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** **Identity!** Renowned Artists to support learning and skill development Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett

	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** **Typography and Maps** Renowned Artists to support learning and skill development Louise Fili, Grayson Perry, Paula Scher **Design Technology** Get-away vehicle Design and make torches, electrical systems, buzzers and switches.	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** **Set Design** Pupils will create a 'scene' inspired by the Ancient Greek civilization. Renowned	**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** Fielding, bat and ball skills linked to Cricket (cricket coach) Fielding, bat and ball skills – rounders 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 **Year 6 Only Conception & Consent** Children will be able to explain the terms 'conception' and 'reproduction'. Children will understand the reproductive system

	PE Passing, defending and attacking skills linked to Netball Circuit training for fitness and stamina Swimming 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** Children learn how to understand how making choices can impact upon others' in both positive and negative ways **Computing** **5 Scratch (5 hours)** 5 Scratch (5 hours) Scratch debugging (YR4) Scratch Quiz Scratch Virtual Reality Scratch Maze	Artists to support learning and skill development Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson **Design Technology** Make Greek food Mechanics of gears, levers, pulleys to lift materials to make structures, and to use in battles. Greek sandals **PE** Pass, dribble and shoot skills- football Dance Racket skills – tennis Team game skills- dodgeball **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** Children will recognise ways in which they can spend money via	**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** **5 App Design (5 hours)** * Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. **5/6 E-safety 3 hours** Understand how an why companies/people track our online behaviour and how we can prevent it (data defenders) – ileanr2 Understand how clones, trojans and hackers can steal your online identity (cyber sprinters) – ilearn2 **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.

	5 Text-based Programming (4-5 hours) Use sequence and repetition in programs, work with variables, correct errors. **5 Computer networks and the internet (2-3 hours)** Understand and explore the term 'digital footprint' (ilearn2) Understand how to keep personal information private. (ilearn2) Understand the consequences of sharing photos/videos online. (ilearn2) 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.	technology & the potential impact of spending money without permission **Computing** **5 Data Handling (3-4 hours)** *** Select, use and combine a variety of software (including internet services). Collecting, analysing, evaluating and presenting data and information.** **6 Data Detectives (1 hour)** **6 Graphic Design (2 hours)** *** Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.** **5/6 E-safety 3 hours (PSHE Onedecision)** Making friends online: maintaining healthy online relationships. (Onedecision). Understand the risks of In-app purchases:(Onedecision). **RE** 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.	Compare the beliefs of Sikhs, Hindus and Muslims. 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** Consolidate basic colours. Extend range of colours, including dark and light. Correctly position colour in a phrase. Recognise effect of gender on spelling of some colours. Recognise and name fruit and vegetables. Consolidate knowledge of colours to describe fruit and vegetables, using correct adjectival position. Consolidate numbers to 60 to answer combien de…? Extend knowledge of numbers to 100. Learn beaucoup for numbers too big to count. Translate simple descriptions of fruit and vegetables into French

	•Understand how Christians find science and faith go together. •Explore own beliefs **Music** **Ian Bennett** **French** Introduce Francophone countries and French overseas territories. Name main French cities and identify them on a map of France. Learn about Arrondissements of Paris and place famous monuments in correct ones. Practise greeting people, asking how they are and replying in a variety of ways. Follow and give simple classroom instructions. Consolidate numbers to 39. Learn numbers to 60 Consolidate main body parts ; extend vocabulary: les doigts, les doigts de pied, les ongles. Play "Jacques a dit" to consolidate learning. Name items in a pencil case. Practise using j'ai to describe contents of pencil case. Learn to use il y a to say what is in their pencil case. **Writing Genre**	•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** Learn months. Be able to give correct date and date of birthday. Talk about members of their immediate and extended family in French. Give birthday dates and age of themselves and family using modelled third person singular. Talk about pets. Consolidate using j'ai. Use simple negative correctly ne… pas. Use third person singular to give pet's name and age. Name articles of clothing. Consolidate use of colours to describe clothing, correctly positioning the adjective. Say which is your favourite colour. Listen to a song and pick out unfamiliar articles of clothing.	Give their opinion about fruit and vegetables, including use of ne…pas and definite articles. (J'aime, j'adore, je n'aime pas, je déteste). **Writing Genre** **What is Art?** Biographical Writing Informal Letter Poetry Play Script (Summer Production) **Text Suggestions** The Song from Somewhere Else Tom's Midnight Garden

	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	Use je porte to describe what they are wearing. Use Euros to give prices of articles of clothing. Say what they would like to buy (je voudrais). **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	
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.	**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.	**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.

	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. 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)	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. 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	**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 (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

	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** **Architecture: Big or Small** Looking at how architecture in Britain has changed over decades/centuries Renowned Artists to support learning and skill development Shoreditch Sketcher, Various Architects **Design Technology** Structures, create bridges: moving draw bridges, gears and pulleys. **PE** Defending and attacking skills linked to tag Rugby Circuit training for fitness and stamina Swimming Gymnastics **PSHE** (Introducing the new school year and dynamics of a new class. Britain's parliamentary system and democracy.	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** **Making Mono Types** (Printing) curriculum link with war poetry Renowned Artists to support learning and skill development Kevork Mourad **Design Technology** Create bomb shelters, reinforcing structures models of transport/gliders **PE** Racket skills - Badminton Pass, dribble and shoot skills - Hockey Dance Team game skills Basketball **PSHE** (WW2 focus looking at rationing to budgeting, evacuation to migration, to homelessness)	**Art** **Fashion Design** Pupils will design clothing for sport and adventure Renowned Artists to support learning and skill development Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla **Design Technology** Sports kit design Make gliders Designing foods and cooking for sports people, healthy diet **PE** Dance linked to production Fielding skills linked to Cricket (cricket coach) Fielding, bat and ball skills - rounders Athletics **PSHE** **Alcohol & Drug Extension** Children will learn about the risks of alcohol for immediate and long-term health. Children will learn about legal and illegal drugs (cannabis) **Anger** Children will learn that everyone can feel angry & the physical effects of anger. Children will learn and demonstrate a range of strategies to control and manage anger **Year 6 only Conception & Consent** Children will be able to explain the terms 'conception' and 'reproduction'. Children will understand the reproductive system **Special Module addressing First Aid** Children will gain a deeper understanding of basic first aid Head

	The monarchy) **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 **Stealing** Children will learn about the importance of being honest and not stealing & the negative impact of stealing **Keeping safe when cycling** **Computing** **5/6 E-safety 3 hours** Respect each other online and protect against online bullying and coercive behaviour. (ilearn2) Recognising and dealing with online bullying (Onedecision) **5/ 6 Scratch (6 hours)** Scratch football Scratch sentences Space invaders Scratch Tennis Followed **by 6 Programming in Python (2-3 hours)** * Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. * Use sequence, selection, and repetition in programs; work with variables.	**Inclusion and Acceptance** Children will learn how everyone is different and unique and explain some of the elements which help us to have a diverse community **Image Sharing** Children will identify rules for sharing images online. They will be able to recognise and describe positive and negative consequences for sharing images online **Enterprise** Children will learn why people might want to save money. They will learn about budgeting for items they desire & recognise ways they could make money & the early stages of enterprise **Computing** **6 Image Editing (3-4 hours)** * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. **5 Physical Devices (3 hours)** * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. **5/6 E-safety 3 hours (PSHE One Decision)** Image sharing (Onedecision)	Injuries and Severe Bleeding Minor Burns, Scalds and Fractures **Computing** **6 Virtual Reality** * Design and create digital content to accomplish goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. **5 Music Creation (2-3 hours)** * Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. **5/6 E-safety 3 hours** Check online content is trustworthy (ilearn2) Understand how, where and who we can report concerns we have to (ilearn2) **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

	* Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. . **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. **Music**	*Reasons for sharing images online *Identify rules to follow when sharing images online *Describe the positive and negative consequences of image sharing *Recognise influences and pressure to share online images **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** Tell the time to the hour and past the hour. Recognise meaning of moins for time. Understand and give weather information. Listen to a French song and identify the unfamiliar weather phrases. Name and order the seasons.	•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** Talk about farm and wild animals. Say which ones they like. Give colour (including light and dark) and number of animals, use il y a and beaucoup. Name the main rooms of their house. Name key items of furniture and describe them using colour correctly. Name café food and drink. Ask for items of food politely using je voudrais, s'il vous plait and merci. Say which food and drink they prefer. Practise numbers by asking and giving the price of food and drink. Consolidate knowledge of places in town to identify which shops sell which food items. Recognise opening times. **Writing Genre** **Sport and Adventure** Biographical Writing Non-chronological Report

	Ian Bennett **French** Practise greeting people, asking how they are and replying in a variety of ways. Consolidate numbers to 100. Learn ordinal numbers. Recognise ordinal numbers to 100. Name places in a town and use je vais à to say on which day they go somewhere. Recognise how noun gender affects "to the…" Recognise and give simple directions. **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? Holes	Consolidate weather knowledge by describing the weather for each season. Consolidate clothes knowledge by describing what they wear in different weather. Name the months, order them correctly and put in the correct season. Practise saying their date of birth. **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	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)

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)		