



Houldsworth Valley Primary School



The Best For All ~ From Each The Best

Houldsworth Valley aims to instil a sense of pride in everyone who learns here. We aim to provide an excellent education in a safe, supportive learning environment, where people are valued and make positive contributions to the School community, and where pupils go on to become responsible, independent members of society.

Upper Key Stage 2 – Curriculum Overviews

Subjects	Cycle A					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Mayans	Spectacular Space	Powerful Programming		Newmarket	
E&E; SS / FF	Chocolate tasting Making profit with chocolate	Late night school stay Own Space museum	Make a computer game (Scratch) Make your own webpage		Visit to local area Interactive tour guide	
Science	<ul style="list-style-type: none"> Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling objects. Identify the effects of drag forces such as air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanics, including levers, pulleys and gears, allow a smaller force to have a greater effect Describe, in terms of drag forces, why moving objects that are not driven tend to slow down 	<ul style="list-style-type: none"> Describe the movement of Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<ul style="list-style-type: none"> Describe the changes as humans develop to old age Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans 	<ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	
	<ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments 					
History	A non-European society that provides contrasts with British history Describe the social, ethnic, cultural or religious diversity of past society Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy				A local history study Identify continuity and change in the history of the locality of the school Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Use original ways to present information and ideas	
Geography		Use the eight points of a compass, four and six-figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider World	Physical geography, including biomes and vegetation belts, rivers, water cycle. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location	Human geography: distribution of natural resources Identify and describe how the physical features affect the human activity within a location	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 Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)	

					Use different types of fieldwork sampling (random and systematic) to observe, measure, and record the human and physical features in the local area; record the results in a range of ways
PE	Dance - perform dances using a range of movement patterns	Gymnastics - Develop flexibility, strength, technique, control and balance	Games - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	OAA - Take part in OAA individually and within a team	Athletics - Compare their performances with previous ones and demonstrate improvement to achieve their personal best
	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 				
Art	Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) Use lines to represent movement	Sculpture Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations Use tools to carve and add shapes, texture and patterns Combine visual and tactile qualities Use frameworks (such as wire or moulds) to provide stability and form	Collage Mix textures (rough and smooth, plain and patterned) Combine visual and tactile qualities Use ceramic mosaic materials and techniques	Printing Build up layers of colours Create an accurate pattern, showing fine detail Use a range of visual elements to reflect the purpose of the work	Materials and textiles Show precision in techniques Choose from a range of stitching techniques Combine previously learned techniques to create pieces
	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 				
Computing	Using technology safely, respectfully and responsibly	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Choose the most suitable applications and devices for the purpose of communication Use many of the advanced features in order to create high quality, professional or efficient communications 	
DT	Food Technology Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Measure accurately and calculate ratios of ingredients to scale up or down from a recipe Demonstrate a range of baking and cooking techniques		Apply their understanding of computing to program, monitor and control. Understand and use mechanical systems in their products Use innovative combinations of electronics (or computing) and mechanics in product designs	Textiles Create objects (such as a cushion) that employ a seam allowance Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration) Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)	
	<p>Design</p> <ul style="list-style-type: none"> -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> -Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> - Investigate and analyse a range of existing products - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 				

	-Understand how key events and individuals in design and technology have helped shape the world					
Music	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds. 	<ul style="list-style-type: none"> Use and understand staff and other musical notations Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play Read and create notes on the musical stave Understand the purpose of the treble and bass clefs and use them in transcribing compositions Understand and use #(sharp) and b (flat) symbols Use and understand simple time signatures 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music Create songs with verses and a chorus Create rhythmic patterns with an awareness of timbre and duration Combine a variety of musical devices, including melody, rhythm and chords Thoughtfully select elements for a piece in order to gain a defined effect Use drones and melodic ostinato (based on the pentatonic scale) Convey the relationship between the lyrics and the melody Use digital technologies to compose, edit and refine pieces of music 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Sing or play from memory with confidence Perform solos or as part of an ensemble Sing or play expressively and in tune Hold a part within a round Sing a harmony part confidently and accurately Sustain a drone or a melodic ostinato to accompany singing Perform with controlled breathing (voice) and skillful playing (instrument) 		
MFL	Pupils should be taught to: <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 					
PSHE Citizenship British Values BTBYCB	Fair trade	Anti-bullying Making profits	Rights and responsibilities	Understanding achievements	Contributions to society	Dealing with changes/ moving on
	British Values, Community – What communities are we members of? School Rules, working together etc... Rights – Children’s rights and responsibilities Democracy – School Councillors, being heard at school, at home and further afield. How is the country governed? Responsibility – Financial? Links to summer fayre? Links to rights. School ethos and environment.					
RE	RE Week YEAR 5: Christianity Beliefs in action in the World YEAR 6: Buddhism Beliefs and questions; Teachings and authority		RE Week YEAR 5: Sikhism Beliefs and questions; Teachings and authority YEAR 6: Christianity Journey of life and death		RE Week YEAR 5: Judaism Beliefs in action in the World YEAR 6: Buddhism Worship, pilgrimage and sacred places	

Subjects	Cycle B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Exciting Electricity	Perfect Portraits	Blast From The Past		Brilliant Britain	Awesome Egyptians
E&E; SS / FF	Scientist visit Making loop games	Art gallery trip Art exhibition	West Stow trip Time capsule		Red, white and blue day Street party (afternoon tea)	Artefact exploration Awesome Egyptians DVD
Science	<ul style="list-style-type: none"> ▪ Electricity ▪ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ▪ Use recognized symbols when representing a simple circuit in a diagram 		<ul style="list-style-type: none"> ▪ Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ▪ Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ▪ Demonstrate that dissolving, mixing and changes of state are reversible changes ▪ Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 		<ul style="list-style-type: none"> ▪ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ▪ Give reasons for classifying plants and animals based on specific characteristics. ▪ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ Describe the life process of reproduction in some plants and animals. 	
	<ul style="list-style-type: none"> ▪ Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ Using test results to make predictions to set up further comparative and fair tests ▪ Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ▪ Identifying scientific evidence that has been used to support or refute ideas or arguments 					
History		Britain's settlement by Anglo-Saxons and Scots Use sources of evidence to deduce information about the past	The Viking and Anglo - Saxon struggle for the kingdom of England to the time of Edward the Confessor Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children			The achievements of the earliest civilizations Understand that no single source of evidence give the full answer to questions about the past Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line
Geography	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)				Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Collect and analyse statistics and other information in order to draw clear conclusions about locations Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location	
	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 supply					
PE	Dance - perform dances using a range of movements phrases	Gymnastics - Develop flexibility, strength, technique, control and balance	Games - Play competitive games, modified where appropriate and apply basic	OAA - Take part in OAA individually and within a team	Athletics - Compare their performances with previous ones and demonstrate	

			principles suitable for attacking and defending		improvement to achieve their personal best	
	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 					
Computing	<p>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Collaborative with others online on sites approved and moderated by teachers Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems</p>	<p>Design, write and debug programs that accomplish specific goals</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select appropriate applications to devise, construct and manipulate data and present it in an efficient and professional manner</p>		
Art	<p>Drawing</p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)</p> <p>Use lines to represent movement</p>	<p>Portraits (painting)</p> <p>Sketch (lightly) before painting to combine line and colour</p> <p>Create a colour palette based upon colours observed in the natural or built world</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces</p> <p>Combine colours, tones and tints to enhance the mood of a piece</p> <p>Use brush techniques and the qualities of paint to create texture</p> <p>Develop a personal style of painting, drawing upon ideas from other artists</p>	<p>Collage</p> <p>Mix textures (rough and smooth, plain and patterned)</p> <p>Combine visual and tactile qualities</p> <p>Use ceramic mosaic materials and techniques</p>	<p>Printing</p> <p>Build up layers of colours</p> <p>Create an accurate pattern, showing fine detail</p> <p>Use a range of visual elements to reflect the purpose of the work</p>	<p>Using sketchbooks</p> <p>Abstract art</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers</p> <p>Show how the work of those studied was influential in both society and to other artists</p> <p>Create original pieces that show a range of influences and styles</p>	<p>Sculpture</p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</p> <p>Use tools to carve and add shapes, texture and patterns</p> <p>Combine visual and tactile qualities</p> <p>Use frameworks (such as wire or moulds) to provide stability and form</p>
	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 					
DT	<p>Understand and use electrical systems in their products</p> <p>Apply understanding of how to strengthen more complex structures</p> <p>Apply their understanding of computing to program, monitor and control.</p> <p>Understand and use mechanical systems in their products</p> <p>Use innovative combinations of electronics (or computing) and mechanics in product designs</p>	<p>Textiles and Materials</p> <p>Create objects (such as a cushion) that employ a seam allowance</p> <p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration)</p> <p>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)</p>	<p>Food Technology</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe</p> <p>Demonstrate a range of baking and cooking techniques</p>			
	<p>Design</p> <ul style="list-style-type: none"> -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> -Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> - Investigate and analyse a range of existing products - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 					

	-Understand how key events and individuals in design and technology have helped shape the world					
Music	<ul style="list-style-type: none"> Listen with attention to detail Appreciate and understand a wide range of high-quality live and recorded music To develop an understanding of the history of music 	<ul style="list-style-type: none"> Use and understand staff and other musical notations 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music Create songs with verses and a chorus Create rhythmic patterns with an awareness of timbre and duration Combine a variety of musical devices, including melody, rhythm and chords Thoughtfully select elements for a piece in order to gain a defined effect Use drones and melodic ostinato (based on the pentatonic scale) Convey the relationship between the lyrics and the melody Use digital technologies to compose, edit and refine pieces of music 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Sing or play from memory with confidence Perform solos or as part of an ensemble Sing or play expressively and in tune Hold a part within a round Sing a harmony part confidently and accurately Sustain a drone or a melodic ostinato to accompany singing Perform with controlled breathing (voice) and skillful playing (instrument) 		
MFL	Pupils should be taught to: <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 					
PSHE Citizenship British Values BTBYCB	Electrical safety and renewable energy	Describing and presenting yourself	Respecting differences	Healthy lifestyle	Contributions to society	Looking after the environment Dealing with changes/ moving on
	British Values, Community – What communities are we members of? School Rules, working together etc... Rights – Children’s rights and responsibilities Democracy – School Councillors, being heard at school, at home and further afield. How is the country governed? Responsibility – Financial? Links to summer fayre? Links to rights. School ethos and environment.					
RE	RE Week YEAR 5: Sikhism Religion, family and the community YEAR 6: Hinduism Beliefs and questions; Teachings and authority		RE Week YEAR 5: Christianity Inspirational people YEAR 6: Islam Journey of life and death		RE Week YEAR 5: Islam Religion, family and the community; religion and the individual YEAR 6: Christianity Worship, pilgrimage and sacred places	