



The Beckford Curriculum - A Guide for Parents in Year 5 – Summer 2021

Over the past year, we have been working on developing and improving our 'Beckford Curriculum'. This document shows you what children in Years 1-6 will be learning throughout the year and what your child will be learning in the Summer term.

Intent - The Beckford Curriculum is designed to:

1. Teach our pupils to learn well
2. Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success
3. Ensure broad and balanced knowledge of the world
4. Ensure high levels of competence in the core subjects of English and maths
5. Teach our pupils to live well in a diverse world, as confident, responsible citizens

Beckford Values:

Last year, we worked with children, staff, parents and governors to develop our five core Beckford values , Aspiration, Responsibility, Resilience, Consideration and Community. These themes run through each of our topics.

Whole School Themes:

As a school community, we have decided to structure our Key Stage 1 and 2 'Beckford Curriculum' around whole school themes. These themes are: Journeys, Making a Difference, Environment and Diversity.

The National Curriculum:

At our school the National Curriculum is statutory. It lays out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each key stage of learning. Our Schools Curriculum incorporates the National Curriculum and goes beyond it. We have adapted and extended the National Curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community.

Topic Enrichment

We believe that all topics should be memorable, engaging and exciting! So for each topic you will see that (Covid permitting) we have planned for: an exciting entry point, opportunities for exploration through in depth research , exciting trips and an exit point that will often involve sharing work with our community.

If you have any questions about the curriculum, please contact: admin@beckford.camden.sch.uk

The Beckford Curriculum Team



The Values 2020-21

Aspiration



- Creativity
- Curiosity
- Communication

Responsibility



- Citizenship
- Staying Healthy
- Organisation

Resilience



- Confidence
- Independence
- Adaptable

Consideration



- Kindness
- Empathy
- Respect

Community



- Belonging
- Collaboration
- Relationships



Term	Autumn 1	Autumn 2	Spring	Summer
Whole School Theme	JOURNEYS	MAKING A DIFFERENCE	ENVIRONMENT	DIVERSITY
Year 1	Earth and Space	We are builders.	Heroes Our secret garden.	Carnival of animals. Travellers.
Year 2	Kenya/Growing up/going to school	Toys and Lego	The fire of London.	By the sea.
Year 3	Field to fork	Victorian schools	Stone age/ Changing planet	Britain from the air.
Year 4	The Egyptians - Journey to the Afterlife	The Romans - How the Romans Changed the world	Steam	Europe
Year 5	Shackleton	Ancient Greece	Space	Invasion! Anglo-Saxons/Vikings/Normans
Year 6	The Silk Road	Battle of Britain	Disasters	Evolution and adaptation





The Year 5 Beckford Curriculum Overview – 2020-21

	Autumn 1 JOURNEYS	Autumn 2 MAKING A DIFFERENCE	Spring ENVIRONMENT	Summer Diversity
Year 5	Shackleton	Ancient Greece – Legends and Legacies	Space	Britain after invasion Saxons / Vikings / normans
Science	Properties and Changes of Materials	Animals including humans	Forces Earth and Space	Living Things
Writing	Ice Trap News Wise – writing newspaper reports	The Adventures of Odysseus Love that dog	Cosmic Oranges in No-Man’s Land	The Journey 1066 report
Maths	Reasoning with large whole numbers Problem solving with interger addition and subtraction Line graphs and timetables	Multiplication and division Perimeter and area 2D shape	Fractions and decimals Angles Fractions Decimals and Percentages Transformations	Converting units of measure Calculating with whole numbers and decimals 2D and 3D shape Volume Problem solving



Beckford Curriculum 2020-21 – Diversity					Year 5 - Invaders.	
					<h2>Essential Knowledge</h2>	
					<p><u>By the end of this unit children will know:</u></p> <ul style="list-style-type: none"> • about Britain’s different cultures after invasion including Anglo-Saxons. Vikings and the Normans • how to use dates to order and place events in a chronological framework, making links between periods • how to provide an account of a historical event based on more than one source • about the Anglo-Saxon and Viking struggle for England to the time of Edward the Confessor 	
Aspiration 	Responsibility 	Resilience 	Consideration 	Community 		
Entry Point		Explore			Trip	Exit Point
<p>450AD Stunning start – drama session where the children (on upturned tables) pretend to be Jutes, Saxons and Angles travelling across the sea to Britain What were the pushes? (what made them leave?) and the pulls? (what attracted them?)</p>		<p>How was London affected during this 600 year time period by the settlers and invaders? Focus on London and the south east, but with a look at the wider view through maps etc</p> <ul style="list-style-type: none"> • Anglo-Saxons • Vikings • Normans • The Battle of Hastings 			<ul style="list-style-type: none"> • Museum of London or their outreach resources • Life cycle of plants and flower reproductive systems- Westbere Copse/ Hampstead cemetery 	<p>Viking Immersion day</p>

Reading

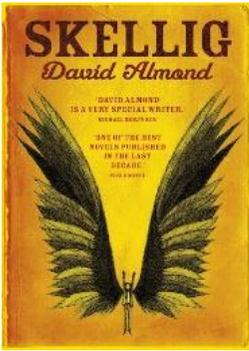
Reading – Word Reading:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet

Reading – Comprehension:

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Maths	
Converting units of measure	<ul style="list-style-type: none"> • convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram) • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
Calculating with whole numbers and decimals	<ul style="list-style-type: none"> • use all four operations to solve problems involving measure (for example length, mass, volume, money) using decimal notation, including scaling • solve problems involving number up to three decimal places • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
2-D and 3-D shape	<ul style="list-style-type: none"> • distinguish between regular and irregular polygons based on reasoning about equal sides and angles • use the properties of rectangles to deduce related facts and find missing lengths and angles • identify 3-D shapes, including cubes and other cuboids, from 2-D representations • recognise, describe and build simple 3-D shapes, including making nets (Y6) • illustrate and name parts of circles, including radius, diameter and circumference and know that diameter is twice the radius. (Y6)
Volume	<ul style="list-style-type: none"> • estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] • recognise and use cube numbers and the notation for cubed (³)
Problem solving	<ul style="list-style-type: none"> • consolidation and application opportunities

Writing	Key Writing Pieces	Teaching Points
 <p>The Journey by Francesca Sanna</p>	<p>To entertain Describing setting (travelling through the forest to the border). Link with music lesson before the writing.</p> <p>Write a newspaper article about their refugee journey. Interview the mum – focus on her perspective.</p>	<p>Building tension - short sentences and explode the moment Outside. (Inside.) Speech punctuation</p>
 <p>Skellig by David Almond</p>	<p>To entertain Describing setting and characters (finding Skellig).</p> <p>To discuss Balanced argument opportunities:</p> <ul style="list-style-type: none"> • Should Michael tell people about Skellig? • Will Michael help Skellig? • Can Mina be trusted? <p>To inform Scientific diagram of Skellig</p>	<p>Scientific diagram Headings and subheadings Labels Formal tone Use of pronouns</p> <p>Narrative: Planning, editing and publishing Building atmosphere – range of sentences Describing characters and settings – selecting vocabulary for effect.</p> <p>Balanced argument structure: introduce, pros, cons, conclusion Modal verbs Some; others</p>
 <p>1066 T4W Unit</p>	<p>To inform Non-chronological report</p>	<p>Headings and subheadings Organising information into topic paragraphs Topic specific vocabulary Brackets, dashes and commas for parenthesis Colons to introduce something that follows e.g. a list</p>

Science	History	Geography
<p><u>Living things and their habitats</u> To be able to explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>To be able to describe the life process of reproduction in some plants and animals.</p> <p>To be able to plan the correct enquiry to answer a question.</p> <p><u>Forces</u></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>I can use dates to order and place events in a chronological framework, making links between periods (Timeline of all topics studied).</p> <p>I can use historic terms related to the period of study. (Colony, conquest, democracy, diversity, global, parliament, settler.)</p> <p>I can understand that the type of information available depends on the period of time studied.</p> <p>I can present findings and communicate knowledge and understanding in different ways (linked to computing – research a city of the UK and its invasions lindsay).</p> <p>I can provide an account of a historical event based on more than one source.</p> <p>I can use evidence to support arguments.</p> <p>I understand Britain’s settlement by the Anglo-Saxons and Scots. (Invasion)</p> <p>I understand the Anglo-Saxon and Viking struggle for England to the time of Edward the Confessor. (Invasion)</p>	<p>I can ask and answer complex geographical questions (How have people affected what it looks like? How could we change this place?).</p> <p>I can understand and explain the differences between geographical and political maps (Vikings, Celts and Scotland).</p> <p>I can describe and understand key aspects of 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 (Britain after invasion).</p>
Computing	Art and Design	Design Technology
<p>I can use more advanced features when searching online.</p> <p>I can use a range of search tools to find exactly what I’m looking for.</p>	<p>I can develop different ideas which can be used and explain my choices for the materials and techniques I have used.</p> <p>I can talk about my work and evaluate how close it came to what I wanted to do.</p> <p>I can add a collage to a background that I have already painted, drawn or printed.</p> <p>I can return to work over longer periods of time and use a wider range of materials.</p>	<p>I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and tasty to eat.</p>

PE	Music	PSHE	RE
<p>Run, throw, jump</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • running (endurance) and team work • Running fast • Standing long jump/speed bounce • Jumping – Triple jump • Throwing – foam javelin • Throwing – Nerf ball (2) 	<p>Summer 2: Brass Camden Music</p>	<p>CARING RELATIONSHIPS To identify the qualities of a good friend</p> <p>GROWTH & DEVELOPMENT To think and talk about how they have grown and changed since they were babies</p> <p>CHANGING ADOLESCENT BODY To know about the physical changes that happen at puberty To know how and why emotions and relationships change during puberty To know where to get help and support to manage changes during puberty</p> <p>RESPECTFUL RELATIONSHIPS To know how to deal with feelings in relationships</p> <p>MENTAL WELLBEING/ CARING RELATIONSHIPS To develop a sense of belonging.</p> <p>MENTAL WELLBEING/ CARING RELATIONSHIPS To develop a sense of belonging. To recap the qualities of a good friend</p>	<p><u>Summer 1</u> I can use the right names for things that are special to Sikhs. I can say how I feel about something special to Sikhs. I can talk about one of the ways Sikhs show commitment to God. I can say why I think this might be a good way of showing commitment to God. I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to show I understand that Sikhs make choices about how they show commitment to God. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God. I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this. I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.</p> <p><u>Summer 2</u> I can use the right names for things that are special to Christians. I can talk about how I feel towards an issue that is important to me, (assessed in Lesson 1). I can talk about one of the ways Christians show commitment to God. I can decide which way I think is the best way for a Christian to show commitment to God. I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p> <p>I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.</p>

