


		Science and Technology		
		Knowledge	Skills	Experiences
Year 5/6 - Adventures	Summer	<ul style="list-style-type: none"> - All materials are solids, Liquids or Gases. - Properties of solids, liquids and gases. - Mixing materials and solutions - Irreversible changes, heating and burning of fuels - Reversible changes, freezing, melting and dissolving. 	<ul style="list-style-type: none"> -I can recognise that changes in materials affect their properties and uses under different conditions. -I can recognise that our planet provides natural materials and can explain why they may have been processed to make them useful. 	<ul style="list-style-type: none"> -Use enquiry skills to group SLG. - Carry out practical investigations into changing state. - Watch demonstrations and make predictions based on prior knowledge. - Cookery, freezing and melting objects and materials.
	Spring	<ul style="list-style-type: none"> - Living Things in the Environment - Habitats and adaptation - Food chains - Food webs - Producers and consumers - Hot and cold environments - Protecting the environment - Pollution and destroying habitats 	<ul style="list-style-type: none"> -I can describe how living things compete for specific resources and depend on each other for survival. -I can describe the features of organisms and recognise how they allow them to live, grow and reproduce for survival in their environment. -I can explain the role of different organs and systems that enable plants and animals to live and grow. -I can describe some changes in growth and development caused by hormones. -I can identify the threats to the development and health of organisms. 	<ul style="list-style-type: none"> - Adaptation investigation. - Exploring animals in their environments around the school and locality - Pond dipping - Forest schools

	Autumn	<ul style="list-style-type: none"> - Incredible Universe - Our solar system - The orbit of the moon - The phases of the moon - The rotation of the earth - Sunrise and sunset - The orbit of the earth - How the seasons form - The height of the sun in the sky varies. 	<ul style="list-style-type: none"> -To be able to plan a scientific enquiry to answer a question. -To be able to describe the movement of the Earth, and other planets, relative to the Sun in the solar system. - To identify scientific evidence that has been used to support or refute ideas or arguments. -Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations 	<ul style="list-style-type: none"> - Outside speakers - Visit to 'We are curious' or 'Technquest' - Design a model/mobile of the solar system - Investigate shadows on school yard at various times of day - Observational drawings of moon at night - Make a sundial -Create a building that could withstand an extreme weather condition

 Language, Literacy and Communication				
		Knowledge	Skills	Experiences
Year 5/6 - Adventurers	Summer	<ul style="list-style-type: none"> -Identify the difference between formal and informal writing -Understand and identify the features of Historical fiction -The features of a playscript -Identify the features of persuasive writing. -The purpose of different persuasive texts 	<ul style="list-style-type: none"> To understand features of formal official language To revise the language conventions and grammatical features of the different types of text To revise formal styles of writing: To secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects. To compare and evaluate a novel or play in print and the film/TV version, To take account of viewpoint in a novel. To articulate personal responses to literature, To understand aspects of narrative structure, How authors handle time, How the passing of time is conveyed to the reader; To analyse how individual paragraphs are structured in writing, To review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form; To write own story To study in depth one genre and produce an extended piece of similar writing, To write non-chronological reports linked to other subjects; To use IT to plan, revise, edit writing to improve accuracy and conciseness and to bring it to publication standard, To construct effective arguments: To write a balanced report of a controversial issue. To recognise and use the features, words and phrases of persuasive writing, explanations 	<ul style="list-style-type: none"> -End of year performance -Watch live theatre eg. Matilda -Visit theatres to watch professional actors -Write letters to local government -Respond to letters from governors and other formal situations.

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	Spring	<ul style="list-style-type: none"> -How to write a flashback story -Understand and identify the features of an explanation text -The features of an argument -What is a legend/Myth? -How to write historical fiction. 	<ul style="list-style-type: none"> To understand how words and expressions have changed over time, To research the origins of proper names, Collect and explain the meanings and origins of proverbs, To understand that the meanings of words change over time, To revise formal styles of writing: To secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects. To be familiar with the work of some established authors. To contribute constructively to shared discussion about literature, To understand aspects of narrative structure, To recognise how arguments are constructed to be effective, To identify the features of balanced written arguments To read and understand examples of official language and its features. To identify the key features of impersonal formal language, To use different genres as models to write To write own story To construct effective arguments: To write a balanced report of a controversial issue: 	<ul style="list-style-type: none"> -Visit to places of Welsh History eg. St Fagans -Take part in debates -Research local issues
	Autumn	<ul style="list-style-type: none"> -Different types of poetry -Understand and identify the features of a biography and auto-biography -The features of journalistic writing 	<ul style="list-style-type: none"> To experiment with language, e.g. creating new words, similes and metaphors. To investigate connecting words and phrases: To revise formal styles of writing: To articulate personal responses to literature, To recognise how poets manipulate words: To investigate humorous verse: To analyse how poetry conveys messages, moods, feelings and attitudes. To read and interpret poems in which meanings are implied or multilayered; to discuss, interpret challenging poems with others; To increase familiarity with significant poets and writers of the past; To describe and evaluate the style of an individual writer; To discuss how linked poems relate to one another To describe and evaluate the style of an individual poet; To comment critically on the overall impact of a poem, To distinguish between biography and autobiography; To write own poems experimenting with active verbs and personification; produce revised poems for reading aloud individually; To use different genres as models to write To write a sequence of poems linked by theme or form, To write an extended story, on a theme identified in reading; To develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, To develop a journalistic style To use the styles and conventions of journalism 	<ul style="list-style-type: none"> -Listen to local poets. -Create a poetry anthology -Perform and record poetry -Read different autobiographies -Visits from local author -Read newspapers -Watch relevant/current news eg. Newsround -Write and record newsreports and upload


		Mathematics and Numeracy		
		Knowledge	Skills	Experiences
Year 5/6 - Adventurers	Summer	<ul style="list-style-type: none"> -Use multiples up to 10×10 to derive sequences -Read and write numbers to 1,000,000 and 3 decimal places. -Begin to recognise and apply key mental facts -Use knowledge of divisibility to solve problems. -Calculate percentages of quantities -Solve multistep problems. -Multiply 2 place decimals by one place -Understand banking and saving -Algebra -Data surveys -Fractions/decimal equiv. 	<ul style="list-style-type: none"> -I can use a range of representations to develop and secure my understanding that the value of a digit is related to its position. I can read, record and interpret numbers, using figures and words up to at least one million. -I can demonstrate my understanding that non-integer quantities can be represented using fractions (including fractions greater than 1), decimals and percentages. I can use my knowledge of equivalence to compare the size of simple fractions, decimals and percentages and I can convert between representations. -I can model problems, using expressions and equations involving symbols or words to represent unknown values, adopting the conventions of algebra. I can use inverse operations to find unknown values in simple equations. -I can collect different types of data to answer a variety of questions that have been posed, demonstrating an understanding of the importance of collecting relevant data. -I can represent information by creating a variety of appropriate charts of increasing complexity, including tally charts, frequency tables, bar graphs and line graphs. -I can use different scales to extract and interpret information from a range of diagrams, tables and graphs, including pie charts with simple fractions and proportions. I can recognise any trends that are seen. 	<ul style="list-style-type: none"> -Planning budgets eg. Parties, trips. -Surveying classmates, staff -Looking at bank statements, costings, internet banking. -Real life data handling investigations.
	Spring	<ul style="list-style-type: none"> -Numbers to 1000000 -Multiplying/dividing by 10, 100, 1000 -Measures and conversion -Multiplying decimals and multiplication facts -Adding and subtracting decimals (jumping/vertical) -Division of decimals -Inverse operations -Money – comparison of prices -Decimals to three places - Mental strategies (doubling, halving, facts) -Ratio and proportion - Multiplying HTU x TU -Area and perimeter -Triangles and angles -Symmetry -Coordinates -3D shape -Tessellation 	<ul style="list-style-type: none"> -I can demonstrate my understanding that non-integer quantities can be represented using fractions (including fractions greater than 1), decimals and percentages. I can use my knowledge of equivalence to compare the size of simple fractions, decimals and percentages and I can convert between representations. -I can demonstrate my understanding that a fraction can be used as an operator or to represent division. I can understand the inverse relation between the denominator of a fraction and its value. -I can read analogue and digital clocks accurately and I can make interpretations and perform calculations involving time. -I can estimate and measure length, capacity, mass, temperature and time, using appropriate standard units. -I can convert between standard units, including applying my understanding of place value to convert between metric units. -I can explore and consolidate my understanding of the properties of two-dimensional shapes to include the number of sides and symmetry. -I can explore vertices, edges and faces of three-dimensional shapes and I can use these characteristics to describe a three-dimensional shape. -I can relate a three-dimensional shape to its two-dimensional nets. 	<ul style="list-style-type: none"> -Make lengths and measures of school, locality. -Visit price comparisons websites. -Real life shopping challenges – visit shops. -Investigate proportions/ratios of sweets. -Racing game for probability. -Mapping coordinates -Exploring patterns and artwork

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		<p>-I can use efficient methods for finding the perimeter and area of two-dimensional shapes, understanding how basic formulae are derived.</p> <p>-I have developed an understanding of the ways in which co-ordinates are used to solve problems involving position, length and shape.</p> <p>-I can demonstrate my understanding of angle as a measure of rotation and I can recognise, name and describe types of angles.</p> <p>-I can model problems, using expressions and equations involving symbols or words to represent unknown values, adopting the conventions of algebra. I can use inverse operations to find unknown values in simple equations.</p> <p>-I can use different scales to extract and interpret information from a range of diagrams, tables and graphs, including pie charts with simple fractions and proportions. I can recognise any trends that are seen.</p> <p>-I can find and use the mean of a simple set of data to explain how the statistics do, or do not, support an argument. I can recognise how anomalies affect the mean.</p> <p>-I can explore outcomes and chance, using appropriate language, and I am beginning to use numerical values to represent probability.</p>	
Autumn	<p>-Counting forwards and backwards 4/5 digit number and decimals</p> <p>-Place value up to 1,000,000</p> <p>-Ordering decimals</p> <p>-Halving and doubling decimals</p> <p>-Proportions</p> <p>-Converting decimals/fractions</p> <p>-Derive percentages (of amounts)</p> <p>-Addition/subtraction (3 and 4 digit numbers)</p> <p>-Multiplying HTU by U and TU by TU</p> <p>-Problem solving (estimation/inverse)</p> <p>-Costs/money/profit/loss</p>	<p>-I can use a range of representations to develop and secure my understanding that the value of a digit is related to its position. I can read, record and interpret numbers, using figures and words up to at least one million.</p> <p>-I can demonstrate my understanding that a fraction can be used as an operator or to represent division. I can understand the inverse relation between the denominator of a fraction and its value.</p> <p>-I can use the four arithmetic operations confidently, efficiently and accurately with integers and decimals, and I can combine these using distributive, associative and commutative laws where appropriate.</p> <p>-I can fluently recall multiplication facts up to at least 10 x 10 and use these to derive related facts.</p> <p>-I can demonstrate an understanding of income and expenditure, and I can apply calculations to explore profit and loss.</p> <p>-I can explore and create patterns of numbers and shapes. I can explain numerical sequences and spatial patterns in words and by generalising them.</p> <p>-I can relate a three-dimensional shape to its two-dimensional nets.</p> <p>-I can use efficient methods for finding the perimeter and area of two-dimensional shapes, understanding how basic formulae are derived.</p> <p>-I can model problems, using expressions and equations involving symbols or words to represent unknown values, adopting the conventions of algebra. I can use inverse operations to find unknown values in simple equations.</p>	<p>-Real life problems</p> <p>-Use of large numbers in real life contexts eg. Populations</p> <p>-Enterprise activities</p> <p>-Selling products for profit</p>

		Expressive Arts		
		Knowledge	Skills	Experiences
Year 5/6 - Adventurers	Summer	<ul style="list-style-type: none"> -Understanding the importance and relevance of different art forms eg. Grafitti and urban art. -Knowledge of famous artists eg. Banksy, Vhils -Exploring different methods of recording, mark making eg. Shape, blocks, lines, shading -Experiencing and creating song lyrics eg. Couplets, melody, beat, accompaniment. 	<p>I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools and technologies showing innovation and resilience</p> <p>I can explore how creative work can represent, document, share and celebrate personal, social and cultural identities.</p> <p>I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience</p>	<ul style="list-style-type: none"> - Create props for a yearly performance - Create a logo/ emblem that promotes freedom/ peace - Exploring urban art through technologic mediums (word art, clip art, etc) - Create and perform a leavers song and record on relevant software -Watching Matilda and other performances. -Performing theatrically in-front of a range of audiences.
	Spring	<ul style="list-style-type: none"> -Use of technology to record. -Use of stop motion apps. -Learn how to edit short recordings. -Understand the criteria for a successful advert/short film/musical score. -Identify features of music through time and how it has evolved. -Identify and compare musical genres. 	<p>I can apply knowledge and understanding of context, and make connections between my own creative work and creative work by other people and from other places and times.</p> <p>I can consider, with guidance, how moods, emotions and ideas are communicated both in my own creative work and in the creative work of others.</p> <p>I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools and technologies showing innovation and resilience</p>	<ul style="list-style-type: none"> -Exploring different types of filming equipment. -Use iPads and relevant software to record adverts and short films. -Listen to music genres through time. -Create short film strip. -Visit to St Fagans to experience role play of different Welsh cultures through time. -Eisteddfod art competition

	Autumn	<ul style="list-style-type: none"> -Understanding beat and timing. -Understanding volume and pitch. -Different types of instrument classification. -Understand and identify primary colours and tertiary colours. -Different uses of painting implements eg. Stroke making. 	<p>I can experiment with then select appropriate practices in art.</p> <p>I can use the work of well-known artists to inspire me to create my own.</p> <p>I can apply knowledge and understanding of context, and make connections between my own creative work and creative work by other people and from other places and times.</p>	<ul style="list-style-type: none"> -Looking at comic strips -Experiencing and experimenting different materials, textiles, paints etc... -Exploring images from space -Visit to space auditorium -Listening to sound effects -Experiencing different types of music in relation to weather. -Exploring and recording different instruments and sound effects

		Humanities		
		Knowledge	Skills	Experiences
	Year 5/6 - Adventurers	Summer	<ul style="list-style-type: none"> -I can present my findings in a variety of ways, drawing conclusions and making judgements based on the evidence used. -I can identify and explain the main causes and effects of events in a range of contexts, and I can recognise how these impact communities and societies. -I can participate in decision-making, and I can share opinions and evidence with decision-makers and elected representatives in my community. -I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues. -I can understand that there are a range of factors that influence people's behaviour, actions and decisions. -I can explore a range of ways in which identity is formed and some of the influences that impact upon diversity in society. -I can describe and give simple explanations about the impact that physical processes have had on people, places and landscapes in the past and present. -I have an understanding that injustice and inequality exist in societies. I also have an understanding of what human 	<ul style="list-style-type: none"> -Create timelines on key protest events - The legal system – looking at court cases and local historical court at Shire Hall. - Locate where natural disasters occur around the world - Display the geographical understanding on why hills and mountains are formed in our local area. -Identify local mountains -Observe a talk from mountain re -Create a fact file on a famous historical individual who fought for freedom. -Explore personal values and expectations for the academic year ahead

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			rights are and why they are important to me and other people.	
	Spring	<ul style="list-style-type: none"> - Identify features of an old classroom and compare to a current classroom - Compare living conditions in Wales during different decades. How does it compare to today? - Understand the story of St David the patron saint of Wales - Learn about historical myths and legends from Wales - Grasp the features of the building heritage in Wales - Understand the use of castles and what makes certain castles in Wales important 	<ul style="list-style-type: none"> -I can present my findings and data, utilising a range of increasingly sophisticated methods -I can explain who is responsible for upholding rights in my locality and in Wales, as well as in the wider world. I also have an understanding that some people are denied their rights. -I can understand the difference between facts, opinions and beliefs, and consider how this may affect the importance and usefulness of evidence. -I have an understanding that the past can be divided into periods of time. I also have an understanding that these periods have distinctive features and are different from one another, as well as different from the present. -I can describe how some different characteristics of communities and societies have changed, within and across periods of time, in my locality and in Wales, as well as in the wider world. 	<ul style="list-style-type: none"> -Visit to St Fagans to see the Evolution of Wales -Visit from the local museum to experience life through the ages - Understand the meaning of religious celebrations - Take part in the children's commissioners for Wales' under 16 voting pilot scheme

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	Autumn	<ul style="list-style-type: none"> -Understand what space is and the features of the seven main planets - Clarify what the seven wonders of the world -Clarify the seven natural wonders of world and learn how they are deemed wonders of the world - Learn about space astronauts and how they have made history in terms of space history and geographical facts - Understand what pictures and objects symbolise each religion 	<ul style="list-style-type: none"> -I can describe (using fact files) how people's actions impact on the world. -I can show understanding of the causes and effects of the events and physical processes that shape environments. -I can infer and compare people's opinions, viewpoints and interpretations from sources and evidence. -I can describe and give simple explanations about the impact of human actions on the natural world in the past and present. -I can locate and give simple explanations for the distinctive features of places, spaces and landforms in my locality and in Wales, as well as in the wider world. 	<ul style="list-style-type: none"> -Create a timeline of the history of space travel -Attend an online workshop based on geographical understanding of the world -Locate wonders of the world on a map - Create a fact file on one of the seven main religions of the world -Explore each religion by experiencing the curiosity box provided by the local museum - Explore why different extreme weathers occur around the world -Observe a selection of religious figures talk about their personal religion experiences

		Health and Wellbeing		
		Knowledge	Skills	Experiences
Year 5/6 - Adventurers	Summer	<p>I know that it is important to take care of my mental health.</p> <p>To know how to take care of mental health.</p> <p>To understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>To understand how babies are conceived (Y6)</p> <p>To understand how bodies change during puberty (Y5)</p> <p>Online images and advertising are designed to make people want to spend money and change themselves.</p>	<p>I understand that people can get problems with their mental health and that it is nothing to be ashamed of.</p> <p>I can help myself and others when worried about a mental health problem</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them</p> <p>I can ask appropriate questions about my body and how it changes. I can understand how babies are conceived.</p> <p>I can judge whether something online is safe and helpful for me</p> <p>I can resist pressure to do something online that might hurt myself or others</p>	<p>- Sports Day</p> <p>- Puberty discussion</p> <p>- Sex and Relationship discussion</p> <p>- Healthy living week</p> <p>- Football & Netball tournament</p> <p>-Level 1&2 bike safety</p>

	Spring	<p>Understand why it is important to stretch the boundaries of my current learning.</p> <p>Set success criteria so that I will know whether I have reached my goal.</p> <p>To recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.</p> <p>Some people are suffering and live in difficult situations.</p> <p>Understand what good mental health looks like and what poor mental health looks like.</p> <p>To know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</p> <p>To know strategies to avoid being pressurised.</p> <p>To know how to help myself feel emotionally healthy and recognise when I need help with this.</p> <p>Learn different strategies to manage stress and pressure.</p>	<p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).</p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</p> <p>I can identify problems in the world that concern me and talk to other people about them.</p> <p>I can work with other people to help make the world a better place.</p> <p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I know what some people in my class like or admire about me and can accept their praise.</p> <p>I can take responsibility for my health and make choices that benefit my health and well-being.</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</p> <p>I understand that some people can be exploited and made to do things that are against the law.</p> <p>I know why some people join gangs and the risks this involves.</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p>	<p>Complete personal goal cards.</p> <p>Make a totem pole to show goals and steps to achieve them.</p> <p>Make bunting with dreams on.</p> <p>Make and plan a charity event.</p> <p>Giving and receiving praise and compliments.</p> <p>Being an agony aunt.</p> <p>Make a list of ways to feel better when feeling down.</p> <p>Emotional Well – personal template.</p> <p>Make a cube with six ways to relax and manage pressure.</p>
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Autumn	<p>Find out about JK Rowling and relate to resilience. Know own goals.</p> <p>Being a global citizen know that there are universal rights for all children but for many children these rights are not met.</p> <p>understand that my actions affect other people locally and globally.</p> <p>make choices about my own behaviour because I understand how rewards and consequences feel and I understand how theses relate to my rights and responsibilities.</p> <p>Understand how an individual's behaviour can impact on a group.</p> <p>Understand how democracy and having a voice benefits the school community.</p> <p>Understand there are different perceptions about what normal means.</p> <p>Understand how being different could affect someone's life.</p> <p>Explain some of the ways in which one person or a group can have power over another.</p>	<p>I can notice and understand how and why experiences impact on me and others.</p> <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand that my actions affect other people locally and globally.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p>I understand there are different perceptions about what normal means.</p> <p>I understand how being different could affect someone's life.</p>	<p>To create class jigsaw Charter Quiz about life in a poor country</p> <p>Use Maslow's triangle.</p> <p>Learning charter rights and responsibilities.</p> <p>Role play on anti-social behaviour.</p> <p>Deciding on appropriate consequences.</p> <p>Empathise with people who are different.</p> <p>The story of Robert Cowell</p> <p>Tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</p> <p>Celebrating difference.</p>

		<p>Know some of the reasons why people use bullying behaviours.</p> <p>Give examples of people with disabilities who lead amazing lives e.g. paya Olympians.</p> <p>Ways in which difference can be a source of conflict and a cause for celebration.</p>	<p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration.</p>	
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