

Term & Christian Values	<u>Autumn</u> Perseverance	<u>Spring</u> Compassion	<u>Summer</u> Hope (Aspiration)
Theme	The Sixties	The Anglo Saxons	The Great Outdoors

English	Year 5 Zelda Claw and the Rain Cat - Tale of Fear	Year 6 The Canal – Warning tale	Year 5 How to use a dishwasher - Explanation	Year 6 The Invasion of the Ice Goblins – Historical Recount	Year 5 How to look after your dragon - Instructions	Year 6 Artic Animals – Non-chronological Report	Year 5 Alien Landing – Meeting tale with a time shift	Year 6 Middle of Nowhere – Action tale	Year 5 Hansel and Gretel – Defeating the monster tale	Year 6 Coral Ocean – Wishing tale	Year 5 Villains from fairy tales – Non-chronological report	Year 6 Autobiography
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History / Geography	The Sixties				The Anglo Saxons		Geography - The Anglo-Saxons		Geography – Comparing Continents			
	<ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Identify periods of rapid change in history and contrast them with times of relatively little change. Identify continuity and change in the history of the locality of the school. 				<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. Use original ways to present information and ideas. 		<ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 		<ul style="list-style-type: none"> Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. <ul style="list-style-type: none"> Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. 			

Science	Earth and Space				Forces		Properties and Changes of Materials		Living Things and their Habitats			
	<ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. 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"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surface <ul style="list-style-type: none"> Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. 		<ul style="list-style-type: none"> Understand how 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 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, oxidisation 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. Give reasons for classifying plants and animals based on specific characteristics. 			

Computing / Online safety	Purple Mash 2investigate (collect) <ul style="list-style-type: none"> Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. 	Networks (communicate) <ul style="list-style-type: none"> Understand how simple networks are set up and used Compare a range of digital content sources and are able to rate them in terms of quality and accuracy. Select the best forms of communication 	Purple Mash year 6 unit (coding) <ul style="list-style-type: none"> Change the position of objects between screen layers (send to back, bring to front). Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. 	Purple Mash (Quizzing) <ul style="list-style-type: none"> Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. <ul style="list-style-type: none"> Use many of the advanced features in order to create high quality, professional or efficient communications. 	Film Making (communicate) <ul style="list-style-type: none"> Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications. 	Purple Mash 2Blog (collect) <p>They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and Email.</p>
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Art / D&T	Art - Andy Warhol/Sol LeWitt Printing/Collage <ul style="list-style-type: none"> Create original pieces that show a range of influences and styles. Combine visual and tactile qualities. 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. 	DT- design a shoe <ul style="list-style-type: none"> Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. Cut materials with precision and refine the finish with appropriate tools Design with the user in mind, motivated by the service a product will offer. Evaluate the design of products so as to suggest improvements to the user experience. 	Art - <ul style="list-style-type: none"> Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques. 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) 	DT - <ul style="list-style-type: none"> Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience. 	Art - Nature Journals <ul style="list-style-type: none"> Use a choice of techniques to depict movement, perspective, shadows and reflection. Develop a personal style of painting, drawing upon ideas from other artists. Collect information, sketches and resources and present ideas imaginatively in a sketch book. 	DT - Making bug hotels <ul style="list-style-type: none"> Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements.
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R.E.	People of God: How can following God bring freedom and justice? (Understanding Christianity 2b.3)	Walk Through the Bible video series - children get a complete overview of the Old Testament and the stories and characters involved.	What does it mean for a Muslim to follow God? DPU U2.9	Creation and Fall - Creation and Science:conflicting or complementary (Understanding Christianity 2b.2)	How do religions help people live through good times and bad times? DPU U2.14
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Music	Learning to play the Ukulele <ul style="list-style-type: none"> Combine a variety of musical devices, including melody, rhythm and chords. Use and understand simple time signatures. 	Boomwhackers <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. 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. 	Rhythmajig - film unit <ul style="list-style-type: none"> 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 the # (sharp) and b (flat) symbols. 	Pharell Williams – Happy <ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. 	Music and Me Charanga Unit <ul style="list-style-type: none"> Create songs with verses and a chorus. Combine a variety of musical devices, including melody, rhythm and chords. Convey the relationship between the lyrics and the melody. 	The Fresh Prince of Bel Air <ul style="list-style-type: none"> Create rhythmic patterns with an awareness of timbre and duration. <ul style="list-style-type: none"> Combine a variety of musical devices, including melody, rhythm and chords.
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Games & P.E.	<p>Indoor PE – Dodgeball Outdoor PE – Netball</p> <p>Indoor:</p> <ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). <p>Outdoor:</p> <ul style="list-style-type: none"> Defend and attack tactically by anticipating the direction of play. Choose and combine techniques in game situations (running, throwing, catching, passing). Work alone or with team mates in order to gain points or possession 	<p>Indoor PE – The Haka (dance) Outdoor PE – Tag Rugby</p> <p>Indoor:</p> <ul style="list-style-type: none"> Perform complex moves that combine strength and stamina gained through gymnastics activities. <p>Outdoor:</p> <ul style="list-style-type: none"> Choose the most appropriate tactics for a game. Defend and attack tactically by anticipating the direction of play. Choose and combine techniques in game situations throwing, catching, passing. 	<p>Indoor PE – Gymnastics Outdoor PE – Orienteering</p> <p>Indoor:</p> <ul style="list-style-type: none"> Use equipment to vault and to swing. Hold shapes that are strong, fluent and expressive. Vary speed, direction, level and body rotation during appropriate linking elements. Practise and refine the gymnastic techniques used in performances. <p>Outdoor:</p> <ul style="list-style-type: none"> Embrace both leadership and team roles and gain the commitment and respect of a team. Use a range of devices in order to orientate themselves. 	<p>Indoor PE – Gymnastics (shapes) Outdoor PE – Hockey</p> <p>Indoor:</p> <ul style="list-style-type: none"> Show a kinesthetic sense in order to improve the placement and alignment of body parts. Show changes of direction, speed and level during a performance. Include in a sequence set pieces, choosing the most appropriate linking elements. <p>Outdoor:</p> <ul style="list-style-type: none"> Choose and combine techniques in game situations. Defend and attack tactically by anticipating the direction of play. 	<p>Indoor PE – Athletic Outdoor PE – Athletics</p> <ul style="list-style-type: none"> Combine sprinting with low hurdles over 60 metres. Throw accurately and refine performance by analysing technique and body shape. Show control in take off and landings when jumping. •Compete with others and keep track of personal best performances, setting targets for improvement. 	<p>Cricket/rounders/tennis</p> <ul style="list-style-type: none"> Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.
PSHE	<p>Being Me in My World</p> <p>Goals for the year Children’s rights Maslow’s theory Learning charter</p>	<p>Celebrating Difference</p> <p>Am I normal? Understanding disability Power struggles/bullying Paralympians</p>	<p>Dreams and Goals</p> <p>Personal learning goals Steps to success Problems in the world Making a difference - Charitiy work, Sport Relief Recognising our achievements</p>	<p>Healthy Me</p> <p>Healthy eating Drugs Gangs Alcohol St John Ambulance recovery position, NHS, Young Minds Managing stress</p>	<p>Relationships</p> <p>My relationship web Love and loss Power and control Being safe with technology</p>	<p>Changing Me</p> <p>Self image Puberty Girl talk/Boy talk Babies – conception to birth Attraction Sex Education (Year 6) Transition to next year/ secondary school</p>