Years 5 and 6	Autumn	Spring	Summer
Cycle A	Extreme Earth	Ancient Greece	What is Art?
	History **Understand the impact of a natural disaster that occurred in recent history.** Understand how our knowledge is built up from a range of sources including books, the internet, film clips and direct sources. Access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. **Geography** **Locate natural disasters and reasons for.** **Physical geography and impacts. Use of maps and globes** On a world map, locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.	**History** **Ancient Greece – a study of Greek life and achievements and their influence on the western world.** Pupils have a secure knowledge of chronology and are mostly accurate in placing a range of historical events from around the world on a timeline. Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history. Pupils draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods in history. Pupils compare a range of historical periods, identifying a number of similarities between them and why this is. Pupils compare a range of historical periods, identifying differences between them. Remember and use names and words from the areas they have studied over the years.	**Geography** **Mapping in the local area. Observe features through investigations** Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Linking with local history, map how land use has changed in local area over time. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Links with orienteering. Extend to six figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. **Art** **Monet Bridge over a pond of water lillies** **Kandinsky: recreate and explain the style of their artwork.** **Pop Art, Andy Warhol (1960s)**

	Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Describe and understand key aspects of: Physical geography including volcanoes and earthquakes, looking at plate tectonics and the Ring of Fire. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use a range of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Art** **Hokusai wave painting.** **Warhol Vesuvius series.** **Tornado shading through colour.** Identify and draw objects and use marks and lines to produce textures. Explain why they have chosen specific techniques for their work.	Use words and phrases to indicate time, talking about decades, centuries, millennium etc Understand a range of words related to history as well as periods of history eg empire, parliament, civilisation etc Ask a range of questions that develop understanding about change, cause and significance. Organise information when responding to, or asking questions. Understand how our knowledge is built up from a range of sources including books, the internet, film clips and direct sources. The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day. **Geography** Use a range of maps and atlases and digital mapping to locate Greece and its position in the wider world. **Art** **Sculpting with Greek clay pots and depict images**	Explain the style of their artwork and how it has been influenced by a famous artist. Explain why they have chosen specific techniques for their artwork. **Design Technology** Sewing clothes in the styles of 1960s Cross stitch pop art Create a wooden stand for artwork, reinforcing structures. gears , levers and pulleys, link to science **PE** **Dance linked to production** **Fielding, bat and ball skills, rounders** **Fielding skills linked to cricket.** **Athletics** **PSHE** Smoking Children will develop an understanding of some of the risks associated with smoking and its addictive properties. Also, why people may start smoking Worry Children will learn how to reduce feelings of worry & how to support others who feel worried Puberty Children will be able to explain what puberty means and describe the changes that boys and girls go through during puberty

	Design Technology Get-away vehicle Design and make torches, electrical systems, buzzers and switches. **PE** **Passing, defending and attacking skills linked to rugby** **Circuit training for fitness and stamina** **Swimming (Chirbury)** **Dance (Norbury and Stiperstones)** **Gymnastics** **PSHE** Friendship Children will understand how to be a good friend Bullying Children will be able to understand bullying behaviours and know how to cope with bullying behaviours Peer Pressure Children will develop knowledge and understanding to recognise and manage peer pressure & potential outcomes when taking risks Looking Out for Others	Research the work of an artist or sculptor and use their work to replicate a style. Use feedback to make amendments to their artwork. **Design Technology** Make Greek food Mechanics of gears, levers, pulleys to lift materials to make structures, and to use in battles. Greek sandals **PE** **Racket skills- badminton** **Dance (Chirbury)** **Swimming (Norbury and Stiperstones)** **Pass, dribble and Shoot, hockey.** **Team game skills, Basketball** **PSHE** **British Values** **Children will learn there are a wide range of religions and beliefs in the UK. They will consider and explain how all religions can live in cohesion** **Making Friends Online** **Children will learn about the key applications they may use now and, in the future, & that people online may not always be who they say they are** **In-App Purchases**	Year 6 only Conception & Consent Children will be able to explain the terms 'conception' and 'reproduction'. Children will understand the reproductive system Water Safety Children will learn how to identify a range of danger signs, name strategies to keep themselves and others safe #Special Module addressing First Aid Children will gain a deeper understanding of basic first aid Basic Life Support **Computing** **Music Creation Activities** https://www.ilearn2.co.uk/previewmusiccreation.html Edit sampled music with code by changing variables and using loops. Layer sounds to create multi-track music and add effects. Build tracks of music using virtual instruments. Adjust levels and effects of each track.

	Children learn how to understand how making choices can impact upon others' in both positive and negative ways What do families, schools, communities look like? Whatis bullying? What to do if you feel you are being bullied or witness it Understand the benefits of a growth mind-set and explain how to develop a growth mind-set. **Computing** **Scratch programming** https://www.ilearn2.co.uk/previewscratchunit.html Program list variables that chooses randomly. (Scratch Sentences) Program inputs, conditions and sensing for interaction, data variables for scoring and a game timer. (Scratch Maze	**Children will recognise ways in which they can spend money via technology & the potential impact of spending money without permission** **Computing** **3D Design.** https://www.ilearn2.co.uk/preview3ddesign.html Understand 3D spatial awareness. Add 3D shapes, resize, adjust height, duplicate and use the different perspective Re-create different types of buildings using 3D shapes Create roads/paths by adjusting the height of 3D shapes. Add windows and door shapes . **Pixilart.com create image pf Greek soldier or theatre.** **RE**	**Web Design** https://www.ilearn2.co.uk/previewwebdesign.html Add and format text within a website Organise sections of web-pages and multiple page with relevant titles. Add and edit images. Include other features such as hyperlinks, buttons and files. Evaluate other websites and provide constructive feedback. Make necessary changes to the website based on feedback **RE** Who is a Sikh and what do they believe? •Know what Sikhs believe about God •Explore the Guru Granth Sahib •Learn about the gurdwara •Explore the three basic tenets of faith and how they are expressed through everyday living: Nam Simran, Kirat karna, Vand chakna •Discuss and resonate own beliefs regarding these values. Compare the beliefs of Sikhs, Hindus and Muslims.

	Program Inputs, outputs, loops, conditions, sensing and variables. (Scratch Football) **RE** What does it mean for Christians to believe that God is holy and loving? •Explore a selection of Bible texts. E.g. a psalm, a letter and a revelation. •Study the features of churches and cathedrals and their role in glorifying God. •Discuss how biblical ideas and teachings about God might make a difference in the world today Creation and science: conflicting or complementary? •Identify different beliefs about the history of the world. Look at beliefs from different faiths and non-religious views. •Understand how Christians find science and faith go together. •Explore own beliefs **Music** **Ian Bennett** **French** Unit 12 Understand and use a wider variety of phrases about the weather. Consolidate work on numbers to 40	What matters most to Humanists and Christians? •Identify and explain beliefs about why people are good and bad. •Make links with sources of authority and significant impacts on lifestyle and choices. •Explore different values through discussion and consideration of diversity. Look at big questions – Is peace more valuable than money? Is thinking bad thoughts as bad as acting upon them? •Give good and thoughtful reasons for views. **Music** **Ian Bennett** **French** Unit 9 Understand a traditional story in French. Give classroom instructions between peers. Explain how the French number system works. Use common adjectives to describe characters in a story, with feminine agreements. Unit 18 Planets	RE DAYS: Interfaith day Celebrating the similarities and differences in different beliefs and faiths. Celebrating Ramadan and Eid Making prayer mats and beads. 'Breaking the fast' food tasting. Eid party games, • Jonah and the whale • Jesus calms the storm **Music** **Ian Bennett** **French** Unit 16 Know the names and identify the work of famous French artists Use language to describe a painting using new verbs. Write a description of a beach scene. **French** **Writing Genre** **What is Art?** Biographical Writing Informal Letter Poetry Play Script (Summer Production)

	Recognition of numbers to 100. Unit 7 How to say the temperature, including negative numbers Listen to a story in French and identify weather phrases. Name some common articles of clothing, relating them to the weather. Learn to say the date and use it in a spoken report. Modes of transport to get to school Learn the names of some francophone countries. Lear the name of some French towns. Say how they would travel to a French speaking country. Use the days of the week in extended sentences. **French** **Writing Genre** **Extreme Earth** Narrative Persuasive Writing Explanation Text Newspaper Report Poetry (Figurative Language) **Text Suggestions** Tracks of the Tiger Floodland Journey to the River Sea Shakleton's Journey	Describe the planets using nouns, proper nouns, different connectives and adjectives, describing their position in relation to the sun. **French** **Writing Genre** **Ancient Greece** Narrative (Myths and Legends) Character Description Setting Description Diary Entry Non-chronological Report **Text Suggestions** The Adventures of Odysseus Who let the Gods Out? The Girl of Ink and Stars	**Text Suggestions** The Song from Somewhere Else Tom's Midnight Garden

Cycle B	**What makes Britain Great?** **History** **A significant turning point in British history, for example, the first railways, industrial revolution, Victorian era, or the Battle of Britain. Timelines.** Pupils compare a range of historical periods, identifying a number of similarities between them and why this is. Pupils compare a range of historical periods, identifying a number of similarities between them and why this is. Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda. Purposefully select information when forming responses to questions. Organise information purposefully when responding to, or asking questions. Understand how our knowledge is built up from a range of sources including books, the internet, film clips and direct sources.	**Fighting for Freedom** **History** **A significant turning point in British history, for example, World War One and Two.** Pupils compare a range of historical periods, identifying a number of similarities between them and why this is. Pupils compare a range of historical periods, identifying differences between them. Remember and use names and words from the areas they have studied over the years. Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda. Purposefully select information when forming responses to questions. Organise information purposefully when responding to, or asking questions. Understand how our knowledge is built up from a range of sources including books, the internet, film clips and direct sources.	**Sport and Adventure** **History** Understand how our knowledge is built up from a range of sources including books, the internet, film clips and direct sources. Access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. **Geography** **Locating and comparing nations and cities of major sporting events and competitors; Relationships between countries; Orienteering.** Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare a region in the UK with a region in N or S America, with significant similarities or differences. Eg link to fair trade of bananas in St Lucia. Understand some of the reasons for similarities and differences. Fair/unfair distribution of resources. Use the eight points of a compass, four and six-figure grid references, symbols and key

	Access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. **Geography** **Land use through time; differences between areas of GB** Distribution of natural resources focussing on energy (eg link with coal mining past history) Compare different regions in the uK rural/urban Locate and name the main counties and cities in England. Linking with history, compare land use maps of UK from past with the present. **Art** **JMW Turner The Great Railway** **Thomas Lowry, drawing urban landscapes** **Monet, reflections in bridges, structures and art** Use shading to create mood and feeling Show refection in art **Design Technology**	Access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. **Geography** **Locate countries involved with major battles, movements of people and goods.** 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locate and name the main counties and cities in England (Blitz). **Art** **Propaganda posters** **war artists** **Henry Moore, charcoal war pictures,** Successfully use shading to create mood and feeling. Express emotion through art.	(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Links with orienteering. Extend to six figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Identify the position and significance of latitude, longitude and the Greenwich Meridian, linking with Science Time zones, night and day **Art** **Sporting artworks.** **Drawing and shading to capture mood and movement** **Sculpt sports figures to capture mood and movement** **Cartoons** Express emotion through art Organise line, tone, shape and colour to represent figures and forms in movement. Use shading to create mood and feeling. **Design Technology** Sports kit design Make gliders

	Structures, create bridges: moving draw bridges, gears and pulleys. **PE** **Passing, defending and attacking skills linked to rugby** **Circuit training for fitness and stamina** **Swimming (Chirbury)** **Dance (Norbury and Stiperstones)** **Gymnastics** **PSHE** **Introducing the new school year and dynamics of a new class. Britain's parliamentary system and democracy.** Why do we vote and why it is important? Elect school council Learn about charity work. Be involved with Macmillan Coffee event and one other such as Children in Need Understand the benefits of a growth mind-set and explain how to develop a growth mind-set. Understand how a parliamentary debate takes place in the House of Commons (link to school council elections). **Computing** **History Of Computing**	Research the work of an artist or sculptor and use their work to replicate a style. Electronics, morse code. **Design Technology** Create bomb shelters, reinforcing structures models of transport/gliders **PE** **Racket skills- badminton** **Dance (Chirbury)** **Swimming (Norbury and Stiperstones)** **Pass, dribble and Shoot, hockey.** **Team game skills, Basketball** **PSHE** **WW2 focus looking at rationing to budgeting, evacuation to migration, to homelessness** Why do we need to budget? Link to rationing. How do modern household budget? Pay deductions etc. PAYE Understand why people may become homeless- hidden homelessness-challenge stereotypes Explain what migration is and why people need to migrate.	Designing foods and cooking for sports people, healthy diet **PE** **Dance linked to production** **Fielding, bat and ball skills, rounders** **Fielding skills linked to cricket.** **Athletics** **PSHE** **Healthy eating, diets of sports people, pressures of drug and alcohol abuse.** Explain what makes a healthy meal Explain the importance of nutrients and fibre. Explain the importance of portion control. Interpret and understand food labels. Explain the importance of hydration. Explain the risks associated with drug use, cannabis and volatile substance abuse. . Explain the risks associated with alcohol. **Keeping safe when cycling** **Explore gender stereotypes and why it is important to challenge these.** RSE Y6

	https://www.ilearn2.co.uk/previewhistoryofcomputing.html Design and create digital content to accomplish goals. Use search technologies effectively and be discerning in evaluating digital content. Understand how technology has changed over time. Combine text and images to present ideas. Understand the impact (positive/negative) technological changes have on society. Predict how technology will change in the future **Image Editing** https://www.ilearn2.co.uk/previewimageediting.html Take and crop a screenshot and understand ratios Adjust the colours, brightness, contrast and filters Add drawing and text layers.	Explore gender stereotypes and why it is important to challenge these. **Computing** **Virtual Reality** https://www.ilearn2.co.uk/previewvirtualreality.html Understand what virtual reality is and how it can be used to help people. Add, move and resize objects in a virtual reality environment Animate objects for realism. Use code blocks to add movement (with grouping) and interactions (conditions). Create multiple scenes of VR environments **E Book Creation** https://www.ilearn2.co.uk/previewebook.html Add page colour and style then position and format text	**Computing** **Data Handling** https://www.ilearn2.co.uk/previewdatahandlingks2-602542.html Find data from internet (Google maps) Find and present data as a table and suitable chart. Give chart a suitable title and label axis correctly. Use formulae to find totals, averages and maximum/minimum numbers. **Text-based programming** https://www.ilearn2.co.uk/previewtextbasedprogramming.html Change the variables of text-based commands. Write text-based commands accurately Write text-based commands to program digital art. **RE** Who is a Sikh and what do they believe? •Know what Sikhs believe about God •Explore the Guru Granth Sahib

	Import new images as layers and resize/add effects. Save finished image to use in other projects. **RE** How do Christians decide how to live? What would Jesus do? (Exploring the role of Jesus, the servant, the king and the saviour.) •Identify features of Gospel texts, discuss their context and significance. E.g. showing mercy to others. •Make connections between the teachings of Jesus and how they impact the lives of Christians. E.g. loving a neighbour, showing love to an enemy. •Articulate own responses to these teachings and recognise diversity in the values that people have. Why do some people believe in God and some people not? •Define 'theist' 'atheist' and 'agnostic' and explore these beliefs. •Explore and explain where religious and non-religious people get their views from. •Make connections between belief and behaviour. •Explore and reason why peoples beliefs and faith can help them when life gets hard.	Add and position images from camera/internet. Add audio, including hiding it behind an object Add hyperlinks to text and images Add and format shapes. Use hyperlinks for navigation. Add audio to pages **RE** What makes a text special? •Know special books from different faiths. Suggested faiths: Christianity, Islam, Hinduism, Judaism (linking from previous learning) and potentially Sikhism, Buddhism. Also considering possible variety within faiths. •Compare texts from different faiths and recognise similarities and differences in their appearance, origin, value within the faith and content **Music** **Ian Bennett** **French**	•Learn about the gurdwara •Explore the three basic tenets of faith and how they are expressed through everyday living: Nam Simran, Kirat karna, Vand chakna •Discuss and resonate own beliefs regarding these values. Compare the beliefs of Sikhs, Hindus and Muslims. · Daniel in the lion's den · Moses in the bulrushes **Music** **Ian Bennett** **French** Unit 10 Say the names for some sports. Know the names of some foods and drinks associated with healthy eating. Say what activities they do on particular days of the week. Make a poster in French to promote healthy living. Unit 13 Talk about foods used in a packed lunch. Talk about likes and dislikes in foods in longer sentences. Produce longer sentences to explain what foods are good for you. Compare French and British celebrations. Follow a recipe in French.

	Music **Ian Bennett** **French** Unit 15 Say the alphabet. Give grid references for places in their locality. Describe a route to school. Follow and give directions to a place. Give details about journey to school, including time taken. Unit 4 Say the names for the main parts of the body. Say colours in French. Give a description of facial features. Recognise descriptions of body parts. Ask and answer questions about physical appearance. French **What Makes Britain Great?** Persuasive Writing HS2, Who has greatest contribution, which train is best ever Formal Letter for or against HS2 Recount summer holiday War Poetry rap/poem about Holes **Text suggestions** The London Eye Mystery Macbeth?	Unit 8 Consolidate numbers to 100 through prices Say further expressions for likes and dislikes. Know about the euro. Create basic sentences for a television advert about a toy. French **Writing Genre** **Fighting for Freedom** Narrative Newspaper Report Diary Informal Letter **Text suggestions** Private Peaceful Goodnight Mr Tom Adolphus Tips Stay Where you are and then Leave Letters from the Lighthouse	**Writing Genre** **Sport and Adventure** Biographical Writing Non-chronological Report Poetry Play Script (Summer Production) **Text suggestions** Bear Grylls Journey to the River Sea The Highwayman Skills from Brazil Explorer Kensuke's Kingdom The Fastest Boy in the World The Boy Who Biked the World (series)

	Holes		

Mini Topics			
Y3 and 4		Year 5 and 6	
Cycle A Summer		Cycle A Summer	**Britain in the 1960s**
Cycle B Summer		Cycle B Summer	**Crime and Punishment** Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present. What makes a situation fair or unfair?
	Computing ongoing **Computer Networks** https://www.ilearn2.co.uk/previewnetworks.html Understand computer networks, internet and cloud computing. What is email and how can we use it safely? How and why can we collaborate online. **E Safety** https://www.ilearn2.co.uk/e-safety---key-stage-2.html 1.Communicate and share content online safely, responsibly and respectfully.		

	Physical Systems https://www.ilearn2.co.uk/previewphysical.html Understand that computers use physical inputs and outputs and give examples Program physical inputs and outputs (e.g program LED lights)		