

1 st Year cycle	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Year 5 & 6	Ancient Greece (Focus = history & geography)	Antarctica (Focus = geography, art & DT)	Harry Potter (Focus = English)	Mayan Civilisation (Focus = history & geography)	Egyptians (Yr5) (Focus = history) Berlin (Yr6) (Focus = history)	Response planning (Yr5) Production (Yr6)
Title	Greece is the Word!	How Low Can You Go?	Harry Potter!	The Mystery of the Maya!	Walk Like an Egyptian! (Yr5) The Cold War and its effect on Berlin (Yr6)	
Big Question	What did the Greeks ever do for us ..?	Why do people take risks and explore new environments?	Why is this the most successful franchise for children in the world?	Why did so many people disappear so quickly??	Yr5 – Why did the Egyptians mummify people? Yr6 - Why was Berlin a divided city?	Dependant on topic chosen/production selected.
Science Yr5	Animals including humans Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.	All Living Things – plants focus Describe the life process of reproduction in some plants and animals.	Properties and changes of materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and	Earth & Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Forces – magnetism and gravity. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Forces – air resistance. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

			<p>response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>		Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
Science Yr6 –	<p>Inheritance and Evolution</p> <ul style="list-style-type: none"> recognise that 	<p>Micro-organisms</p> <ul style="list-style-type: none"> describe how 	<p>Light</p> <ul style="list-style-type: none"> recognise that light appears to 	<p>Electricity</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a 	<p>Revision – Science week related.</p>	<p>Revision</p>

	<p>living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p>	<p>travel in straight lines</p> <ul style="list-style-type: none"> use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<p>buzzer with the number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram 		
Art & Design	<p>Make Greek pots and paint them To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques,</p>	<p>Seascapes – the Antarctica landscape. To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and</p>	<p>Still life drawing – of Hogwarts. From the sketch, can they recreate the castle? To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Reproducing Mayan cave art, based on the San Bartolo cave art, using outdoor chalks or pastels indoors. To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including</p>	<p>Made cartouches – names in hieroglyphics & create a clay name plate. Berlin Wall Art To create sketch books to record</p>	

	<p>including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p>	<p>design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p>	<p>their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p>	
Computing	<p>Coding – introduce basic coding using 2Code. Aim to produce a set of algorithms that move Greek mythical characters and tell a story. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in</p>	<p>Using Purple Mash spreadsheet program, work out a budget Shackleton would need to sail the Endurance to Antarctica and back. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Select, use and combine a variety of software (including internet services) on a range of</p>	<p>Using Purple Mash, (2animate) design a Harry Potter animation based on their favourite scene Select, use and combine variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Design, write and debug programs that</p>	<p>Using Purple Mash, design a 3d game based on the Mayans. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 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, including collecting, analysing, evaluating and presenting data and information</p>	<p>Use Logo to make repeating patterns. Produce Berlin advertising power points to sell the city. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and</p>	

	<p>programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Include E Safety lessons. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>		<p>repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	
Design & Technology	N/A	Design an insulated container for use in extreme	Design and build Hogwarts or Harry Potter’s flying car	Design and make a feathered head dress. Generate, develop, model and	N/A	

		<p>environments. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products</p>	<p>communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		
Geography	<p>Greece Use maps, globes, atlases and digital/computer mapping to locate Greece. Describe features studied. Key physical and human characteristics, countries and major</p>	<p>Antarctica Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, time zones... Arctic and Antarctic Circle</p>	N/A	<p>Mayan Civilisation Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>	<p>Ancient Egyptians Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and</p>	

	cities. Distribution of natural resources including food, minerals and water				<p>human characteristics, countries, and major cities</p> <p>Berlin Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	
History	Ancient Greece – a study of their life and achievements. Also their influence on the western world.	N/A	N/A	Mayan Civilisation A.D. 900 – a non-European society that provides contrasts with British history	<p>Ancient Egyptians (Yr5) the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of e.g. Ancient Egypt</p> <p>Berlin (Yr6) a study of an aspect or theme in history that extends pupils'</p>	

					chronological knowledge beyond 1066 (residential trip)	
French	<p>Revising last year's French, plus</p> <p>Yr6 – Places in a town</p> <p>Yr5 - Locality</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>Yr5 – Clothing</p> <p>Yr6 – Directions</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>Yr5 – Food</p> <p>Yr6 - Holidays</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Present ideas and information orally to a range of audiences*</p>	<p>Yr5 & Yr6 – exploring a storybook in French.</p> <p>Writing in French.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>Yr5 – Weather</p> <p>Yr6 – Transport</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Yr5 – Money</p> <p>Yr6 – Sports & Hobbies</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p>
Music	<p>Year 5 – learn to play the recorder</p> <p>Compose Greek music.</p>	<p>Year 5 – learn to play the recorder</p> <p>Mood music for an Antarctic scene</p>	<p>Year 5 – learn to play the recorder</p> <p>Re-create the famous Harry</p>	<p>Year 5 – learn to play the recorder</p> <p>From Mayan to Mumford & Sons</p>	<p>Year 5 – learn to play the recorder</p> <p>Exploring</p>	<p>Year 5 – learn to play the recorder</p> <p>Year 6 – music and singing/performing</p>

	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>	<p>Use and understand staff and other musical notations</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Potter theme on percussion instruments. Then design your own motif for a character.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Develop an understanding of the history of music.</p>	<p>contemporary European and North African music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>related to the production</p>
PE	<p>REAL PE</p> <p>Outdoor PE</p> <p>Red Ridge Outdoor Education Centre Residential (yr6)</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for</p>	<p>REAL PE</p> <p>Outdoor PE</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for</p>	<p>REAL PE</p> <p>Outdoor PE</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique,</p>	<p>REAL PE</p> <p>Outdoor PE</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>REAL PE</p> <p>Outdoor PE</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and</p>	<p>REAL PE</p> <p>Outdoor PE</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and</p>

	<p>attacking and defending Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<p>defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
RE	<p>Yr5 –Why do some people believe God exists? Yr6 – What do religions say to us when life gets hard?</p>	<p>Yr5 - What would Jesus do? [Can we live by the values of Jesus in the twenty-first century? Yr6 – Is it better to express your religion in arts and architecture or in charity and generosity?</p>	<p>Yr5 - If God is everywhere, why go to a place of worship? Yr6 - Is it better to express your religion in arts and architecture or in charity and generosity?</p>	<p>Yr5 - If God is everywhere, why go to a place of worship? Yr6 – What matters most to Christians and Humanists?</p>	<p>Yr5 - What does it mean to be a Muslim in Britain today? Yr6 – What difference does it make to believe in Ahimsa [harmlessness], Grace, and Ummah [community]?</p>	<p>Yr5 - What does it mean to be a Muslim in Britain today? Yr6 – What difference does it make to believe in Ahimsa [harmlessness], Grace, and Ummah [community]?</p>
PSHE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Trips and visits	Yr6 – Red Ridge Outdoor Education Centre, Wales – residential.	Yr 5 & 6 - Watching ‘Shackleton – the Great Explorer’, then problem-solving activities in the afternoon.	Yr 5 & 6 - Visit to Harry Potter World	Mayan dressing up day	Yr6 – Berlin residential wk2	Yr6 – Thorpe Park Junior Good Citizen
	Respect	Friendship	Tolerance	Courage	Responsibility	Honesty

Values						
2nd Year cycle	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Year 5 & 6	Neolithic and Bronze Age (History & geography focus)	Tudor monarchs including Henry VIII (History and art focus)	Tudor exploration and life (History and DT focus)	Leisure and entertainment in the 20th Century (technology/computing/art focus)	Egyptians (Yr5) (Focus = history) Berlin (Yr6) (Focus = history)	Response planning (Yr5) Production (Yr6)
Title	The Symbolic Stones	Wives, Warts and Wickedness!	Tudor Exploration	The World Wide Web, Pop Art and beyond!	Walk Like an Egyptian! (Yr5) The Cold War and its effect on Berlin (Yr6)	
Science Yr5	Evolution and inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in	All Living Things – plants focus Describe the life process of reproduction in some plants and animals. Animals including humans Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Earth & Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Properties and changes of materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and	Forces – magnetism and gravity. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a	Forces – air resistance. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

	different ways and that adaptation may lead to evolution.			<p>evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	greater effect.	
Science Yr6	<p>Evolution and inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Animals including humans</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Living things and their habitats</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Electricity</p> <p><i>DT link – understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors).</i></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness</p>	Revision

					of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.	
Art & Design	<p>Watercolours of the stones at Avebury/white horses of Wiltshire.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p>	<p>Miniature portraits of Henry and his six wives, based on Holbein.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p>	N/A	<p>Pop Art – Andy Warhol</p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p>	<p>Made cartouches – names in hieroglyphics & create a clay name plate.</p> <p>Berlin Wall Art</p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p>	
Computing	Produce an animated story	Coding – develop basic coding using	Draw the Golden Hinde using 3d	Tim Berners-Lee – inventor of the world wide web	Use Logo to make repeating	

	<p>based on Wolf Brother (linked to English) Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>2Code. Aim to produce a set of algorithms that move Tudor characters and creates a game Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>program 'Google Sketchup' Select a variety of software to accomplish a given goal Recognise the methods and effect of combining and refining information for an audience to achieve intended outcomes. Analyse and evaluate data and/or information collected Recognise a variety of tools they can choose to publish and present their learning.</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>patterns. Produce Berlin advertising power points to sell the city. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	
Design & Technology	<p>Make a Celtic roundhouse (linked with Wolf Brother - English) Generate, develop, model and communicate</p>	<p>German Christmas Market understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly</p>	<p>Design and make a life raft that will float, to go on the Golden Hinde. Generate, develop, model and</p>		<p>See science yr6 – Electricity. Design a product matched to topic that uses</p>	

	<p>their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>electricity.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	
Geography	<p>Avebury field trip (Years 5 and 6) and Red Ridge Outdoor Education Centre – year 6 residential</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including</p>	N/A	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position</p>	<p>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</p>	<p>Berlin & Egypt</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and</p>	

	sketch maps, plans and graphs, and digital technologies.		and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		human characteristics, countries, and major cities	
History	Neolithic to Bronze Age - Avebury Changes in Britain from the Stone Age to the Iron Age	Henry VIII, his six wives, the Tudors A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Sir Francis Drake, Golden Hinde, Tudor life and exploration A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A comparison between William Caxton and Tim Berners-Lee Study the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods.	Ancient Egyptians (Yr5) The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of e.g. Ancient Egypt Berlin (Yr6) A study of an aspect or theme in history that extends pupils' chronological knowledge beyond 1066 (residential trip)	
French	Revising last year's French, plus Yr6 – Places in a town	Yr5 – Clothing Yr6 – Directions Read carefully and show	Yr5 – Food Yr6 - Holidays Develop accurate	Yr5 & Yr6 – exploring a storybook in French. Writing in French. Appreciate stories, songs, poems	Yr5 – Weather Yr6 – Transport Describe people,	Yr5 – Money Yr6 – Sports & Hobbies

	<p>Yr5 - Locality Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>understanding of words, phrases and simple writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Present ideas and information orally to a range of audiences*</p>	<p>and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>places, things and actions orally* and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p>
Music	<p>Mood music for Avebury Use and understand staff and other musical notations Listen with attention to detail and recall sounds with increasing aural memory Year 5: learn to play the clarinet</p>	<p>Compose and perform Tudor music. Christmas music – compose and perform. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Music with a sea-faring theme Develop an understanding of the history of music. Use and understand staff and other musical notations</p>	<p>Study and compose music – which music suits coastal erosion/light? Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Exploring contemporary European and North African music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	

PE	<p>REAL PE Outdoor PE Red Ridge Outdoor Education Centre Residential (yr6) Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>REAL PE Outdoor PE Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>REAL PE Outdoor PE Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>REAL PE Outdoor PE Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>REAL PE Outdoor PE Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>REAL PE Outdoor PE Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>
PSHE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

RE	<p>Yr5 –Why do some people believe God exists? Yr6 – What do religions say to us when life gets hard?</p>	<p>Yr5 - What would Jesus do? [Can we live by the values of Jesus in the twenty-first century? Yr6 – Is it better to express your religion in arts and architecture or in charity and generosity?</p>	<p>Yr5 - If God is everywhere, why go to a place of worship? Yr6 - Is it better to express your religion in arts and architecture or in charity and generosity?</p>	<p>Yr5 - If God is everywhere, why go to a place of worship? Yr6 – What matters most to Christians and Humanists?</p>	<p>Yr5 - What does it mean to be a Muslim in Britain today? Yr6 – What difference does it make to believe in Ahimsa [harmlessness], Grace, and Ummah [community]?</p>	<p>Yr5 - What does it mean to be a Muslim in Britain today? Yr6 – What difference does it make to believe in Ahimsa [harmlessness], Grace, and Ummah [community]?</p>
Values	Respect	Friendship	Tolerance	Courage	Responsibility	Honesty
Trips and visits	Yr6 – Red Ridge Outdoor Education Centre, Wales – residential.	Tudor dressing up day	Tudor exploration day at Ufton Court, Reading	Yr5 – (tbc) We the Curious, Bristol	Yr6 – Berlin residential wk2	Yr6 – Thorpe Park Junior Good Citizen