

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)	Masterchef! (Focus = DT & Art)	Antarctica (Focus = geography, art & DT)	Mayan Civilisation (Focus = history & geography)	Egyptians (Yr5) (Focus = history) Berlin (Yr6) (Focus = history)	Response planning (Yr5) Production (Yr6)
Title	Greece is the Word!	Masterchef!	How Low Can You Go?	The Mystery of the Maya!	Walk Like an Egyptian! (Yr5) The Cold War and its effect on Berlin (Yr6)	
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 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	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 Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Forces – air resistance. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

			<p>filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes 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>			
<p>Science Yr6 – following previous National Curriculum objectives and skills</p>	<p>Changing materials - dissolving</p>	<p>Micro-organisms</p>	<p>Light</p>	<p>Electricity</p>	<p>Revision – Science week related.</p>	<p>Revision</p>
<p>Big Question</p>	<p>What did the Greeks ever do for us ..?</p>	<p>Cooking doesn't get tougher than this ... or does it?</p>	<p>Why do people take risks and explore new environments?</p>	<p>Why did so many people disappear so quickly??</p>	<p>Yr5 – Why did the Egyptians mummify people? Yr6 - Why was Berlin a divided city?</p>	<p>Dependant on topic chosen/production selected.</p>

<p>Art & Design</p>	<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, 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>Still life drawing of a plate of food, based on the work of Arcimboldo. 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>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 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>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 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. Berlin Wall Art 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>Computing</p>	<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</p>	<p>Produce, film, edit and present your own episode of Masterchef. <i>Links with literacy.</i> Include E Safety lessons. Understand computer networks including the internet; how they can</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</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.</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</p>	

	<p>controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>variables and various forms of input and output</p> <p>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>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>problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>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	<p>Cooking and Nutrition, plus German Christmas Market</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly 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>Design an insulated container for use in extreme environments.</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</p>	<p>Design and make a feathered head dress.</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</p>	N/A	

		<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>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>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>Geography</p>	<p>Greece</p> <p>Use maps, globes, atlases and digital/computer mapping to locate Greece. Describe features studied. Key physical and human characteristics, countries and major cities. Distribution of natural resources including food, minerals and water</p>	<p>N/A</p>	<p>Antarctica</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, time zones... Arctic and Antarctic Circle</p>	<p>Mayan Civilisation</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>	<p>Ancient Egyptians</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 human characteristics, countries, and major cities</p> <p>Berlin</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 human</p>	

					characteristics, countries, and major cities	
History	Ancient Greece – a study of their life and achievements. Also their influence on the western world.	N/A		Mayan Civilisation A.D. 900 – a non-European society that provides contrasts with British history	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 Holidays (Y6) French Café (Y5) 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,	Yr5 – Food Yr6 – Places Develop accurate 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*	Yr5 – Clothing Yr6 – Directions Read carefully and show understanding of words, phrases and simple writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Yr5 & Yr6 – exploring a storybook in French. Writing in French. Appreciate stories, songs, poems 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	Yr5 – Weather Yr6 – Transport Describe people, 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	Yr5 – Money Yr6 – Sports & Hobbies Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

	using familiar vocabulary, phrases and basic language structures			dictionary	apply these, for instance, to build sentences; and how these differ from or are similar to English.	
Music	<p>Compose Greek music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations</p>	<p>Make up and perform a rap all about food! 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>Mood music for an Antarctic scene Use and understand staff and other musical notations Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>From Mayan to Mumford & Sons Develop an understanding of the history of music.</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>Greek dance 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,</p>	<p>Anaerobic exercises – Circuit training 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</p>	<p>Gymnastics – apparatus. 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</p>	<p>Mayan warrior dance 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</p>	<p>Gymnastics – floor work 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</p>	<p>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>

	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.	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.	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.	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.	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.	
RE	Yr5 – What do the Gospel writers tell us about the life of Jesus? Yr6 - Sikhism	What do Christians believe about the incarnation? Yr6 – How do Christians worship?	Minor focus – Judaism – Sacred texts and identity. Yr6 - Why do people believe in God?	How and why do Christians believe they are responsible for the created world? Yr6 – What do Christians believe happened at Easter?	How have Christians sought to follow the teachings of Jesus? Yr6 – Why do people go on pilgrimage?	Minor Focus – Judaism – Abraham and Moses. Passover. Yr6 – Why are there similarities and differences between how commitment to a faith is expressed?
PSHE	Yr5 & Yr6 – Good to be Me	Yr5 & Yr6 – Good to be Me	Yr5 – Getting On and Falling Out Yr6 – Drugs and alcohol awareness/Getting On and Falling Out	Yr5 – Sex and Relationships Yr6 – Going for Goal	Yr5 – Relationships Yr6 - Changes	Yr5 – Changes Yr6 – Money and its importance – enterprise
Trips and visits	Yr6 – Red Ridge	Farm to Fork pasta	Watching	Mayan dressing up	Yr6 – Berlin	Yr6 – Thorpe Park

	Outdoor Education Centre, Wales – residential. Yr5 – Oxenwood Outdoor Education Centre one day visit.	making (yr5)	‘Shackleton – the Great Explorer’, then problem-solving activities in the afternoon.	day	residential wk2 Yr5 – Egyptian workshop – <i>Meet the Mummy</i> - at Swindon Museum	Junior Good Citizen Oxford University
Values	Thoughtfulness and Respect	Tolerance and Co-operation	Love and Happiness	Hope and Courage	Responsibility and Quality	Friendship and Appreciation
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)	Coastal Erosion (Yr5) (Goegraphy focus) Science focus (Yr6) Light	Egyptians (Yr5) (Focus = history) Berlin (Yr6) (Focus = history)	Response planning (Yr5) Production (Yr6)
Title	The Symbolic Stones	Wives, Warts and Wickedness!	Tudor Exploration	Look out – Landslide! (Yr5) Let there be Light! (Yr6) – science focus	Walk Like an Egyptian! (Yr5) The Cold War and its effect on Berlin (Yr6)	
Big Question	Why are the stones at Avebury there, and what do they signify?	Why did Henry VIII have six wives?	What can we learn from the Tudor explorers?	What causes coastal erosion and how can we help to prevent it? How fast is the speed of light?	Yr5 – Why did the Egyptians mummify people? Yr6 - Why was Berlin a divided city?	Dependant on topic chosen/production selected.
Science Yr5	Evolution and inheritance Recognise that living	All Living Things – plants focus Describe the life process	Earth & Space Describe the movement of the Earth, and other	Properties and changes of materials	Forces – magnetism and gravity.	Forces – air resistance. Identify the effects of air

	<p>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>of reproduction in some plants and animals.</p> <p>Animals including humans</p> <p>Describe the changes as humans develop to old age.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	<p>planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>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</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</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>resistance, water resistance and friction, that act between moving surfaces</p>
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				kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.		
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 of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	Revision
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</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</p>	N/A	<p>Coastal or light-scapes using pastels</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their</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</p>	

	<p>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>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>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>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>Produce an animated story 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</p>	<p>Blogging – Tudor-faced fiction. 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Draw the Golden Hinde using 3d 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>Euro 2016 or Olympics spreadsheets. 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 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 repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some</p>	

	acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.				simple algorithms work and to detect and correct errors in algorithms and programs	
Design & Technology	<p>Make a Celtic roundhouse (linked with Wolf Brother - English)</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> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Tudor Christmas Market</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly 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>	N/A	<p>Design and make a life raft that will float, to go on the Golden Hinde.</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> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>See science yr6 – Electricity.</p> <p>Design a product matched to topic that uses 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	Avebury field trip	N/A		Coastal erosion	Berlin & Egypt	

	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	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	
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	N/A	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 Holidays (Y6) and French Café (Y5)	Yr5 – Food Yr6 – Places Develop accurate pronunciation and	Yr5 & Yr6 – exploring a storybook in French. Writing in	Yr5 – Clothing Yr6 – Directions Read carefully and show understanding of words,	Yr5 – Weather Yr6 – Transport Describe people, places, things and actions	Yr5 – Money Yr6 – Sports & Hobbies

	<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>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>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>phrases and simple writing</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>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>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</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>Year 5: learn to play the clarinet</p>	<p>Compose and perform Tudor music.</p> <p>Christmas music – compose and perform.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Music with a sea-faring theme</p> <p>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations</p>	<p>Study and compose music – which music suits coastal erosion/light?</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Exploring 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>	
PE	<p>Gymnastics – floor work</p> <p>Outdoor PE</p> <p>Red Ridge Outdoor</p>	<p>Tudor dancing</p> <p>REAL PE</p> <p>Outdoor PE</p> <p>Use running, jumping,</p>	<p>Gymnastics - apparatus</p> <p>Outdoor PE</p> <p>Use running, jumping,</p>	<p>Mood dance for coastal topic</p> <p>Y5/Peter Pan</p> <p>Shadow dance for</p>	<p>Anaerobic exercise – circuit training</p> <p>Outdoor PE</p> <p>Use running, jumping,</p>	<p>Outdoor PE</p> <p>Use running, jumping, throwing and catching in isolation and in</p>

	<p>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 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>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>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 Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Light topic (Y6) 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 Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform dances using a range of movement patterns</p>	<p>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>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	Yr5 & Yr6 – Good to be Me	Yr5 & Yr6 – Say No to Bullying	Yr5 – Getting On and Falling Out Yr6 – Drugs and alcohol awareness/Getting On and Falling Out	Yr5 – Sex and Relationships Yr6 – Going for Goal	Yr5 – Relationships Yr6 - Changes	Yr5 – Changes Yr6 – Money and its importance – enterprise
RE	Yr5 – What do the Gospel writers tell us about the life of	What do Christians believe about the incarnation?	Minor focus – Judaism – Sacred texts and identity.	How and why do Christians believe they are	How have Christians sought to follow the	Minor Focus – Judaism – Abraham and Moses.

	Jesus? Yr6 - Sikhism	Yr6 – How do Christians worship?	Yr6 - Why do people believe in God?	responsible for the created world? Yr6 – What do Christians believe happened at Easter?	teachings of Jesus? Yr6 – Why do people go on pilgrimage?	Passover. Yr6 – Why are there similarities and differences between how commitment to a faith is expressed?
Trips and visits	Avebury. Red Ridge Outdoor Education Centre (Yr6)	Henry VIII visit (Roger Day)	Ufton Court workshop OR Mary Rose in Portsmouth OR Golden Hinde in London	Yr5 - Studland Bay trip	Yr6 – Berlin residential wk2 Yr5 – Egyptian workshop – <i>Meet the Mummy</i> - at Swindon Museum	Yr6 – Thorpe Park Junior Good Citizen Oxford University
Values	Caring and Co-operation	Peace and Humility	Patience and Trust	Simplicity and Honesty	Unity and Freedom	Understanding