

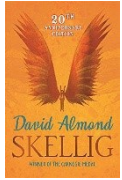
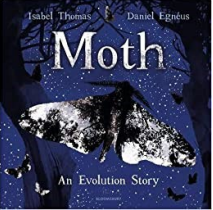



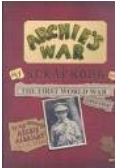
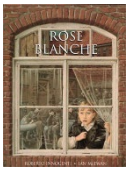




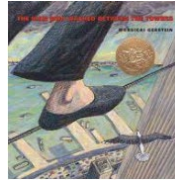


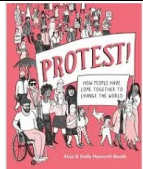

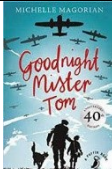
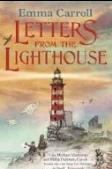


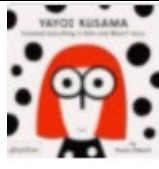


Cycle A | 2022-23 | Year 5 and Year 6 Curriculum Plan

Autumn 'Identity'

Spring 'Fallen Fields' & 'Blitz!'

Summer 'Tomorrow's World' & 'Around the world in 35 Days'

Experiences	Visitor – Ex Miner and Trade Unionist visit Visit – Mining Museum				Visit – Holocaust Centre Memorable experience - Trench Diorama, Survivor stories				Visitor – Richard Lyne - retro computer/console collection Visit - Drayton Manor (to support work on forces.)			
Text Bank	Non-fiction –  Darwin's Rival- Christiane Dorion  On the Origin of Species - Darwin	Chapter book –  Skellig – David Almond	Picture Book –  Moth - Isabel Thomas	Poem – Local poetry by miners and families from during the '84-5 strike.	Non-fiction –  Voices from the Second World War  Blitz Spirit with Lucy Worsley (film)	Chapter book –  Blitzed – Robert Swindells	Picture Book –  Archie's War – Marcia Williams  Rose Blanche – Christophe Gallaz and Roberto Innocenti	Poem –  Other words for Home – Jasmine Warga (linked with history - refugees)	Non-fiction –  Survivors - David Long, Kerry Hindman	Chapter book –  Kensuke's Kingdom – Michael Morpurgo  Alex Rider: Stormbreaker – Anthony Horowitz	Picture Book –  The Man Who Walked Between the Towers – Mordicai Gerstein	Poem –  1 HOP3 7H47 YOU C4N R34D 7H15 – Kenn Nesbitt
Supporting texts	 Stone Girl, Bone Girl - Laurence Anholt	 Protest – Alice and Emily Haworth-Booth	 War Horse – Michael Morpurgo	 Goodnight Mister Tom – Michelle Magorian	 Letters From the Lighthouse – Emma Carroll	 The London Eye Mystery – Siobhan Dowd	 Silverfin – Charlie Higson	 Yayoi Kusama Covered Everything in Dots – Fausto Gilberti				
Writing	Fiction: Setting Description based on Skellig (garage); Non-fiction: Biography – Mary Anning; Non-chronological report - Origin of Species; Balanced argument; Formal letter – from Charles Darwin detailing a discovery, Poetry: Narrative poem - Moth				Fiction: Retelling Narrative - Rose Blanche (third person into first person); Informal emotive letter – letter from the trenches (Archie's War); Continuation narrative (portal story) - Blitzed Non-fiction: Non-chronological report - trench life; Persuasive letter linked to DT – shelter design proposal Poetry: Blackout Poetry (using War Horse)				Fiction: Narrative – Kensuke's Kingdom - continuation, Narrative – The Man Who Walked Between the Towers – retelling, focusing on figurative language Non-fiction: Adverts – Spy Gadgets, Persuasive Formal Letter – Job Application to MI6 Poetry: Coded poetry, based on '1 HOP3 7H47 YOU C4N R34D 7H15' (linked with codebreaking – Turing)			

<p>Maths Cross Curricular</p>	<p>Y5 Number- Place Value Formal Written Calculation- + - x ÷ Measure- Area and Perimeter Graphs (see geography)</p>	<p>Y6 Number- Place Value Formal Written Calculation- + - x ÷ Fractions Geometry: Position and Direction</p>	<p>Y5 Formal Written Calculation- x ÷ Fractions Decimals and %</p>	<p>Y6 Decimals and % Algebra Measure: Conversion / Area and Perimeter (see D&T) Ratio and Proportion</p>	<p>Y5 Number – Fractions (including Decimals and Percentages) Geometry – Properties of Shapes / Position and Direction Measurement (see D&T)</p>	<p>Y6 Geometry – Properties of Shapes Number – Place Value Statistics (see geography)</p>
<p>Science</p>	<p>Significant Figure: Mary Anning, Charles Darwin Evolution and Inheritance - Explain how adaptations help animals and plants survive, explain what fossils can tell us, describe the process of genetic modification, explain why animals can look different to their parents, describe the process of natural selection</p> <p>Significant Figure: Francesco Redi (argued against spontaneous generation.) Animals Including Humans - The Human Life Cycle - Know about life cycles, know about the human reproductive organs, exploring gestation periods, describe the changes which happen in childhood, understand changes which happen in adolescence, describe the changes as humans develop to old age</p>		<p>Significant Figure: Stephanie Kwolek (invented Kevlar.) Properties of Materials - Compare the properties & uses of varied materials, describe the properties of varied materials, make a weak material stronger, explore extracting useful substances from natural resources, explore the thermal conductivity of materials.</p> <p>Significant Figure: Alexander Graham Bell, Light - Compare materials of different transparencies, explain how light travels in a straight line and shadows are formed, describe how lenses can be used, show white light is a mixture, explain how water can bend light, investigate light colour mixing</p>		<p>Significant Figure: Nikola Tesla, Alessandro Volta, Andre-Marie Ampere Electricity - Explain how objects become charged, describe the parts of an electric circuit, explain what effects the output of a circuit, complete circuit diagrams, compare electrical conductors & insulators, construct a circuit with a reversing switch and motor, explain how variable resistors can work like a switch. <i>Link with D&T work – build an electric car.</i></p> <p>Significant Figure: Sir Isaac Newton Forces - Explore gravity and air resistance, understand water resistance and friction, investigate mechanisms – gears, levers, and pulleys, predict if an object will float or sink. <i>Link with DT work – a round-the-world yacht.</i></p>	
<p>Physical Education</p>	<p>Football</p> <ul style="list-style-type: none"> • Dribbling with control at speed • Passing accurately • Ball control • Passing on the move • Safe tackling and jockeying • Variety in shooting • Attacking strategies <p>Rounders</p> <ul style="list-style-type: none"> • Variety of throws • Variety of catches • Bowling variations • Ground fielding techniques • Batting variations • Fielding positions • Game play 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Balances with control • Travelling fluently • Group balances with control • Complex balances and travelling • Use of apparatus in a routine • Routines <p>Rugby</p> <ul style="list-style-type: none"> • Gripping • Catching • Passing • Pass and receive the ball when moving • Passing to a moving target • Use of width • Tagging • Evasion strategies • Game play 	<p>Dance</p> <ul style="list-style-type: none"> • Swing <p>Handball</p> <ul style="list-style-type: none"> • Passing to outwit opponents • Drive shot • Jump shot • Dribbling • Attacking strategies • Blocking • Marking • Mini Handball game play 	<p>Dance</p> <ul style="list-style-type: none"> • Mission Impossible <p>Netball</p> <ul style="list-style-type: none"> • Catching • Variety of passes • Pivoting • Passing to a moving target • Moving and passing into space • Moving towards the opponents' net • Pass and receive the ball when moving • Shooting from different angles and distances • High 5 game play 	<p>Athletics</p> <p>Running</p> <ul style="list-style-type: none"> • Running for distance • Running over obstacles • Stages of a sprint race • Baton exchanges in relay <p>Throwing</p> <ul style="list-style-type: none"> • Throwing for accuracy • Throwing for distance <p>Cricket</p> <ul style="list-style-type: none"> • Ground fielding techniques • Overarm bowl • Forward defensive shot • Deep field catching • Pull shot • Game play 	<p>Athletics</p> <p>Throwing</p> <ul style="list-style-type: none"> • Shot put throw • Javelin throw <p>Jumping</p> <ul style="list-style-type: none"> • Jumping for distance • Jumping for height • Long jump • High jump <p>Tennis</p> <ul style="list-style-type: none"> • Components of fitness for tennis • Forehand • Backhand • Volley • Serves • Mini Tennis game play
<p>Swimming</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example - front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. <p>CONCEPTS: Understand how to develop a healthy body and mind by knowing how to stay fit and healthy, understand the importance of exercise and living a healthy life; Understand how to work as a team to achieve a common goal, agreeing rules, roles and tactics, and sharing responsibility for outcomes whilst displaying empathy, good communication and respect for all; Understand how to win and lose in a safe environment whilst showing respect for others and good sportspersonship; Understand that having a positive approach, displaying emotional resilience and pride in performance will enhance performance.</p>						
<p>History</p>	<p>Key contexts / figure: The Miner’s Strike of ‘84-5 and its effect on the local area - Arthur Scargill, Margaret Thatcher Evolution and Inheritance - Mary Anning, Charles Darwin</p>		<p>Key contexts / figure: WW1 and WW2, Vera Shoenfeld Historical Enquiry: WW1 – causes, trench warfare</p>		<p>Key contexts / figure: History of Computing – the evolution of technology Interpretations: Was credit given to everyone who deserved it or were some people</p>	

	<p>Exploration and expeditions - Ernest Shackleton (Endeavor), Charles Darwin (The Beagle)</p> <p>Historical Enquiry: Local History - the impact of the closure of the mines on the community in terms of jobs, economy, land use Science History – How did Anning’s work support what Darwin was writing? What is the legacy of Darwin’s work? Why do people embark on expeditions?</p> <p>Interpretations: How has Sutton in Ashfield changed over time? Was closing the mines the right thing to do? Make links with global warming. Why was Mary Anning’s work not credited fully at the time?</p>	<p>WW2 – events in Germany leading up to the Holocaust, Kindertransport, The Blitz</p> <p>Chronology: timeline of WWII at home and abroad – cause and effect</p> <p>Interpretations: Compare and contrast – life for Jewish people before and during the 1930s. Refugees; evacuees; how can ‘the truth’ be altered to suit an agenda? (Representation of Jewish people from 1933, information shared with the UK population about the bombing of London.)</p>	<p>treated unfairly because of their race or gender? (Ada Lovelace) Why did certain inventions become less popular?</p> <p>Historical Enquiry: History of electric cars – research and present timelines and advantages/disadvantages</p> <p>Interpretations: Are electric cars really ‘green’? Or are they just polluting the world in a different way? links with Geography work on climate</p> <p>Key contexts / figure: Artefacts and empires – Ancient Egypt (Tutankhamun’s tomb), Benin (Benin Bronzes), Ancient Greece (Parthenon/Elgin marbles), Imperial Japan (to 1945 – linked with History work from Spring), British Empire.</p> <p>Chronology – when were these empires at their heights? What was life like in England/Britain at the same time?</p> <p>Interpretations – do artefacts belong to the country they are found in, or the people who uncovered them? Do we need/have access to artefacts?</p>
<p>Geography</p>	<p>Key Project – Nottinghamshire over time (Human Geography)</p> <p>Tourism – Local landmarks</p> <p>Data – population size and density, making comparisons (<i>linked with maths</i>)</p> <p>Mapping – creating aerial maps, town planning</p> <p>Key Project – The Galapagos (Physical Geography)</p> <p>Plotting journeys – latitude and longitude, six-figure grid-references</p> <p>Geographical Features- Tectonic plates, formation of volcanos</p>	<p>Key Project – Invasion and Escape</p> <p>Using Maps: Identify and locate countries who were participants in the Second World War and use a key to represent whether they were allied or axis powers.</p> <p>Be able to identify countries which were invaded by Nazi Germany before and during WWII. Where were people transported to? Where did refugees and evacuees travel to?</p>	<p>Key Project – A trip around the world</p> <p>Tourism: Study global landmarks, be able to locate on a map and understand why each landmark is significant in a wider world context.</p> <p>Data: Compare population size and density, making comparisons between two contrasting localities (<i>linked with maths</i>)</p> <p>Plotting journeys: To understand the human geography concepts of latitude and longitude, read, understand and apply six-figure grid-references (based on the journey in Kensuke’s Kingdom.)</p> <p>Mapping: To apply mapping skills and use of scales and keys to create maps based on aerial photography images.</p>
<p>Art</p>	<p>Key project: Print making – Our Town</p> <p>Significant Creators: Munch, Rembrandt, Matisse, Lichtenstein, Warhol, Hockney</p> <p>Technical Skills: Transferring images with carbon paper, tabletop printing, drypoint printmaking, monoprinting with oil pastels, collage</p> <p>Be able to select and mix a specific colour of their choice and explain the process with known colour vocabulary (hue, shade)</p> <p>Formal elements: line, space, form, texture, mood, atmosphere</p>	<p>Key project: Vorticism and works from the front line</p> <p>Significant Creators: Percy Wyndham Lewis, John Nash, John Singer Sargent, CRW Nevinson</p> <p>Technical skills: Accurately use a range of paintbrush sizes, with increasing control. Emulate (and show inspiration from) the work of others. Select and mix specific colours, including hues, shades and tints.</p> <p>Formal elements: Colour (hue, saturation), line, shape (geometric), space, form, mood</p> <p>History of Art: Purpose of Art - to inform, to persuade, to communicate - How did Vorticist art show attitudes to the war? What can we learn about the Front Line from these works? Consider the creation of posters by the government for specific reasons. What do the posters have in common? Why were they so important? What were they used for and why?</p>	<p>Key project: Zentangle Great Wave</p> <p>Significant Creators: Hokusai. Yayoi Kusama.</p> <p>Technical skills: Consider perspective in composition. Use controlled pencil skills to create zentangle patterns. Evaluate and refine ideas based on outcome/draft work. Blending using watercolours. Selecting choosing appropriate media.</p> <p>Formal elements: Line, shape (geometric, organic), form, perspective, complimentary colours (creating a considered palette)</p> <p>History of Art: Japanese artists – Compare and contrast images created of Mount Fuji. What is an installation? How are woodcuts created and used?</p> <p>Additional project – Flowers and Rachel Ruysch</p> <p>Embroidery – lazy daisy, back stitch, chain stitch - bright colours on black – reference Yayoi Kusama</p>
<p>Design and Technology</p>	<p>Key Project - Textiles (joining fabrics): Making a collaborative scarf/blanket for elderly/homeless/refugee</p> <p>Technical Knowledge and Understanding- A textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate.</p> <p>Design: Explore how garments/blankets are made. Consider key</p>	<p>Key Project - Frame Structures: Designing and adapting the Morrison and Anderson Shelter</p> <p>Technical Knowledge and Understanding- Understand how to strengthen, stiffen and reinforce 3-D frameworks., Know and use technical vocabulary relevant to the project.</p> <p>Design: Research the purpose and structure of historical air raid shelters, looking at the key design features including the shape and suitability for requirements. Use research to find out how effective</p>	<p>Key Project - Electrical systems: More complex switches and circuits - building an electric car with a reversing switch (linked with Science)’</p> <p>Design: Research the history of electric vehicles, looking at the key design features including the features and sustainability. Design an exterior shell, drawing on influences from research and a given brief.</p>

	<p>design features, including safety and suitability of fabrics/matetials. Collaborate on a design fitting the brief. Make: Consider material choices. Join fabrics securely. Evaluate: Reflect on the success of final product. Suggest adaptations against the design brief. <i>(This unit may be taught in Spring, linked to work on refugees.)</i></p>	<p>they were, and consider which types best meet our requirements. Do all designs meet the same brief? Design an adapted model, creating a design brief. Make: Consider the correct material to develop their prototypes, use woodworking and jig skills to replicate and reinforce structures. Evaluate: Reflect on the success of prototype; suggest adaptations against their design brief.</p>	<p>Make: Follow a procedure to create accurate electrical systems. Create and use nets to create exterior shells. Evaluate: Reflect on the success of prototype; suggest adaptations against their design brief.</p> <p>Additional projects: Designing a spy gadget – working to a brief, creating a specification Designing a yacht – working to a brief, creating a prototype</p>
Computing	<p>Key Project: multimedia presentations Create a presentation on the Galapagos Islands informed by reliable resources (linked with Geography) Communicating - Create digital texts with elements for a specific purpose, including video, narration and music. Finding out - Is this information accurate? Present data for a specific audience</p>	<p>Key Project: Create a web page on chosen aspects of the Great Wars (linked with History) Communicating - Create content for webpages, create digital texts with elements for a specific purpose, select text, images, videos & camera angles for effect. Work collaboratively online. Finding out - Is this information accurate? Present data for a specific audience, create tables & graphs with variables (linked with maths), present data for a specific audience. Video conferencing.</p>	<p>Key Project: Coding - computer games Computing – Scratch. Solve coding problems by decomposing into smaller parts. Finding out - Explore the evolution of video games (linked with History.), Create tables & graphs with variables (linked with maths), Present data for a specific audience (linked with English.)</p>
Music	<p>The Fresh Prince of Bel-Air (using glockenspiels and/or recorders) <i>Styles/artists covered</i> - Hip Hop <i>Topics and cross curricular links</i> - Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles. Interrelated dimensions of music. <i>Links to other units</i> - Hey You! - KS1 (Scheme Year 1). <i>Musical instrumental progression</i> - Key A minor Notes C, D, E, F, G, A, Crotchets Quavers, Minims and Semibreves <i>Progression for improvisation and composition</i> - Notes D, E, F, G, A</p>	<p>Classroom Jazz Unit 1 and 2 (using glockenspiels and/or recorders) Styles/artists covered - Jazz, Latin, Blues Topics and cross curricular links - History of music - Jazz in its historical context. Interrelated dimensions of music. Links to other units - Supports improvisation generally in previous units. Musical instrumental progression - Key C and Key G Notes D, E, F, G, A, B, Quavers, Crotchets, and rests Progression for improvisation and composition - Notes F, G, A, B, C, D</p>	<p>Happy (voice) <i>Styles/artists covered</i> - Pop Motown <i>Topics and cross curricular links</i> - What makes us happy? Video/project with musical examples. Interrelated dimensions of music. <i>Links to other units</i> - Motown - Happy KS2 (Year 6), Dancing in the Street KS2 (Year 5) <i>Musical instrumental progression</i> - Key c Major Notes E, D, C, B, A, G, E Quavers, Dotted Crotchets, Minims, Semibreves, and rests <i>Progression for improvisation and composition</i> - Notes C, E, G, A, B</p>
PSHE RSE	<p>Health and wellbeing- What makes up our identity? <i>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes, diversity, inclusion</i></p> <p>Living in the wider world- What decisions can people make with money? <i>Money; making decisions; spending and saving</i></p> <p>Relationships- What makes a respectful relationship? <i>Respect, positive, negative, abuse, intentional</i></p> <p>ESafety- Link with Anti Bullying week SMART is revisited termly, with individual areas focussed on in</p>	<p>Living the wider world - How can the media influence people? Media literacy and digital resilience; influences and decision-making; online safety</p> <p>Relationships- What are the ingredients for a good friendship? <i>Care, mutual, respect, characteristics, trust, loyalty, kindness, inclusive</i></p> <p>E Safety - Digital Citizenship SMART is revisited termly, with individual areas focussed on in more detail Childline Safe Meet</p> <p>Events: Safer Internet Day</p>	<p>Health and wellbeing- How can drugs common to everyday life affect health? <i>Drugs, alcohol and tobacco; healthy habits</i></p> <p>Living in the wider world- What jobs would we like? <i>Careers; aspirations; role models; the future</i></p> <p>Relationships (Y6 only)- What will change as we become more independent? <i>Different relationships, changing and growing, adulthood, independence, moving to secondary school</i></p> <p>Relationships</p>

	<p>more detail Childline Accepting Reliable</p> <p>External agencies: D.A.R.E, The Great Project</p> <p>Events: Anti Bullying Week</p>		<p>What will change as we become more independent? How do friendships change as we grow? growing, adulthood, independence, moving to secondary school</p> <p>E Safety- Understanding digital consequences SMART is revisited termly, with individual areas focussed on in more detail Childline Tell & Be Smart with a Heart summary!</p> <p>External agencies: You vs. Train (external provider – railway safety)</p>
<p>Religious Education</p>	<p>Religion- Judaism Significant Figure - Moses Celebration: Passover - Rosh Hashanah and Yom Kippur To know if there is such thing as repentance, how would that affect the world? To discuss why asking for forgiveness is a positive thing to do. To be able to describe the customs of Yom Kippur. How are objects used in worship in a synagogue. How does Yom Kippur create a sense of belonging in the Jewish community. What is the impact of Rosh Hashanah and Yom Kippur on the lives of believers. To be able to compare how different religions ask for forgiveness.</p> <p>World Religion week whole school focus: Diwali</p>	<p>Religion- Christianity Significant Figure- God Celebration - Pentecost To be able to explain what happened at Pentecost. To know what is meant by the fruits of the Spirit. To know why Christians, believe the Holy Spirit is powerful. For chn to understand why Christians believe they are the body of Christ. To give insight into why a Christian chooses to be baptised on Pentecost Sunday. To know how the stories of the saints show belief in action.</p>	<p>Religion- Islam Significant Figure - Muhammad Celebration- Ramadan & Eid al-Fitr, Lailat al-Miraj To know what happens during Ramadan. To understand how the story of The Night of Power affect believers. For chn to discuss why Muslims believe that the Qur’an is a holy book. Why is Ramadan such an important time for Muslims. How and why is Eid al-Fitr celebrated? Chn are to discuss if all Eid al-Fitr celebrations are the same. How does Ramadan and Eid al-Fitr give Muslims a sense of belonging to a community and to a faith. To compare how Ramadan and Eid al-Fitr celebrations are different to other religious or secular celebrations.</p>
<p>Languages</p>	<p>French Alphabet Places in the locality Journey to school More journey to school Directions (Repeat above unit in both cycles to support children joining UKS2. Y6 to work on building confidence in joining in, pronunciation, and writing known words and phrases.)</p> <p>Months and seasons Weather and seasons Joining in a poem Seasonal colours Conscience Alley</p> <p>Speaking and listening – answer and ask questions and hold short conversations about the above topics. Know a range of vocabulary linked to each topic. Join in with games, rhymes and songs to support correct pronunciation. Listen attentively to short spoken passages and recognise learnt vocabulary within them.</p> <p>Reading and Writing - Make simple sentences and short texts Write words, phrases and short sentences, using a reference Culture – Look at further aspects of their everyday lives from the perspective of someone from another country Recognise similarities and differences between places</p>	<p>French Building sentences Places in town Places in town, sentence building That's a date Then and Now Find the difference A guide for tourists Speaking and listening – Match what they hear to sentences and paragraphs Prepare a short presentation on a familiar topic Perform to an audience Reading and Writing - Read and understand the main points and some detail from a short, written passage Write sentences on a range of topics using a model Culture – Compare symbols, objects or products which represent their own culture with those of another country</p>	<p>French What's the time? French schools Places in our school Tour of our school Time on the 1/4 hour School times and subjects School timetable</p> <p>Speaking and listening – Understand and express simple opinions. Understand longer and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories Reading and Writing - Identify different text types and read short, authentic texts for enjoyment or information Write sentences on a range of topics using a model Culture – Look at further aspects of their everyday lives from the perspective of someone from another country</p>

Cycle B | 2022-23 | Year 5 and Year 6 Curriculum Plan

Autumn



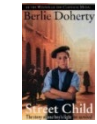


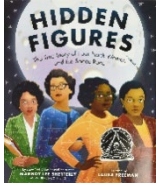
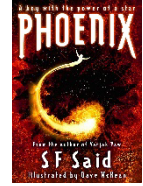
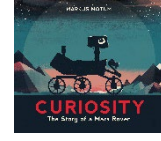
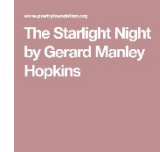



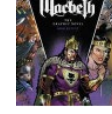
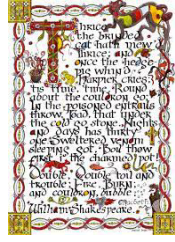
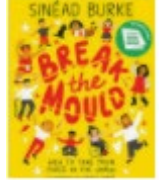
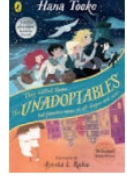




'Cogs, Cranks & Camshafts'

Spring

'Space Race'

Summer

'All the world's a stage!'

Experiences	Trip – Galleries of Justice Memorable experience - Heart dissection				Trip – Sherwood Observatory - evening slot/Space Centre Visitor – Dr Steve Wallace (Sherwood Observatory)				Trip – Theatre Visitor - Circus Skills Workshop			
Text Bank	Non- fiction  Children Who Changed the World - Marcia Williams	Chapter book  Cogheart - Peter Bunzl  Street Child - Bertie Doherty	Picture Book  Climate Change the Choice is Ours – David Miles & Albert Pinilla	Poem  The Lost Words - Robert McFarlane	Non- fiction  Hidden Figures - Margot Lee Shetterly	Chapter book  Phoenix - S.F Said	Picture Book  Curiosity - Markus Motum	Poem  'The Starlight Night' - Gerard Manley Hopkins	Non- fiction  Festival Folk – Rob Flowers	Chapter book  Cirque du Freak - Darren Shan	Picture Book  Zoo – Anthony Browne  Macbeth, the graphic novel	Poem  Macbeth - witches' chant.
Supporting texts	 Break the Mould - Sinéad Burke		 The Unadoptables – Hana Tooke		 Crater Lake – Jennifer Killick				 Stitch Head - Guy Bass	 The Greatest Shows on Earth: a history of the circus - Linda Simon	 Macbeth - Andrew Matthews	
Writing	Fiction - Cogheart – Continuation Narrative Non-Fiction - Street Child - News report (<i>fictional context</i>) Poetry - The Lost Words - innovation				Fiction - Premonitions to advance narrative plot (using Phoenix) Non-Fiction - Mars – Non-chronological report / Discursive writing – the Space Race / Biography (Neil Armstrong/Galileo) Poetry - Space Sonnets based on The Starlight Night / WBD 'I talk like a River' free verse				Fiction - Create your own performer / Narrative continuation inspired by Cirque du Freak Non-Fiction - balanced argument – animals in captivity / non chronological reports about spiders Poetry - Performance poetry and Rhyme schemes (using the witches' chant)			
Maths Cross Curricular	Y5 Number- Place Value Formal Written Calculation- + - x ÷ Measure- Area and Perimeter Graphs (see geography)		Y6 Number- Place Value Formal Written Calculation- + - x ÷ Fractions Geometry: Position and Direction		Y5 Formal Written Calculation- x ÷ Fractions Decimals and %		Y6 Decimals and % Algebra Measure: Conversion / Area and Perimeter (see D&T) Ratio and Proportion		Y5 Number – Fractions (including Decimals and Percentages) Geometry – Properties of Shapes / Position and Direction Measurement (see art)		Y6 Geometry – Properties of Shapes Number – Place Value Statistics (see science and geography)	

<h1 style="text-align: center;">Science</h1>	<p>Significant figure: Christiaan Barnard Animals Including Humans - The Heart and Health: Describe the function of blood, describe the function of blood vessels, describe how your heart moves blood around the body, describe what affects your heart rate, describe the consequences of an unhealthy lifestyle, explore the different food groups, and identify ways to eat a balanced diet</p> <p>Significant figure: Karl Landsteiner Animals Including Humans - Blood and Transportation: Describe the composition of blood, describe how oxygen is moved around the body, explain how blood is filtered, describe what a blood transfusion involves, describe how diabetes is managed, describe the roles of bacteria</p>		<p>Significant figure: Nicolaus Copernicus, Galileo, Katherine Johnson, Helen Sharman Earth and Space: Describe ' ideas about planetary motion, describe the movement of the Earth in space, describe the characteristics of the planets in our solar system, describe the Big Bang theory, learn about gravitational force, explore what causes the phases of the Moon, know about comets, asteroids and meteors</p> <p>Helio vs Geocentric (links with RE) James Webb Telescope tracker (Sherwood Observatory)</p> <p>Significant figure: Helen Sharman (was also a chemist) Changes of Materials: Understand the actions of filtering, sieving, and evaporating, be able to explain the words dissolve and solution, understand that some changes to materials are not reversible, understand that a chemical change alters a molecule permanently, know the difference between elements, compounds, and mixtures. Know the difference between physical and chemical change</p>		<p>Significant figure: Carl Linnaeus Living Things and their Habitats: Classify living things, explore the kingdoms of life, identify different classes of vertebrates, explore soil habitats, describe types of fungi</p> <p>Significant figure: Sir David Attenborough, Dame Jane Goodall Studying Living Things: Learn about sexual reproduction, describe the life cycles of a mammal, bird, and reptile. Describe the life cycle of an insect and amphibian, learn about asexual reproduction</p>	
<h1 style="text-align: center;">Physical Education</h1>	<p>Football</p> <ul style="list-style-type: none"> • Dribbling with control at speed • Passing accurately • Ball control • Passing on the move • Safe tackling and jockeying • Variety in shooting • Attacking strategies <p>Rounders</p> <ul style="list-style-type: none"> • Variety of throws • Variety of catches • Bowling variations • Ground fielding techniques • Batting variations • Fielding positions • Game play 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Balances with control • Travelling fluently • Group balances with control • Complex balances and travelling • Use of apparatus in a routine • Routines <p>Rugby</p> <ul style="list-style-type: none"> • Gripping • Catching • Passing • Pass and receive the ball when moving • Use of width • Tagging • Evasion strategies • Game play 	<p>Dance</p> <ul style="list-style-type: none"> • Space Race <p>Handball</p> <ul style="list-style-type: none"> • Passing to outwit opponents • Drive shot • Jump shot • Dribbling • Attacking strategies • Blocking • Marking • Mini Handball game play 	<p>Dance</p> <ul style="list-style-type: none"> • Hand Jive (Grease) <p>Netball</p> <ul style="list-style-type: none"> • Catching • Variety of passes • Pivoting • Passing to a moving target • Moving and passing into space • Moving towards the opponents' net • Pass and receive the ball when moving • Shooting from different angles and distances • High 5 game play 	<p>Athletics</p> <p>Running</p> <ul style="list-style-type: none"> • Running for distance • Running over obstacles • Stages of a sprint race • Baton exchanges in relay <p>Throwing</p> <ul style="list-style-type: none"> • Throwing for accuracy • Throwing for distance <p>Cricket</p> <ul style="list-style-type: none"> • Ground fielding techniques • Overarm bowl • Forward defensive shot • Deep field catching • Pull shot • Game play 	<p>Athletics</p> <p>Throwing</p> <ul style="list-style-type: none"> • Shot put throw • Javelin throw <p>Jumping</p> <ul style="list-style-type: none"> • Jumping for distance • Jumping for height • Long jump • High jump <p>Tennis</p> <ul style="list-style-type: none"> • Components of fitness for tennis • Forehand • Backhand • Volley • Serves • Mini Tennis game play
<p>Swimming</p> <ul style="list-style-type: none"> • swim competently, confidently, and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example - front crawl, backstroke, and breaststroke] • perform safe self-rescue in different water-based situations. 						
<p>CONCEPTS: Understand how to develop a healthy body and mind by knowing how to stay fit and healthy, understand the importance of exercise and living a healthy life; Understand how to work as a team to achieve a common goal, agreeing rules, roles and tactics, and sharing responsibility for outcomes whilst displaying empathy, good communication and respect for all; Understand how to win and lose in a safe environment whilst showing respect for others and good sportspersonship; Understand that having a positive approach, displaying emotional resilience and pride in performance will enhance performance.</p>						

<h2 style="text-align: center;">History</h2>	<p>Key contexts / figure: Victorians (Industrial revolution) George Stephenson (significant Figure) engineering, industrial revolution, achievements, and legacies</p> <p>Historical Enquiry: Explore the industrial revolution and its impact on society and the environment, how it changed life for us now</p> <p>Interpretations: Through the perspective of childhood, understanding conditions for children links to You Wouldn't Want to be a Victorian Miner (link with books - Window and Cogheart)</p> <ul style="list-style-type: none"> - How has childhood changed? - Was the industrial revolution for the greater good or the start of a global demise? 	<p>Key contexts / figure: Space Race (links to Cold War/ WW 2 and historical rivalries) Hidden Figures (Katherine Johnson, Dorothy Vaughan, and Mary Jackson) achievement and legacies, significance</p> <p>Historical Enquiry: Consider the context of the Space Race as a legacy of WW 2 and US / Soviet rivalries and the nuclear arms race that ran alongside it.</p> <p>Interpretations:</p> <ul style="list-style-type: none"> - How was the Space Race seen in each country and why? - How do we know? - Consider evidence – fact versus opinion. <p>Historical Enquiry: The role of black women in the American Space Programme.</p> <p>Interpretations: Focus on fairness of how key figures in the American Space Programme were not given adequate recognition due to prejudices around their skin colour and gender. Consider the true role of Katherine Johnson, Dorothy Vaughan, and Mary Jackson.</p> <ul style="list-style-type: none"> - Do we really have equal opportunities in the present day? - Who really were the winners from the space race? 	<p>Key contexts / figure: Marginalised cultural groups – traveller communities. Race, ethnicity, cause and effect, empathy</p> <p>Historical Enquiry: The historical treatment of protected characteristics (disability, Romany gypsy traveller communities, LGBTQ+)</p> <p>Interpretations: Examine bias, considering whether something is prejudice or impartial?</p> <ul style="list-style-type: none"> - Have perceptions of marginalised groups changed?
<h2 style="text-align: center;">Geography</h2>	<p>Key project: -Fossil Fuels (link with science previously taught in Cycle A, in the context of mining and Green Badge award) - Heartbeat of the planet</p> <p>Geographical enquiry: (human geography focus) - Human impact on the planet in terms of global warming -What lies in the future, looking at renewables. What differences can be made and who is making them? -Global picture: who is doing what and why? Consider industry in Poland vs Sweden.</p> <p><i>Link with PfC - How can we be good global citizens?</i></p>	<p>Key project: Satellite and aerial photography - how has technology changed how we see and understand our planet?</p> <p>Geographical enquiry: How has our understanding of the planet and other planets in our solar system changed over time and with innovative technology?</p> <p>Using Maps:</p> <ul style="list-style-type: none"> - study aerial / satellite images and be able to identify corresponding physical and political maps that match the photographic images. - Use digital mapping software to explore and understand mapping details at different scales. 	<p>Key project: Land use patterns in agriculture in the UK and a contrasting locality (Brazil, linked with Year 3/4 work on deforestation.)</p> <p>Geographical enquiry: Land use patterns in agriculture in the UK and a contrasting locality.</p> <p>Using Maps: Look at topographical maps and land use maps, examine similarities and differences. What can we hypothesise because of our map work?</p>
<h2 style="text-align: center;">Art</h2>	<p>Key project: Arts and Crafts style objects</p> <p>Significant Creators: William Morris Ford Madox Brown ('Work') Watson Fothergill (Local Victorian architect)</p> <p>Technical Skills: To be able to purposely select and use a range of materials to design and create a 3D sculpture. Emulate the Arts and Crafts style to create decorative objects.</p> <p>Formal elements: form, contour, line, space</p> <p>History of Art: social commentary in works (FMB) - How can we understand what life was like at the time through the art of the period? Arts and Crafts movement and a return to nature, vs industrialisation and mass-production.</p>	<p>Key project: Layered mixed media piece using <i>James Webb footage (linked with year 3/4 Rousseau-inspired collages)</i></p> <p>Significant Creators: Eugenia Loli</p> <p>Technical Skills: To create a collage of a chosen subject matter (Space Tourism), focusing on composition (e.g., photomontage, mixed media, surrealist proportions) Use cameras to take images to capture texture, colour, line, tone, and shade.</p> <p>3D works: Planet Mobile</p> <p>Formal Elements: perspective, composition, colour, mood.</p> <p>History of Art: surrealism</p>	<p>Key project: Creating Movie and Theatre Posters</p> <p>Significant Creators: John Alvin, Saul Bass (cinematic posters)</p> <p>Technical Skills: To be able to use a range of drawing techniques including the continuous line technique. To draw using a negative medium, identifying light and dark areas. Create artwork showing a range of different perspectives and orientations for objects, people, and scenery. Be able to explain decisions they have made about composition.</p> <p>Formal Elements: Be able to describe and discuss line, shape, form, tone, texture, pattern, colour, and composition in their own and others' work.</p> <p>History of Art: The evolution of posters, and a timeline of graphic design</p>

<h2>Design and Technology</h2>	<p>Key project: Cam operated toy animal (based on The Lost Words artwork)</p> <p>Skills/Focus: Cams and pulleys (link to science from Cycle A Summer)</p> <p>Design: Research the purpose and structure of cams, looking at the key design features including the key aspects of the mechanism and types of cam (pear, snail, eccentric.) Look at where cams are used and why (Papplewick Pumping Station). Design an adapted model, creating a design brief</p> <p>Make: Consider the correct material to develop their prototypes, use technical skills to replicate movement</p> <p>Evaluate: Reflect on the success of prototype, suggest adaptations against their design brief.</p>	<p>Key project: Creating a nightlight/constellation projector</p> <p>Skills/Focus: Electrical systems – monitoring and control</p> <p>Understand and use electrical systems to monitor and control products.</p> <p>Design: Design a product for a client/purpose, inspired by the research conducted on space</p> <p>Make: Consider both the function of the product by also the aesthetic, tailoring it to the client</p> <p>Evaluate: Reflect upon the success of the outcome in terms of the client’s expectation/brief. Suggest adaptations and alterations for improving it.</p>	<p>Key project: Creating a costume – combine different fabric shapes (linked with art)</p> <p>Skills/Focus: CAD (Computer Aided Design) in the context of textile design – printing a t-shirt to promote a show</p> <p>Design: Create a proposed costume design based on the understanding of the play Macbeth, considering which character they are purposing the product for / or the target market audience for the merchandise</p> <p>Make: Use printing techniques to replicate design onto a t-shirt, deploying sewing techniques where necessary</p> <p>Evaluate: Gain feedback from target market research conducted when aiming to sell the product as part of mechanise for the school production.</p>
<h2>Computing</h2>	<p>Key Project: To be able to create a multimedia presentation about Climate Change</p> <p>Skills/Focus: To organise the layout of a presentation; retrieve and embed a variety of digital media within the presentation using the worldwide web; and store and retrieve the presentation on a network system.</p>	<p>Key Project: Electrical circuits and scratch (to support DT project)</p> <p>Skills/Focus: Solve coding problems by decomposing into smaller parts, detect and correct errors in algorithms using logical reasoning, Scratch inputs and outputs</p>	<p>Key Project - Use CAD software (linked with DT project work) to create a design for merchandise.</p> <p>Skills/Focus: Create images for specific purposes, work collaboratively use layer tools in graphic software, evaluate digital designs</p>
<h2>Music</h2>	<p>You’ve Got a Friend <i>Styles/artists covered -</i> The music of Carole King <i>Topics and cross curricular links -</i> Her importance as a female composer in the world of popular music. Interrelated dimensions of music. <i>Musical instrumental progression -</i> Key c, Major Notes C, D, E, F, G, A, B, Crotchets, Quavers, Minims, dotted notes and rests, Dotted Crotchets, Dotted Minims <i>Progression for improvisation and composition -</i> Notes E, G, A, C, D</p>	<p>Livin’ on a Prayer <i>Styles/artists covered -</i> Rock <i>Topics and cross curricular links -</i> How rock music developed from the Beatles onwards. Analysing performance. Interrelated dimensions of music. <i>Links to other units -</i> I Wanna Play in a Band - KS1 (Scheme Year 2). <i>Musical instrumental progression -</i> Key G, Notes D, E, F#, G, A, B, C, Minims, Quavers, Crotchets, Dotted Crotchets <i>Progression for improvisation and composition -</i> Notes G, A, B or D, E, F#, G, A</p>	<p>Dancing in the Street <i>Styles/artists covered -</i> Motown <i>Topics and cross curricular links -</i> The history of Motown and its importance in the development of Popular music. Civil rights. Interrelated dimensions of music. <i>Links to other units -</i> Happy - KS2 (Year 6). Blackbird - KS2 (Year 4). <i>Musical instrumental progression -</i> Key F, Major Notes, D, F, G, A, Quavers, Crotchets, and rests <i>Progression for improvisation and composition -</i> Notes F, G, A, C, D</p>
<h2>PSHE RSE</h2>	<p>Health and wellbeing How can we keep healthy as we grow? <i>Looking after ourselves; growing up. becoming independent; taking more responsibility</i></p> <p>Health and wellbeing How can we help in an accident or emergency? <i>Basic first aid, accidents, dealing with emergencies</i></p> <p>Relationships- What makes a respectful relationship? <i>Respect, positive, negative, abuse, intentional</i></p> <p>ESafety- Link with Anti Bullying week SMART is revisited termly, with individual areas focussed on in more detail Childline Accepting Reliable</p> <p>External agencies: D.A.R.E, The Great Project Events: Anti Bullying Week</p>	<p>Relationships How can friends communicate safely? <i>Friendships; relationships; becoming independent; online safety</i></p> <p>Relationships <i>What will change as we become more independent? Responsibility, trust, changes, boundaries</i></p> <p>E Safety- Digital Citizenship SMART is revisited termly, with individual areas focussed on in more detail Childline Safe Meet</p> <p>Events: Safer Internet Day</p>	<p>Relationships <i>How do friendships change as we grow? Different relationships, changing and growing, adulthood, independence, moving to secondary school</i></p> <p>Living in the wider world What jobs would we like? <i>Careers; aspirations; role models; the future</i></p> <p>E Safety- Understanding digital consequences SMART is revisited termly, with individual areas focussed on in more detail Childline Tell & Be Smart with a Heart summary!</p> <p>External agencies: You vs. Train (external provider – railway safety)</p>

<h2 style="text-align: center;">Religious Education</h2>	<p>Christianity Significant Figure- God Celebration - Sunday - The Sabbath</p> <p>To understand how the Bible helps Christians to understand God. True worship can only happen in a religious building – for chn to agree or disagree? To discuss in what ways are churches similar or different to other places of worship. To discuss how music used in Christian worship and what reasons would a Christian give to explain why worship is important. To know why it is important to help others. For chn to talk about what they learnt from their research about Sundays and how it affects the lives of people of different faiths and no faith.</p>	<p>Hinduism Significant Figure- Goddess Parvati – Lord Shiva (emblem of eternal love) Celebration- Holi</p> <p>To know why the story of Holika and Prahlad important for Hindus. To know where the tradition of playing with colours come For chn to explain in depth how people treated at Holi and whether Hindu beliefs about the natural world are shared by everyone. Which common features do all weddings share and how do they differ to weddings in England. To discuss the most notable features of a wedding. Why do some people worship God during special occasions? Chn to explain what happiness means to them.</p> <p>Hinduism Significant Figure- Allah Celebration- Kumbh Mela</p> <p>To know the story behind the Kumbh Mela. To be able to identify the four different pilgrimage sites and to explain what happens at the Kumbh Mela. What are your thoughts about karma. Why do Hindus bathe in river water during the Kumbh Mela What challenges are faced by Naga Sadhus and why do they choose this lifestyle. To explain the way the Ganges is used in everyday and religious life. To argue whether the Kumbh Mela is like other religious pilgrimages.</p>	<p>Sikhism Significant Figure- Guru Arjan Celebration- Bandi Chhor Divas ("Day of Liberation") and Gurburab</p> <p>To recall specific features from the Golden Temple in Amritsar and why is it a sacred place. Explain why many Sikhs give 10% of their money away. Why might Sikhs believe it is important that the words in the Guru Granth Sahib are authentic and written in the original language. To describe what you think Waheguru is like in the Guru Granth Sahib. Sikhs consider Guru Arjan a martyr. What might Sikhs learn from the story of Guru Arjan and why do Sikhs serve others when they remember Guru Arjan.</p>
<h2 style="text-align: center;">Languages</h2>	<p>French Alphabet Places in the locality Journey to school More journey to school Directions</p> <p style="color: red;">(Repeat above unit in both cycles to support children joining UKS2. Y6 to work on building confidence in joining in, pronunciation, and writing known words and phrases.)</p> <p>Celebrations Lunchtime Food likes and dislikes Food for a celebration</p> <p>Speaking and listening – answer and ask questions and hold short conversations about the above topics. Know a range of vocabulary linked to each topic. Join in with games, rhymes, and songs to support correct pronunciation. Listen attentively to short spoken passages and recognise learnt vocabulary within them.</p> <p>Reading and Writing - Make simple sentences and short texts Write words, phrases, and short sentences, using a reference</p> <p>Culture – Look at further aspects of their everyday lives from the perspective of someone from another country Recognise similarities and differences between places</p>	<p>French Building sentences Introducing the planets Describing the planets Distances from the sun Making compound sentences Preparing a presentation What's the time?</p> <p>Speaking and listening – Match what they hear to sentences and paragraphs Prepare a short presentation on a familiar topic Perform to an audience</p> <p>Reading and Writing - Read and understand the main points and some detail from a short, written passage Write sentences on a range of topics using a model</p> <p>Culture – Compare symbols, objects or products which represent their own culture with those of another country</p>	<p>French Scène de Plage Bringing a picture to life Writing a description Class poem Individual poem Café conundrum The Café Song Regional Food Choosing an ice-cream Monter un café</p> <p>Speaking and listening – Understand and express simple opinions. Understand longer and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <p>Reading and Writing - Identify different text types and read short, authentic texts for enjoyment or information Write sentences on a range of topics using a model</p> <p>Culture – Look at further aspects of their everyday lives from the perspective of someone from another country</p>

