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| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Science  WSLO:  Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  Taking measurements using a range of scientific equipment.  To report and present findings from enquires.  To plan different types of scientific enquires to answer questions.  To record data and results of increasing complexity.    Identify scientific evidence that has been use to support or refute ideas or arguments.  Use test results to make predictions to set up further comparative tests.  Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.  Use relative scientific language and illustrations to discuss their scientific ideas. | Materials  To compare and group together every day materials on the basis of their properties.  Give reasons based on evidence from comparative and fair tests.  To understand that some materials will dissolve in liquid to form a solution and to compare and group materials based on their solubility.  To describe how to recover a substance from a solution.  To use knowledge of solids, liquids and gases to decide how mixtures might be separated.  To demonstrate that dissolving, mixing and changes of state are reversible changes.  To explain that some changes result in the formation of new materials and this kind of change is not usually reversible.  . | Forces  To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  To identify the effects of air resistance.  To identify the effects of water resistance.  To identify the effects of friction.  To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a great effect. | Earth and Space  To describe the sun, Earth and Moon as approximately spherical bodies.  To use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.  To describe the movement of the Earth, and other planets, relative to the Sun in the solar system.  To describe the movement of the Moon relative to the Earth. | Living Things  LO. To describe the life process of reproduction in some plants and animals. | Animals including humans  LO. To describe the changes as humans develop to old age.  LO. To describe the differences in the life cycle of a mammal, an amphibian, an insect and a reptile. | Consolidation |
| History | Theme – Anglo-Saxons  How dark were the dark ages?  Key Questions:   * Why did the Anglo-Saxons invade and how can we possibly know where they settled? * What does the mystery of the empty grave tell us about Saxon Britain? * How did people’s lives change when Christianity came to Britain and how can we be sure? (Belief) * How were the Saxons able to see of the Vikings threat? (Invasion) * Just how great was King Alfred, really? * How effective was Saxon justice?   How dark were the dark ages really? | | Theme – Early Islamic Civilisations  Key Questions   * What can maps tell us about the people who made them? * What do you think are the most important things to know about Muhammad (pbuh)? * Why did Islam spread so far and so quickly? * What can we learn about Al Mansur from the city he built? * What was everyday life like in Baghdad in 900CE? * How does life in the Golden Age of Baghdad compare with life in the Dark Age of Anglo-Saxon England? * What can I understand from sources about the fall of Baghdad? | | Theme - Vikings  How should we remember the Vikings?  Key Questions   * Where does the settlement of the Vikings in Britain fit chronologically on a timeline? * What image do we have of the Vikings? * Why have the Vikings gained such a bad reputation? * How did the Vikings try to take over the country and how close did they get? (Invasion) * How have recent excavations changed our view of the Vikings? (Jorvik) * What can we learn about Vikings from a study of place name endings?   Raiders or settlers – how should we remember the Vikings? | |
| Geography | South America – Brazil  Can I locate the countries and major cities in South America?  Can I explain what the climate is like in Brazil and compare it to the UK?  Can I describe the physical features of the amazon rainforest and compare them with a forest in the UK?  Can I explain why the amazon should be protected?  Can I describe the physical and human characteristics of Rio?  Can I explain what it would be like to live in a favela? | | Where on Earth are we?  Can I compare globes and different maps of the world?  Can I explain what the lines on a map mean?  Can I explain why we have day and night? Link to time zones? (Science space topic) How do these characteristics affect the countries studied?  Can I describe what the Greenwich Meridian is?  Can I explain what coordinates are? | | What does the future hold?  Can I explain what natural resources are? (What are minerals and natural resources? Do we have an endless supply? Plot on map)  Can I explain where our energy comes from? (fossil fuels and renewable, impact of each)  How are we damaging our world? (Link to yr 5 deforestation, pollution, impact)  Why should we protect our oceans?  Can I explain the impact of trade on our environment?  Can we become a sustainable school? | |
| Art | Typography and Maps | | Making Monotypes | | Fashion Design | |
| French | Je Me Présente | As-Tu Un Animal? | La Famile | Au Café | Les Fruits (Int) | La Date |
| DT | To know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products  How well products have been designed and made  Why materials have been chosen  How much products cost to make | Saxon Brooches  Indicate the design features of their products that will appeal to intended users.  Generate innovative ideas, drawing on research.  Consider the views of others, including intended users, to improve their work  Accurately assemble, join and combine materials and components  Make design decisions, taking account of constraints such as time, resources and cost  Accurately apply a range of finishing techniques, including those from art and design  Evaluate their ideas and final products against their original design specification  To know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products | Use a mechanical system in a product e.g. gear, pulley, cam, lever or linkage  To know that mechanical systems have an input, process and output  Carry out research, using a survey, interview, questionnaire or web-based resource  To know that a recipe can be adapted by adding or substituting one or more ingredients    Confidently read and follow a recipe  Demonstrate skills from the Year 5 cookery list when preparing dishes  Prepare food safely and hygienically  Suggest how they could change the recipe to improve the food they have made  To know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products  To know that seasons may affect the food available  To know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health | | Cars – summer project  Indicate the design features of their products that will appeal to intended users.  Generate innovative ideas, drawing on research.  Accurately assemble, join and combine materials and components  Make design decisions, taking account of constraints such as time, resources and cost  Accurately apply a range of finishing techniques, including those from art and design  Evaluate their ideas and final products against their original design specification  Formulate step-by-step plans as a guide to making   Produce appropriate lists of tools, equipment and materials that they need  Explain how particular parts of their products work  To know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products | |
| Computing | Vector Drawing  To identify that drawing tools can be used to produce different outcomes.  To create a vector drawing by combining shapes  To use tools to achieve a desired effect.  To recognise that vector drawings consist of layers.  To group objects to make them easier to work with.  To evaluate my vector drawing. | Flat-file Databases.  To use a form to record information  To compare paper and computer-based databases  To outline how grouping and then sorting data allows us to answer questions  To explain that tools can be used to select specific data  To explain that computer programs can be used to compare data visually  To apply my knowledge of a database to ask and answer real-world questions | Sharing Information  To explain that computers can be connected together to form systems.  To recognise the role of computer systems in our lives.  To recognise how information is transferred over the internet.  To explain how sharing information online lets people in different places work together.  To contribute to a shared project online.  To evaluate different ways of working together online. | Selection in Physical Computing  To control a simple circuit connected to a computer.  To write a program that includes count-controlled loops.  To explain that a loop can stop when a condition is met, eg number of times.  To conclude that a loop can be used to repeatedly check whether a condition has been met.  To design a physical project that includes selection.  To create a controllable system that includes selection. | Video Editing  To recognise video as moving pictures, which can include audio.  To identify digital devices that can record video  To capture video using a digital device  To recognise the features of an effective video  To identify that video can be improved through reshooting and editing  To consider the impact of the choices made when making and sharing a video | Selection in Quizzes.  To explain how selection is used in computer programs.  To relate that a conditional statement connects a condition to an outcome.  To explain how selection directs the flow of a program.  To design a program which uses selection.  To create a program which uses selection.  To evaluate my program |
| Music | Composition/Notation (Ancient Egypt)  Sing in time and in tune with other people and the backing track.  Remember the lyrics to a song.  Identify the structure of a piece of music and match this to non-standard notation.   * Improvise their own piece of music. * Play a melody with reasonable accuracy. * Perform with confidence and in time with others. * Compose and play a melody using stave notation. * Contribute meaningfully to the group performance and composition. * Use hieroglyphic notation to show the structure of their piece. | | * Blues * Name three key features of Blues music. * Sing in tune, using vocal expression to convey meaning. * Explain what a chord is and play the chord of C sixteen times. * Play the twelve bar * blues correctly. * Play the notes of the Blues scale in the correct order, ascending and descending. * Play a selection of Blues scale notes out of order in their own improvisation. | South and West Africa   * Sing using the correct pronunciation and with increasing confidence. * Play a chord with two notes, remaining in time. * Maintain their part in a performance with accuracy. * Play the more complicated rhythms in time and with rests. * Create an eight beat break and play this in the correct place. | * Composition to represent colour (Holi Festival) * Suggest a colour to match a piece of music. * Create a graphic score and describe how this matches the general structure of a piece of music. * Create a vocal composition in response to a picture and justify their choices using musical terms. * Create a vocal composition in response to a colour. * Record their compositions in written form. * Work as a group to perform a piece of music. | KS2 Instrumental lessons  South America  To learn, perform and combine the key rhythms used in salsa music  To understand the history and key features of latin music  To identify the pitch of notes from staff notation, and play them accurately.  To compose and notate a salsa-inspired melody  To confidently perform a piece of salsa music using voices, instruments, and dancing |
| PSHE | Relationships  **Families and friendships**   * what makes a healthy friendship and how they make people feel included * strategies to help someone feel included * about peer influence and how it can make people feel or behave * the impact of the need for peer approval in different situations, including online * strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication * that it is common for friendships to experience challenges * strategies to positively resolve disputes and reconcile differences in friendships * that friendships can change over time and the benefits of having new and different   types of friends   * how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable * when and how to seek support in relation to friendships   **Safe relationships**   * to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations * how to ask for, give and not give permission for physical contact * how it feels in a person’s mind and body when they are uncomfortable * that it is never someone’s fault if they have experienced unacceptable contact * how to respond to unwanted or unacceptable physical contact * that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about * whom to tell if they are concerned about unwanted physical contact   **Respecting ourselves and others**   * to recognise that everyone should be treated equally * why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own * what discrimination means and different types of discrimination e.g. racism, sexism, homophobia * to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment * the impact of discrimination on individuals, groups and wider society * ways to safely challenge discrimination   how to report discrimination online | | Living in the wider world.  **Belonging to a community**   * about how resources are allocated and the effect this has on individuals, communities and the environment * the importance of protecting the environment and how everyday actions can either support or damage it * how to show compassion for the environment, animals and other living things * about the way that money is spent and how it affects the environment * to express their own opinions about their responsibility towards the environment   **Media literacy and Digital resilience**   * to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise * basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased * that some media and online content promote stereotypes * how to assess which search results are more reliable than others * to recognise unsafe or suspicious content online * how devices store and share information   **Money and Work**   * to identify jobs that they might like to do in the future * about the role ambition can play in achieving a future career * how or why someone might choose a certain career * about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values * the importance of diversity and inclusion to promote people’s career opportunities * about stereotyping in the workplace, its impact and how to challenge it * that there is a variety of routes into work e.g. college, apprenticeships, university,   training | | Health and Wellbeing  **Growing and changing**   * how to identify external genitalia and reproductive organs * about the physical and emotional changes during puberty * key facts about the menstrual cycle and menstrual wellbeing, erections and wet   dreams   * strategies to manage the changes during puberty including menstruation * the importance of personal hygiene routines during puberty including washing   regularly and using deodorant   * how to discuss the challenges of puberty with a trusted adult * how to get information, help and advice about puberty   **Physical health and Mental wellbeing**   * how sleep contributes to a healthy lifestyle * healthy sleep strategies and how to maintain them * about the benefits of being outdoors and in the sun for physical and mental health * how to manage risk in relation to sun exposure, including skin damage and heat   stroke   * how medicines can contribute to health and how allergies can be managed * that some diseases can be prevented by vaccinations and immunisations * that bacteria and viruses can affect health * how they can prevent the spread of bacteria and viruses with everyday hygiene   routines  to recognise the shared responsibility of keeping a clean environment  **Keeping safe**   * to identify when situations are becoming risky, unsafe or an emergency * to identify occasions where they can help take responsibility for their own safety * to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour * how to deal with common injuries using basic first aid techniques * how to respond in an emergency, including when and how to contact different   emergency services   * that female genital mutilation (FGM) is against British law¹ * what to do and whom to tell if they think they or someone they know might be at risk of FGM | |
| RE | U2.1 What does it mean if Christians believe God is holy and loving? | What does it mean to be a Muslim in Britain today? | Why do Christians believe Jesus was the Messiah? | Why is the Torah so important to Jewish people? | Christians and how to live: ‘What would Jesus do?’ | What matters most to Humanists and Christians? (C, M/J, NR) |
| PE  Get set for PE | Dance To create a dance using a random structure and perform the actions showing quality and control.To understand how changing dynamics changes the appearance of the performance.To understand and use relationships and space to change how a performance looks. To copy and repeat movements in the style of rock ‘n’ roll. To work with a partner to copy and repeat actions keeping in time with the music.To work collaboratively with a group to create a dance in the style of Rock ’n’ Roll. | Gymnastics To be able to perform symmetrical and asymmetrical balances.To develop the straight, forward, straddle and backward roll.To be able to explore different methods of travelling, linking actions in both canon and synchronisation.To be able to perform progressions of inverted movements.To explore matching and mirroring using actions both on the floor and on apparatus.To be able to create a partner sequence using apparatus. | Netball To develop passing and moving.To be able to use the attacking principle of creating and using space.To be able to change direction and lose a defender.To be able to defend ball side and know when to go for interceptions.To develop the shooting action.To use and apply skills and tactics to small sided games. | Orienteering To develop communication, negotiation and empathy whilst working in a team.To work as a team to solve problems, sharing ideas and collaborating with one another.To develop tactical planning and problem solving.To share ideas and work as a team to solve problems.To develop navigational skills and map reading.To use a key to identify objects and locations. | Rounders  To develop the bowling action and understand the role of the bowler.  To develop batting technique.  To make decisions about where and when to send the ball to stump a batter out.  To develop a variety of fielding techniques and when to use them in a game.  To develop long and short barriers in fielding and understand when to use them.  To apply the rules and skills you have learnt to play in a rounders tournament | Athletics  To be able to apply different speeds over varying distances.  To develop fluency and co-ordination when running for speed.  To develop technique in relay changeovers.  To develop technique and co-ordination in the triple jump.  To develop throwing with force for longer distances.  To develop throwing with greater control and technique. |