p><u>What does it mean to be a neighbour?</u></p>			<p>Easter</p> <p><u>What did Jesus do to save human beings?</u></p>			<p>Go Bananas in St. Lucia!</p> <p><u>Does the place you live in define who you are?</u></p>			<p>Clashing Climates</p> <p><u>What do you need to be resilient?</u></p>			<p>Islalm Study</p> <p><u>How do you know what to believe?</u></p>		
Conflict	Sacrifice	Rights	Duty	Service	Pride	Compassion	Change	Responsibility	Judgement	Tradition	Class	Freindship	Respect	Value	Freedom	Justice	Idcntity	Belonging	Community	Resilience	Diversity	Strength	Value	Belief	Choice	
6 weeks			3 weeks			3 weeks			5 weeks			4 weeks			1 week			5 weeks			6 weeks			2 weeks		
History	English	Art	DT	English	PSHE	RE	Music		English	History	DT	Geography	Art	English	RE		Geography	Art	English	Geography	DT	English	RE	English		
Computing			History			English			Computing			Computing						Computing			Computing					
RE			Maths						RE									Maths								
<p>Spirituality: Ourselves</p> <p>Looking at how we are guided by others using the example of children in WW2 and how that shapes how we develop as unique people.</p> <p>Should we be guided by others?</p>			<p>Spirituality: Others</p> <p>The banquet for ver=terans is an opportunity for us to realise what others have done for us and give back.</p> <p>Why do we remember war and wear poppies? Is it still important? What did people sacrifice for us?</p>			<p>Spirituality: Others</p> <p>Looking at current issues and seeing if we can be the people to help this time.</p> <p>Why should we be the ones to look for people to help?</p>			<p>Spirituality: Others</p> <p>Investigating Mayans and reflecting on how we view and think about those in light of our own beliefs and sense of self.</p> <p>Was everybody treated well? Was this OK?</p>			<p>Spirituality: The world and beauty</p> <p>Using the work of Monet, look at how we can appreciate the natural beauty in creation but also the beauty is human talents.</p> <p>Is there a difference in beauty in creation and beauty in man made things?</p>			<p>Spirituality: Beyond</p> <p>Learning about God and His gifts to the world and how we celebrate and understand these</p> <p>How does God show our school values?</p>			<p>Spirituality: The world and beauty</p> <p>Consider what is beautiful about a place and how people find places to live, stay, visit.</p> <p>Does everybody love the same things about the world?</p>			<p>Spirituality: The world and beauty</p> <p>Looking at the diverse biomes around the world, how they all add to the beauty and diversity of the world.</p> <p>Is there beauty everywhere? Can beauty be found in difficulties?</p>			<p>Spirituality: Ourselves</p> <p>Reflect on our journey of faith in relation to learning about others.</p> <p>How do I know what to believe? What are the right questions to ask?</p>		
<p>Hook: Trip to Milestones</p>			<p>Hook: Cleaning up th churchyard and finding the bench. Explore Tom Adlam and find a way to thank people who serve in the military.</p>			<p>Hook: Visit from charity or ex-homeless person</p>			<p>Hook: Children to attend 'Mayan school' and learn how to carry out an animal sacrifice using teddy bears and the sacrifices.</p>			<p>Hook: One morning, serve the children breakfast with typical French breakfast. Continental breakfast with croissants.</p>			<p>Hook: Look back at pictures from the teddy bear sacrifice. Do we treat people like this? What does our God do for us?</p>			<p>Hook: Children to be given travel brochures. Research and design their own holiday. (could have budget to stick to etc)</p>			<p>Hook: Invite actual travel agents to see their travel brochres and ask advice on how to set up our own travel agency.</p>			<p>Hook: Trip to Wondershall for the life of Christ Play</p> <p>How does this compare to other religions and their holy people?</p>		

<p>Outcome: Museum for parents using work from WW2 topic. Children to be in costumes to be the museum tour guides.</p>	<p>Outcome: A celebration banquet honouring people who serve in the military including speeches based on non-fiction research and Tom Adlam Biographies. Guest to be given a copy of all the biographies as a leaving gift.</p>	<p>Outcome: Community Carol Singing with collection for local charity (Foodbank)</p>	<p>Outcome: Presentation to parents, investigating whether Mayan culture was civilized or not? Parents to cast a vote based on the evidence given.</p>	<p>Outcome: Children to produce a 3D map of France with mountains and major landmarks represented</p>	<p>Outcome: Children to take part in the Walk of Witness to the church on the last afternoon</p>	<p>Outcome: Children to write a travel brochure for St. Lucia</p> <p>Letter to Mrs PH explaining they want to raise money for a charity working in the Carribean.</p>	<p>Outcome: Children to create and run their own travel agency (in hall?). Their brochures will be on display and customers can come and visit to discuss the holidays and book a holiday! (children to be armed with booking forms etc)</p> <p>Money spent on the holidays can be sent to a charity based in the Carribean.</p>	<p>Outcome: Information sheet sharing all we've learnt about Islam and Muhammad.</p>
<p>English – Goodnight Mr Tom - stories about being evacuees</p> <p>Samantha-Jayne – PSHE poetry</p> <p>The Usbourne Introduction to the Second World War - Information as part of a museum display</p> <p>(letters to the Adlams)</p> <p>History: Use of Primary history website for lessons on being an evacuee in WW2.</p> <p>Art: L.S. Lowery – using his paintings create their own pictures of WW2 evacuees in Lowery style for the art gallery in the museum.</p>	<p>English: Autobiographical writing, poetry written on the life of Tom Adlam – Using War by Michael Foreman</p> <p>DT: Great British Menu style banquet. All children work in groups to prepare a dish for the banquet which has a link either to WW2 or to celebrating. These dishes are judged and then a final menu prepared for the banquet.</p> <p>PSHE: Giving back to the community, particularly</p>	<p>RE – Prophecy – Maij – See Living difference separate planning</p> <p>Music – Performing carols including with instruments</p>	<p>English – Children to write a persuasive argument about Mayan 'civilisation'.</p> <p>Children to go on to write a balanced argument which can be used as the basis of their presentation.</p> <p>Presenting to parents (oral presentation skills). Text - Historium</p> <p>The Hero Twins – writing a version of the Mayan myth – To entertain</p> <p>DT</p> <p>The Mayans built impressive buildings without the use of cartwheels. Can the children develop a moving device that would have helped them to move the stones into position (work faster...)</p> <p>History: see separate History plan on Key Stage History website</p>	<p>English: The Flood - Weather report about a extreme weather descending – Link to Spring weather. Find examples on the news etc.</p> <p>Art – Study the work on Monet and children use his example to create their own art work based on the outside environment.</p> <p>Geography – Using research, atlas and Google earth to create a profile of France and its physical features Compare with Britain. Interview Mrs Knights to find out how France is different to England. Use computers to present findings. Could be put on the school website under our blogs or class pages. Look at French newspapers, look at the issues of the day. How does it compare to what is in our newspapers?</p>	<p>RE: Salvation – <u>What did Jesus do to save human beings?</u> – Separate Understanding Christianity planning</p>	<p>English – Wizard of Oz – Journey story – Trying to get back to where we belong.</p> <p>Geography – Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America (e.g. Caribbean).</p> <p>Include research into the issues for Caribbean countries and how we could support them.</p> <p>Art – Still Life Tate Gallery Fruit 'Dish of pears' – Picasso 'fruit in a dish' and 'apples' – Matthew Smith -</p>	<p>English – Children to write letters or diaries based on The Arrival by Shaun Tan – Explore what it is like to visit a new country.</p> <p>Geography – Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America (e.g. Caribbean). Study of different biomes across the globe.</p> <p>DT : STEM Day at Oakmoor, leading to create a building using recycled materials which solves a problem linked to climate.</p>	<p>English – Site of application – information writing about Islam</p> <p>RE – Following separate Living Difference planning – <u>Ramadan and Eid</u> Possible trip to a Mosque. Include discussion on radicalization and extremism.</p>

<p>Computing: Using searching tools to research and presentations skills for the museum.</p> <p>RE: Based on separate Understanding Christianity RE planning. <u>Gospel – What would Jesus do?</u></p> <p>Science: Light – Link to topic through blackouts and air raids. See separate planning for details</p> <p>Music: https://www.bbc.co.uk/teach/ten-pieces/classical-music-grazyna-bacewicz-overture/zf2k382</p>	<p>Maths – Measuring, changing recipes, ratio and proportion</p> <p>History: Learning about Tom Adlam and investigating his story of getting the Victoria Cross</p>	<p>English – Create leaflets to be handed out at the Carol Singing event</p> <p>Persuasive writing to parents</p>	<p>Computing: Use of PowerPoint to put together presentation for parents.</p> <p>RE: <u>People of God – How can following God bring freedom and justice?</u> Separate planning</p> <p>Science: - Forces – How did the Mayans move such heavy materials to create their buildings and temples?</p>			<p>Maths – discounts/percentages off. Calculating cost of holidays. Comparing prices & value for money. Compare deals (e.g. all inclusive vs paying for flights, food etc)</p> <p>Computing: Using Scratch to create a game based on what we've learnt about St. Lucia or an interactive map.</p> <p>Science: Materials – Link to the topic through discussion of belonging and changing state/substance/group.</p>	<p>Computing: Use of videoing to produce the DT presentations for the STEM Day</p> <p>Shadrack: Use Kenya as one of the places. Find out about the climate and way of life in Kenya. Write letters to Shadrack and include a stall encouraging people to sponsor a child in Kenya as part of our travel agency. Write leaflets to explain his way of life and why sponsoring a child is good.</p>	<p>Year 6 Science – Evolution and variation – see separat planning</p> <p>Year 5 to complete puberty lessons.</p>
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Subjects:	Eng	Ma	Sci	D&T	Comp	His	Geo	Art	Mus	PE	RE	PSHE
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Spirituality:	Ourselves	Others	The world and beauty	Beyond
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