

**Washingwell Primary School**  
**Creative Curriculum Overview**  
**Years 5 and 6**  
**Summer term**



<b>Computing</b>	<ul style="list-style-type: none"><li>• To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li><li>• Select, use and combine a variety of software on a range of digital devices to design and create content that accomplishes a given goal.</li></ul>
<b>History</b>	<ul style="list-style-type: none"><li>• To describe historical events from different periods studied.</li><li>• To make comparisons between historical periods, explaining things that have changed and things which have stayed the same.</li><li>• To explain the role Britain has had in spreading Christian values across the world.</li><li>• To address and devise historically valid questions about change, cause, similarity and difference and significance.</li></ul>
<b>Geography</b>	<ul style="list-style-type: none"><li>• To locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li><li>• To describe where places are (for example, in which region/country the places are, whether they are near rivers or hills, what are the nearest towns or cities are.)</li><li>• To recognise how places fit within a wider geographical context and are interdependent (for example, through the supply of goods, movements of people.)</li></ul>
<b>Design and Technology</b>	<ul style="list-style-type: none"><li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</li></ul>

	<ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately (cutting shaping, joining, finishing).</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>
<b>Art and Design</b>	<ul style="list-style-type: none"> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• How does life as a Christian compare to life as a Buddhist?</li> <li>• What key differences are there between the two religions?</li> <li>• In what ways are the religions similar?</li> </ul>
<b>PSHE</b>	<p><b>Staying Safe</b>  To understand fire safety.  To know how to keep safe in my local environment. (knives/gangs)  To know where individuals, families and groups can get support and help.</p> <p><b>The Wider World</b>  To be able to work as a group to set goals and work on a project to raise money. (understand what a charity does)  To know what makes up family expenses.  To be able to identify rich and poor nations around the world</p>
<b>PE</b>	<ul style="list-style-type: none"> <li>• To play competitive games, modified where appropriate for example, cricket, rounders and tennis, and apply basic principles suitable for attacking and defending</li> </ul>

	<ul style="list-style-type: none"><li>• To develop flexibility, strength, technique, control and balance through athletics.</li></ul>
<b>MFL</b>	<ul style="list-style-type: none"><li>• read carefully and show understanding of words, phrases and simple writing</li><li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>• describe people, places, things and actions orally* and in writing</li><li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li></ul> <p><b>Taught through Spanish</b></p>