

Autumn 1: WW2. Texts may include - Letters from the Lighthouse by E Carroll & The Diary of Anne Frank

Computing	Science	History/ Geography	RE	Art/ DT	Music/ P.E.	Suggested curriculum enhancement
<p>Using the Internet & Communicating - SharePoint. email. Office 365 Access Office365 using email address and password. Navigate to SharePoint Y5/6 team site. Create folder in shared space. Access from location away from school. Access Outlook email. Discuss email/attachment safety/scams/attachments. Send, receive and evaluate emails. Choose suitable avatar picture. Develop layout and presentation of page for audience. Revise and discuss reporting procedures in school. Contribute to Newsfeed. Create personal/group blog on 365.</p>	<p>Animals including humans Changes as humans develop from birth to old age.</p>	<p>How could Hitler have convinced a nation like Germany to follow him? History A study of as aspect or theme in British history that extends pupils chronology beyond 1066; Hitler’s invasion of Europe and its impact in Britain and Scotland, Wales and the Isle of Wight.</p>	<p>Holocaust What was the holocaust? What can we learn from people, including religious figures, who resisted discrimination and persecution? What examples of resistance to prejudice and discrimination can we learn from today? Religion: Judaism</p>	<p>DT Plan, Design, Build and Evaluate Anderson Shelters in groups.</p>	<p>Dodgeball To show precision, control and fluency. To modify use of skills or techniques to improve their techniques. Unit: Livin' On A Prayer Style: Rock Topic and cross curricular links: How rock music developed from the Beatles onwards. Analysing performance</p>	<p>Holocaust Centre</p>

Autumn 2: Titanic. Texts may include - Non-fiction focus, Kaspar Prince of Cats book study by M Morpurgo

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<p>Data Retrieving. Organising & Presentation – Topic-themed PowerPoint/<u>Sway</u> Access and open PowerPoint. Add text to slides. Add images to slides. Create new slides. Create Master slide considering colour contrast. Open and save work in personal and shared folders. Insert multi-media files through PowerPoint. Create suitable animations. Use triggers & timings. Add a navigational page. Use hyperlinks to link to slides. Use hyperlinks to link to external sites. Consider slide layout and clarity for audience. Present to class without reading directly from slides.</p>	<p>Forces Explain that unsupported objects fall towards the Earth because of gravity Identify effects of air resistance, water resistance and friction Mechanisms, including levers, pulleys and gears</p>	<p>Will you ever see the water you drink again? Geography Understand the water cycle.</p>	<p>Religion and the individual: What is expected of a person in following a religion or belief? Week 1 Diwali Week 2 Why do Christians celebrate Jesus’ birth? What is the meaning of Christmas? Week 4 St Andrew 30th November Week 5 What happened after the Wise Men visited Jesus? Relate to refugees today. Week 6 Debate has Christmas become too commercialised? Religion: Christianity</p>	<p>Art Sketching and watercolour drawings linked to the Titanic advertisement posters. Can they identify and draw simple objects, and use marks and lines to produce texture?</p>	<p>Dance To plan and perform dances confidently. To develop imaginative dances in a specific style. Unit: Classroom Jazz 1 Style: Jazz Topic and cross curricular links: History of music - Jazz in its historical context - Supports improvisation generally in previous units</p>	

Spring 1: Harry Potter. Texts may include - Harry Potter and the Philosopher’s Stone by JK Rowling

Computing	Science	History/ Geography	RE	Art/ DT	Music/ P.E.	Suggested curriculum enhancement
<p>E-Safety (Social Media & Privacy) & Famous People / History Study</p> <p>From the Abacus to Apple</p>	<p>Properties and changes of materials</p> <p>Compare and group everyday materials</p> <p>Some materials dissolve in liquid to form solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated</p> <p>Give reason for use of materials</p> <p>Reversible changes</p> <p>Some changes result in new materials</p>	<p>Geography (G8)</p> <p>Use the 8 points of a compass, a 4-figure grid reference, symbols and keys including OS maps, to build their knowledge of the UK and the wider world.</p>	<p>Inspirational people in today's world</p> <p>What can we learn from great leaders and inspiring examples in today's world?</p> <p>Religion: multi</p> <p>Dr M L King</p> <p>Gandhi</p> <p>William Booth of Sninton</p> <p>Mother Teresa</p> <p>Malala Yousafzai</p>	<p>Art</p> <p>Name in HP writing</p> <p>Sketching of an owl in flight</p> <p>Silhouette of Hogwarts Castle</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Do they adapt and refine their work to reflect its meaning and purpose?</p>	<p>Gymnastics</p> <p>To combine their own work with that of others.</p> <p>To link their sequences to specific timings.</p> <p>Unit: Make You Feel My Love</p> <p>Style: Pop Ballads</p> <p>Topic and cross curricular links: Historical context for ballads.</p>	<p>Warner Brothers' Studios</p>

Spring 2: Invaders & Settlers. Texts may include - Beowulf by M Morpurgo

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<p>Algorithms and Programs - Control Technology Lego WeDo 2</p> <p>Explore WeDo2 & understand the purpose of main components. Complete Milo introduction project. Work collaboratively in small groups. Rotate tasks between people in the group. Discuss and explore Real-life Science and Engineering. Provide ideas for solutions to real-life problems. Follow instructions and build Guided Projects. Code prototypes to meet solutions. Share projects and explain them to a wider group. Record progress and project documentation. Devise and code working prototype</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines. Use an idea that light travels in straight line to explain that objects are seen because they give out, or reflect light in the eye. Explain that we can see things because light travels from light sources to our eyes. Explain why shadows have the same shape as the objects that cast them.</p>	<p>Invaders and Settlers History</p> <p>Britain’s settlements by Anglo Saxons and Scots- Anglo Saxon invasions, settlements, Kingdom’s names and places art and culture and Christian conversion.</p>	<p>St David 1st March</p> <p>St Patrick 17th March</p> <p>2.10 Easter</p> <p>How do Christians remember Jesus with bread and wine? (Visit to the local church.)</p> <p>What did Jesus teach about forgiveness and loving your enemies? What is the trinity? Children will discuss their own ideas about ethical questions: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? What are the challenges of living a good life?</p>	<p>Art</p> <p>William Morris</p> <p>Lino Printing</p> <p>Can they experiment with different styles which artists have used?</p>	<p>Football</p> <p>To make a team plan and communicate it to others.</p> <p>To apply their skills, techniques and ideas consistently.</p> <p>Unit: Fresh Prince Of Bel Air</p> <p>Style: Hip Hop</p> <p>Topic and cross curricular links: Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffitti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles</p>	

Summer 1: The Tudors. texts may include – Treason by B Doherty, The Secret Dairy of Thomas Snoop by P Adragh

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<p>Algorithms and Programs - Control Technology Lego WeDo 2</p> <p>Explore WeDo2 & understand the purpose of main components. Complete Milo introduction project. Work collaboratively in small groups. Rotate tasks between people in the group. Discuss and explore Real-life Science and Engineering. Provide ideas for solutions to real-life problems. Follow instructions and build Guided Projects. Code prototypes to meet solutions. Share projects and explain them to a wider group. Record progress and project documentation. Devise and code working prototype</p>	<p>Scientific Investigation</p>	<p>Tudors History</p> <p>A study of an aspect or theme in British history that extends pupils chronology beyond 1066.</p>	<p>St George 23rd April</p> <p>2.11 Beliefs and questions: Hinduism</p> <p>What does Hinduism teach about harmlessness (ahimsa) on questions about what we eat and how we treat animals? How do people pray in Hinduism? How does the charity Sewa International express spiritual ideas?</p>	<p>Art</p> <p>Children will create a self-portrait having looked at a range of artists’ work they will then create another drawing/painting of an older person’s face trying to capture the difference.</p> <p>Do they keep sketching notes as to how they might develop their work further? Do they use their work to compare and discuss ideas with others?</p>	<p>Athletics</p> <p>To demonstrate stamina and use skills in different situations.</p> <p>Unit: Dancin' In The Street</p> <p>Style: Motown</p> <p>Topic and cross curricular links: The history of Motown and its importance in the development of Popular music. Civil Rights</p>	

Summer 2: Plastic Sucks. Plastic Sucks by D Poynter

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<p>Databases Spreadsheets (PM) Identify the key elements of a spreadsheet (rows, columns and cells). Reference cells in a spreadsheet. Add graphs and charts. Understand that a spreadsheet can be used to perform calculations. Enter formulae into a spreadsheet. Enter labels and numbers into a spreadsheet. Change the data in a spreadsheet to answer 'what if?...' questions. Use 'SUM' to calculate the total of a set of numbers in a range of cells. Add cell borders and background colours. Understand that mathematical problems can be explored using a spreadsheet</p>	<p>Living things and their habitats Describe differences in the life cycle of a mammal, an amphibian, an insect and a bird Describe life process of reproduction in some plants and animals</p>	<p>Geography 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>Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in the arts? Describe how religious art can express spiritual ideas. Understand how the creative arts can put the spirituality of a religion into visual form. Visit a local church. Religion: Christianity, Judaism, Hinduism, Islam and Buddhism</p>	<p>Art Collage linking to topical issue. Can they combine visual and tactile qualities to express mood and emotion?</p>	<p>Swimming To be able to swim 25m. To use 3 different strokes on their front and back. To know how swimming affects their body. Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 5 Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>	<p>Edale/Walesby</p>