

Term & Christian Values	<u>Autumn</u> Courage	<u>Spring</u> Truthfulness	<u>Summer</u> Forgiveness
Theme	World War II	Egypt	Chocolate

English	Year 5 Sofia and the Captain - Finding Tale	Year 6 Ice Forest – Suspense 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 Coral Ocean – Wishing Tale	Year 5 Alien Landing – Meeting tale with a time shift	Year 6 I Spy Explanation Text	Year 5 The Canal – Warning Tale	Year 6 Middle of Nowhere – Finding tale with action	Year 5 Villains from fairy tales – Non-chronological report	Year 6 Autobiography
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History / Geography	World War II		World War II		The Ancient Egyptians		Egypt		The Mayans		Fairtrade	
	<ul style="list-style-type: none"> Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. 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"> Use different types of fieldwork sampling (random and systematic) to observe, measure and record human and physical features in the local area. Record the results in a range of ways. 		<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 a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. 		<ul style="list-style-type: none"> Use sources of information to form testable hypotheses about the past. Compare some of the times studied with those of the other areas of interest around the world. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Identify periods of rapid change in history and contrast them with times of relatively little change. 		<ul style="list-style-type: none"> Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 	

Science	Electricity	Light	Evolution and Inheritance	Animals including humans	Healthy Living
	<ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 	<ul style="list-style-type: none"> Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes 	<ul style="list-style-type: none"> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans. 	<ul style="list-style-type: none"> Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.

Computing / Online safety	Spreadsheets <ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. 	Scratch <ul style="list-style-type: none"> • Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Set events to control other events by 'broadcasting' information as a trigger. 	Internet research and Web Page Design <ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. 	Purple Mash – computing <ul style="list-style-type: none"> • Use lists to create a set of variables. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Combine the use of pens with movement to create interesting effects. 	Using and applying skills – create a new online game and advertise it <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. 	Online Safety unit <ul style="list-style-type: none"> • Collaborate 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. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online.
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Art / D&T	Study Scherenschnitte and Wilhelm Gross. <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	Observational Drawing Make do and mend – sewing <ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). 	Egyptian Shaduf <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. 	Egyptian Portrait <ul style="list-style-type: none"> • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Build up layers of colours using Indian Ink. 	Claes Oldenburg Observational Drawing Design and create packaging <ul style="list-style-type: none"> • Use some of the ideas of artists to create pieces • Use a variety of techniques to add interesting effects (reflections, shadows, direction of sunlight) • Show life like qualities and real life proportions • Add materials to provide interesting detail 	Make chocolate <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures
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R.E.	God: What does it mean if God is holy and loving? UC 2b.1	Incarnation: Was Jesus the Messiah? UC 2b.4	Sikhism in Britain today: What is important to a Sikh in Britain?	Gospel: What would Jesus do? UC 2b.5 Salvation: What difference does the resurrection make for Christians? UC 2b.7	Kingdom of God: What kind of King is Jesus? UC 2b.8	What will make our city/town/village a more respectful place? DPU U2.12
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Music	Music of WW2 <ul style="list-style-type: none"> • Describe how lyrics often reflect the cultural context of music and have social meaning. 	Singing <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. 	Charanga – Livin' on a prayer <ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music 	Jazz <ul style="list-style-type: none"> • Combine a variety of musical devices, including melody, rhythm and chords. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. 	Charanga – the role of women in music. <ul style="list-style-type: none"> • Create songs with verses and a chorus. • Use digital technologies to compose, edit and refine pieces of music. 	Charanga – You've got a friend <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.
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Games & P.E.	<p>Indoor PE – Lindy Hop Outdoor PE – Football</p> <p>Indoor: • Compose creative and imaginative dance sequences.</p> <ul style="list-style-type: none"> Perform expressively and hold a precise and strong body posture. <p>Outdoor: • Field, defend and attack tactically by anticipating the direction of play.</p>	<p>Indoor PE – Gym sequence Outdoor PE – Basketball</p> <p>Indoor:</p> <ul style="list-style-type: none"> Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). <p>Create complex and well-executed sequences that include a full range of movements</p> <p>Outdoor:</p> <ul style="list-style-type: none"> Embrace both leadership and team roles and gain the commitment and respect of a team. <p>Defend and attack tactically by anticipating the direction of play.</p>	<p>Indoor PE – Handball Outdoor PE – Station rotation</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"> Compete with others and keep track of personal best performances, setting targets for improvement. 	<p>Indoor PE – Badminton Outdoor PE – Tag rugby</p> <p>Indoor:</p> <ul style="list-style-type: none"> Use forehand and backhand when playing racket games. <p>Outdoor:</p> <ul style="list-style-type: none"> Embrace both leadership and team roles and gain the commitment and respect of a team. <p>Choose and combine techniques in game situations (running, throwing, catching, passing and kicking, etc)</p>	<p>Indoor PE – Athletic Outdoor PE – Athletics</p> <p>Combine sprinting with low hurdles over 60 metres.</p> <ul style="list-style-type: none"> 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 - Charity 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>