

## Year 5/6 Cycle A 2022/2023

Autumn Term 1		Autumn Term 2		Spring Term		Summer Term	
Topic 1		Topic 2		Topic 3		Topic 4	
Our Changing World (Geography) Aspirations and Curiosity		World War 1 (History) Teamwork and Resilience		Stargazers (History/Science) Positivity and Creativity		Amazing Africa (Geography/Science) Respect and Resourcefulness	
English							
1. Writing to inform (Explanation text) 2. Writing to entertain (Narrative)		1. Writing to persuade (Persuasive letter) 2. Writing to inform (Recount: diary – informal) 3. Writing to entertain (Poetry/pictures for description)		1. Writing to inform (Biographies) 2. Writing to entertain (Narrative: flashback/portal) 3. Writing to inform (Newspaper report)		1. Writing to inform (Explanation text) 2. Writing to entertain (Poetry) 3. Writing to entertain (Narrative)	
Maths							
Y5	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division		Number: Fractions Number: Decimals, Decimals and Percentages Statistics		Measurement: Perimeter and Area Measurement: Converting Units Measurement: Volume Geometry: Properties of Shape Geometry: Position and Direction	
Y6	Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Number: Fractions Geometry: Position and Direction Number: Properties of Shape Statistics		Number: Decimals Number: Percentages Number: Algebra Measurement: Perimeter, Area, Volume Number: Ratio		Consolidation and SATS preparation	
Science							
Light Recognise that light appears to travel in straight lines 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		Living Things and Their Habitats 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 Describe how living things are classified into broad groups according to common observable characteristics and based on		Earth and 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		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	

<p>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>similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Group and classify things and recognise patterns</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>Find things out using a wide range of secondary sources of information</p> <p>Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings</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>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources</p>
---	---	--	---

*History*

<p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 – Tim Burners-Lee</p>	<p>Use dates to order and place events on a timeline</p> <p>Compare sources of information available for the study of different times in the past</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Make comparisons between aspects of periods of history and the present day</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of sources for independent research</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p>	<p>Use dates to order and place events on a timeline</p> <p>Make comparisons between aspects of periods of history and the present day</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>Give some reasons for some important historical events</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</p>	<p>Describe a non-European society that provides contrasts with British history - Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>
---	--	---	--

	<p>Present findings and communicate knowledge and understanding in different ways</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>Provide an account of a historical event based on more than one source</p> <p>Give some reasons for some important historical events</p> <p>Describe a local history study</p>		
<p>Geography</p>			
<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition</p> <p>Know how rivers erode, transport and deposit materials</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Know about changes to world environments over time</p> <p>Recognise the different shapes of countries</p> <p>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent</p>	<p>Identify the physical characteristics and key topographical features of the countries within North America</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>Know about the wider context of places e.g. county, region and country</p> <p>Understand about weather patterns around the world and relate these to climate zones</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>

			<p>Describe and understand key aspects of 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>Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world</p>
--	--	--	--

*Art and Design*

<p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>Use simple perspective in their work using a single focal point and horizon</p>	<p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas</p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones</p> <p>Develop skills in using clay including, slabs, coils and slips</p> <p>Understand the main food groups and the different nutrients that are important for health</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat</p>	<p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities</p> <p>Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques</p> <p>Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately</p>	<p>Use simple perspective in their work using a single focal point and horizon</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures</p> <p>Create intricate printing patterns by simplifying and modifying sketchbook designs</p> <p>Refine his/her use of learnt techniques</p>
---	---	--	---

	<p>Select appropriate ingredients and use a wide range of techniques to combine them</p> <p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet</p> <p>Use information on food labels to inform choices</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills</p>	<p>Follow a design brief to achieve an effect for a particular function</p> <p>Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product</p> <p>Create prototypes to show his/her ideas</p> <p>Make careful and precise measurements so that joins, holes and openings are in exactly the right place</p> <p>Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work</p> <p>Understand how to use more complex mechanical and electrical systems</p> <p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Use technical knowledge accurate skills to problem solve during the making process</p> <p>Apply his/her understanding of computing to program, monitor and control his/her product</p>	
--	---	---	--

*ICT*

Understand the need to only select age appropriate content	Understand the need to only select age appropriate content	Independently select and use appropriate software for a task	Begin to use internet services to share and transfer data to a third party
--	--	--	--

<p>Use technology respectfully and responsibly</p> <p>Identify a range of ways to report concerns about content and contact in and out of school</p> <p>Use filters in search technologies effectively</p>	<p>Use filters in search technologies effectively and appreciates how results are selected and ranked</p> <p>Identify a range of ways to report concerns about content and contact in and out of school</p> <p>Be discerning when evaluating digital content</p> <p>Use filters in search technologies effectively and is discerning when evaluating digital content</p>	<p>Design, input and test an increasingly complex set of instructions to a program or device</p> <p>Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated</p>	<p>Begin to use internet services within his/her own creations to share and transfer data to a third party</p> <p>Understand how computer networks enable computers to communicate and collaborate</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information</p> <p>Understand the need to only select age appropriate content</p> <p>Design and create a range of programs, systems and content for a given audience</p> <p>Design, input and test an increasingly complex set of instructions to a program or device</p> <p>Identify a range of ways to report concerns about content and contact in and out of school</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated</p> <p>Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user</p>
--	--	---	---

			<p>Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency</p> <p>Solves problems by decomposing them into smaller parts</p> <p>Create programs which use variables</p> <p>Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently</p> <p>Include use of sequences, selection and repetitions with the hardware used to explore real world systems</p> <p>Use variables, sequence, selection, and repetition in programs</p>
<i>RE</i>			
<p>Islam Religious festivals</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>Islam Religious festivals</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>Islam Religious festivals</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p>Islam Religious festivals</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>
<p>Rosh Hashana – 25/09 – Judaism Black History Month—01/10 – 31/10 Harvest Festival – 03/10 – 31/10</p>	<p>Diwali—24/10 – Hinduism/Sikhism Halloween—31/10 Bonfire Night – 05/11 Remembrance Sunday – 13/11 Children in Need—18/11 Hanukkah—18/12– 26/12 Christmas – 25/12 – Christianity</p>	<p>New Year's Day – 01/01 Chinese New Year – 22/01 Valentine's Day – 14/02 Shrove Tuesday – 21/02 Mother's Day – 19/03 Ramadan – 22/03 – 21/04 – Islam Easter – 09/04</p>	<p>Eid – 21/04 – 22/04 – Islam Father's Day – 18/06</p>
Music			

<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</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>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs and songs with a verse and a chorus</p> <p>Perform a range of songs in school assemblies, in school performance opportunities and to wider audiences.</p>	<p>Compose complex rhythms from an increasing aural memory</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Create a simple composition and record using formal notation</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>Perform a range of songs in school assemblies, in school performance opportunities and to wider audiences.</p>
--	--	--	---

*PSHE (PSHE Association)*

Y5	<p><b>TEAM</b></p> <p>Talk about the attributes of a good team</p> <p>Accept that people have different opinions and know how to politely disagree with others and offer opinions</p> <p>Compromise and collaborate to ensure a task is completed</p> <p>Reflect on the need to care for individuals within a team</p> <p>Identify hurtful behaviour and suggest ways to help</p> <p>Understand the importance of shared responsibilities in helping a team to function successfully</p>	<p><b>BRITAIN</b></p> <p>Talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people</p> <p>Explain what a community is and what it means to belong to one</p> <p>Explain why and how laws are made and identify what might happen if laws are broken</p> <p>Discuss the terms democracy and human rights in relation to local government</p> <p>Discuss the terms democracy and human rights in relation to national government</p> <p>Investigate what charities and voluntary groups do and how they support the community</p>	<p><b>BE YOURSELF and AIMING HIGH</b></p> <p>Explain why everyone is unique and understand why this should be celebrated and respected</p> <p>Explain why we should share our own thoughts and feelings and know how to do this</p> <p>Explore uncomfortable feelings and understand how to manage them</p> <p>Understand why we sometimes feel shy or nervous and know how to manage these feelings</p> <p>Identify when we might have to make different choices from those around us</p> <p>Explore how it feels to make a mistake and describe how to make amends</p> <p>Understand how people learn new things and achieve certain goals</p> <p>Understand that a helpful attitude towards learning can help us succeed in life</p>	<p><b>IT'S MY BODY and MONEY MATTERS</b></p> <p>Know that our bodies belong to us and that we have control over what happens to it</p> <p>Understand why getting enough exercise and enough sleep is important</p> <p>Understand how to take care of our bodies</p> <p>Understand the harmful effects of using drugs, including alcohol and tobacco</p> <p>Understand what a positive body image is</p> <p>Make informed choices in order to look after our physical and mental health</p> <p>Explain some financial risks we might encounter and can discuss how we can avoid them</p> <p>Understand how retailers try to influence our spending</p> <p>Discuss choices we have when we spend our money</p>
----	--	---	---	--

			<p>Identify opportunities that may become available in the future and be aware of how to make the most of them</p> <p>Understand that gender, race and social class do not determine what jobs people can do</p> <p>Understand there are a variety of routes into different jobs which may match skills and interests</p> <p>Discuss goals for the future and the steps needed to take to achieve them</p>	<p>Explain why we need to budget and how to make one</p> <p>Discuss reasons and consequences of borrowing money</p> <p>Explain the impact spending has on our environment</p>
Y6	<p><b>SAFETY FIRST</b></p> <p>Take responsibility for our own safety</p> <p>Assess and manage risks in different situations</p> <p>Confidently identify and manage pressure to get involved in risky situations</p> <p>Act sensibly and responsibly in an emergency</p> <p>Identify hazards and reduce risks to keep safe at home</p> <p>Know how to stay safe in different outdoor environments</p>	<p><b>THINK POSITIVE</b></p> <p>Understand the link between thoughts, feelings and behaviours</p> <p>Understand the concept and impact of positive thinking</p> <p>Recognise and manage uncomfortable feelings</p> <p>Understand the importance of making good choices</p> <p>Use mindfulness techniques in my everyday life</p> <p>Apply a growth mindset in everyday life</p>	<p><b>RESPECTING RIGHTS and ONE WORLD</b></p> <p>Explain what the Universal Declaration of Human Rights is and understand that children have their own rights</p> <p>Understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are</p> <p>Identify why people's rights are sometimes not met in the UK and in places across the world</p> <p>Explain how we can respect other people's rights and understand why this is important</p> <p>Identify how and why ideas about human rights have changed</p> <p>Explain the role and importance of human rights activists</p> <p>Talk about and understand how we can be responsible global citizens</p> <p>Describe what global warming is and what we can do to help prevent it from getting worse</p>	<p><b>VIPS and GROWING UP</b></p> <p>Explain the importance of respecting our VIPS</p> <p>Identify different ways to calm down when feeling angry or upset</p> <p>Understand that people have different opinions that should be respected</p> <p>Identify negative influences on our behaviour and suggest ways that we can resist these influences</p> <p>Explain when it is right to keep a secret, when it is not and who to talk to about this</p> <p>Recognise healthy and unhealthy relationships</p> <p>Describe the changes that people's bodies go through during puberty and how we can look after our changing bodies</p> <p>Describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings</p> <p>Recognise that many things affect the way we feel about ourselves and</p>

			<p>Explain how our energy use can harm the environment and describe what we can do to help</p> <p>Describe how we can use water responsibly and understand the importance of doing this</p> <p>Understand what biodiversity is and explain the importance of doing all we can to encourage it</p> <p>Make choices which make the world a better place and that help people across the world</p>	<p>understand that there is no such thing as an ideal kind of body</p> <p>Understand what a loving relationship is and that there are many types of relationships</p> <p>Understand what a sexual relationship is and who can have a sexual relationship</p> <p>Describe the process of human reproduction, from conception to birth.</p>
<i>French</i>				
Y5	<p>Getting to know you</p> <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience</p> <p>Have an awareness of similarities and differences in grammar between different languages</p> <p>Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words</p>	<p>All about ourselves</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions</p> <p>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</p> <p>Create his/her own sentences using knowledge of basic sentence structure</p> <p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation</p>	<p>That's tasty and Family and Friends</p> <p>Take part in conversations and express simple opinions giving reasons</p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation</p> <p>Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank</p> <p>Understand how to use some adverbs in sentences</p> <p>Know how to conjugate a range of high frequency verbs</p> <p>Adapt known complex sentences to reflect a variation in meaning</p> <p>Adapt sentences to form negative sentences and begin to form questions</p> <p>Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words</p>	<p>School Life and Timetravelling</p> <p>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</p> <p>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions</p> <p>Begin to use intonation to differentiate between sentence types</p> <p>Create a short piece for presentation to an audience</p> <p>Identify different ways to spell key sounds, and select the correct spelling of a familiar word</p> <p>Begin to use some adverbs</p>
Y6	Let's visit a French Town	Let's go shopping	This is France	All in a day

<p>Know how to conjugate some high frequency verbs Learn a song or poem using the written text for support Take part in conversations and express simple opinions giving reasons Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language</p>	<p>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic Attempt to read a range of texts independently, using different strategies to make meaning Engage in longer conversations, asking for clarification when necessary</p>	<p>Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank Use a wide range of adjectives to describe people and things, and use different verbs to describe actions Adapt sentences to form negative sentences and begin to form questions Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</p>	<p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language Take part in conversations and express simple opinions giving reasons Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation</p>
<i>PE</i>			
<p>Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] Apply basic principles suitable for attacking and defending</p>	<p>Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>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>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] Apply basic principles suitable for attacking and defending Take part in outdoor and adventurous activity challenges both individually and within a team</p>
<i>Trips and Visits</i>			
Residential	Duxford	Visit a Mosque	

## Year 5/6 Cycle B 2023/2024

Autumn Term 1		Autumn Term 2	Spring Term	Summer Term
Topic 1		Topic 2	Topic 3	Topic 4
Mexico (History) Creativity and Curiosity		Frozen Kingdom (History/Geography) Teamwork and Resilience	Eco-Warriors (PSHE/Geography) Respect and Resourcefulness	Marvellous Mountains (Geography) Positivity and Aspirations
English				
1. Writing to inform (non-chronological report) 2. Writing to entertain (narrative - setting) Key text - Holes		1. Writing to entertain (narrative - character descriptions) 2. Writing to inform (biographies) 3. Writing to entertain (poetry) Key text – Race to the Frozen North	1. Writing to persuade (persuasive letter) 2. Writing to inform (non-chronological report) 3. Writing to discuss (balanced argument) 4. Writing to entertain (narrative) Key text – Song of the dolphin boy	1. Writing to inform (explanation) 2. Writing to entertain (playscript) 3. Writing to inform (recount) Key text – Running on the Roof of the World
Maths				
Y5	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions Number: Decimals, Decimals and Percentages Statistics	Measurement: Perimeter and Area Measurement: Converting Units Measurement: Volume Geometry: Properties of Shape Geometry: Position and Direction
Y6				
Science				
Animals Including Humans Describe the changes as humans develop to old age Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans		Forces and magnets Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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	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 Recognise 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

<p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Use test results to make predictions to set up further comparative and fair tests</p>	<p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms</p>	<p>separated, including through 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>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>
--	--	--	--

*History*

<p>Use dates to order and place events on a timeline Evaluate the usefulness of a variety of sources Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied Make confident use of a variety of sources for independent research Describe a non-European society that provides contrasts with British history – Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Give some reasons for some important historical events - Robert Falcon Scott and Matthew Henson Make comparisons between aspects of periods of history and the present day</p>	<p>n/a</p>	<p>Give some reasons for some important historical events - Robert Falcon Scott and Matthew Henson (diversity), Sir Edmund Hillary and Tenzing Norgay</p>
---	--	------------	---

*Geography*

<p>Understand why people seek to manage and sustain their environment Describe and understand key aspects of 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc. 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>Understand about weather patterns around the world and relate these to climate zones Identify the position 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) Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world</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 Know and describe where a variety of places are in relation to physical and human features Describe and understand key aspects of 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 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 Understand how humans affect their environment over time</p>	<p>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 Use maps, charts etc. to support decision making about the location of places e.g. new bypass Know and describe where a variety of places are in relation to physical and human features</p>
--	--	---	--

*Art and design*

<p>Masks Select ideas based on first hand observations, experience or imagination and develop these through open ended research Experiment with using layers and overlays to create new colours/textures Return to work over longer periods of time and use a wider range of materials Use different techniques, colours and textures when designing and making</p>	<p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts Explain and justify preferences towards different styles and artists Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p>	<p>Follow a design brief to achieve an effect for a particular function Develop different ideas which can be used and explain his/her choices for the materials and techniques used Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work Use his/her knowledge of famous designs to further explain the effectiveness of</p>	<p>Produce intricate patterns and textures in a malleable media Return to work over longer periods of time and use a wider range of materials Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p>
---	--	--	---

pieces of work and explain his/her choices Evaluate his/her work against their intended outcome		existing products and products he/she have made	Begin to develop an awareness of composition, scale and proportion in their work
<i>ICT</i>			
Use filters in search technologies effectively and is discerning when evaluating digital content Use technology respectfully and responsibly	Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information	Understand the need to only select age appropriate content	Use filters in search technologies effectively and is discerning when evaluating digital content
<i>RE</i>			
Judaism Religious festivals  Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	Judaism Religious festivals  Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance	Judaism Religious festivals  Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.  Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	Judaism Religious festivals  Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.  Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
Rosh Hashana – 06/09 – Judaism Black History Month—01/10 – 31/10 Harvest Festival – 03/10 – 31/10	Diwali—04/11 – Hinduism/Sikhism Halloween—31/10 Bonfire Night – 05/11 Remembrance Sunday – 08/11 Children in Need—13/11 Hanukkah—28/11– 06/12 Christmas – 25/12 – Christianity	New Year’s Day – 01/01 Chinese New Year Valentine’s Day – 14/02 Shrove Tuesday Mother’s Day Easter	Ramadan – Islam Eid – Islam Father’s Day
Music			

<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</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>Understand how pulse, rhythm and pitch work together</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p>		<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style</p> <p>Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p>
--	--	--	---

*PSHE*

Y5	<p><b>TEAM</b></p> <p>Talk about the attributes of a good team</p> <p>Accept that people have different opinions and know how to politely disagree with others and offer opinions</p> <p>Compromise and collaborate to ensure a task is completed</p>	<p><b>BRITAIN</b></p> <p>Talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people</p> <p>Explain what a community is and what it means to belong to one</p> <p>Explain why and how laws are made and identify what might happen if laws are broken</p>	<p><b>BE YOURSELF and AIMING HIGH</b></p> <p>Explain why everyone is unique and understand why this should be celebrated and respected</p> <p>Explain why we should share our own thoughts and feelings and know how to do this</p> <p>Explore uncomfortable feelings and understand how to manage them</p>	<p><b>IT'S MY BODY and MONEY MATTERS</b></p> <p>Know that our bodies belong to us and that we have control over what happens to it</p> <p>Understand why getting enough exercise and enough sleep is important</p> <p>Understand how to take care of our bodies</p> <p>Understand the harmful effects of using drugs, including alcohol and tobacco</p>
----	---	---	---	---

	<p>Reflect on the need to care for individuals within a team</p> <p>Identify hurtful behaviour and suggest ways to help</p> <p>Understand the importance of shared responsibilities in helping a team to function successfully</p>	<p>Discuss the terms democracy and human rights in relation to local government</p> <p>Discuss the terms democracy and human rights in relation to national government</p> <p>Investigate what charities and voluntary groups do and how they support the community</p>	<p>Understand why we sometimes feel shy or nervous and know how to manage these feelings</p> <p>Identify when we might have to make different choices from those around us</p> <p>Explore how it feels to make a mistake and describe how to make amends</p> <p>Understand how people learn new things and achieve certain goals</p> <p>Understand that a helpful attitude towards learning can help us succeed in life</p> <p>Identify opportunities that may become available in the future and be aware of how to make the most of them</p> <p>Understand that gender, race and social class do not determine what jobs people can do</p> <p>Understand there are a variety of routes into different jobs which may match skills and interests</p> <p>Discuss goals for the future and the steps needed to take to achieve them</p>	<p>Understand what a positive body image is</p> <p>Make informed choices in order to look after our physical and mental health</p> <p>Explain some financial risks we might encounter and can discuss how we can avoid them</p> <p>Understand how retailers try to influence our spending</p> <p>Discuss choices we have when we spend our money</p> <p>Explain why we need to budget and how to make one</p> <p>Discuss reasons and consequences of borrowing money</p> <p>Explain the impact spending has on our environment</p>
Y6	<p><b>SAFETY FIRST</b></p> <p>Take responsibility for our own safety</p> <p>Assess and manage risks in different situations</p> <p>Confidently identify and manage pressure to get involved in risky situations</p> <p>Act sensibly and responsibly in an emergency</p> <p>Identify hazards and reduce risks to keep safe at home</p>	<p><b>THINK POSITIVE</b></p> <p>Understand the link between thoughts, feelings and behaviours</p> <p>Understand the concept and impact of positive thinking</p> <p>Recognise and manage uncomfortable feelings</p> <p>Understand the importance of making good choices</p> <p>Use mindfulness techniques in my everyday life</p> <p>Apply a growth mindset in everyday life</p>	<p><b>RESPECTING RIGHTS and ONE WORLD</b></p> <p>Explain what the Universal Declaration of Human Rights is and understand that children have their own rights</p> <p>Understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are</p> <p>Identify why people's rights are sometimes not met in the UK and in places across the world</p>	<p><b>VIPS and GROWING UP</b></p> <p>Explain the importance of respecting our VIPs</p> <p>Identify different ways to calm down when feeling angry or upset</p> <p>Understand that people have different opinions that should be respected</p> <p>Identify negative influences on our behaviour and suggest ways that we can resist these influences</p> <p>Explain when it is right to keep a secret, when it is not and who to talk to about this</p>

	Know how to stay safe in different outdoor environments		<p>Explain how we can respect other people's rights and understand why this is important</p> <p>Identify how and why ideas about human rights have changed</p> <p>Explain the role and importance of human rights activists</p> <p>Talk about and understand how we can be responsible global citizens</p> <p>Describe what global warming is and what we can do to help prevent it from getting worse</p> <p>Explain how our energy use can harm the environment and describe what we can do to help</p> <p>Describe how we can use water responsibly and understand the importance of doing this</p> <p>Understand what biodiversity is and explain the importance of doing all we can to encourage it</p> <p>Make choices which make the world a better place and that help people across the world</p>	<p>Recognise healthy and unhealthy relationships</p> <p>Describe the changes that people's bodies go through during puberty and how we can look after our changing bodies</p> <p>Describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings</p> <p>Recognise that many things affect the way we feel about ourselves and understand that there is no such thing as an ideal kind of body</p> <p>Understand what a loving relationship is and that there are many types of relationships</p> <p>Understand what a sexual relationship is and who can have a sexual relationship</p> <p>Describe the process of human reproduction, from conception to birth.</p>
<i>French</i>				
Y5	<p>Getting to know you</p> <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience</p> <p>Have an awareness of similarities and differences in grammar between different languages</p>	<p>All about ourselves</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions</p> <p>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</p>	<p>That's tasty and Family and Friends</p> <p>Take part in conversations and express simple opinions giving reasons</p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation</p> <p>Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank</p>	<p>School Life and Timetravelling</p> <p>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</p> <p>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions</p> <p>Begin to use intonation to differentiate between sentence types</p> <p>Create a short piece for presentation to an audience</p>

	Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words	Create his/her own sentences using knowledge of basic sentence structure Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation	Understand how to use some adverbs in sentences Know how to conjugate a range of high frequency verbs Adapt known complex sentences to reflect a variation in meaning Adapt sentences to form negative sentences and begin to form questions Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words	Identify different ways to spell key sounds, and select the correct spelling of a familiar word Begin to use some adverbs
Y6	Let's visit a French Town Know how to conjugate some high frequency verbs Learn a song or poem using the written text for support Take part in conversations and express simple opinions giving reasons Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language	Let's go shopping Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic Attempt to read a range of texts independently, using different strategies to make meaning Engage in longer conversations, asking for clarification when necessary	This is France Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank Use a wide range of adjectives to describe people and things, and use different verbs to describe actions Adapt sentences to form negative sentences and begin to form questions Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun	All in a day Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language Take part in conversations and express simple opinions giving reasons Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation
<i>PE</i>				
	Use running, jumping, throwing and catching in isolation and in combination Perform dances using a range of movement patterns	Use running, jumping, throwing and catching in isolation and in combination	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]

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]	Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Apply basic principles suitable for attacking and defending Take part in outdoor and adventurous activity challenges both individually and within a team
<i>Trips and Visits</i>			
Cadbury's World	Beaumanor – Victorian Christmas	Visit a synagogue	Residential