

**Autumn 1: WW1.** Texts may include - War Game, World War One Poetry & War Horse by M Morpurgo

Computing	Science	History/ Geography	RE	Art/ DT	Music/ P.E.	Suggested curriculum enhancement
<p><b>Using the Internet &amp; Communicating</b> - Office 365. Classroom. OneNote 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 OneNote in Office365. Access specific Class Notebook. Insert Text &amp; Images to Assignments page. 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><b>Animals including humans</b> Identify and name the main parts of the circulatory system, and describe the function of the heart, blood vessels and blood.</p> <p>Recognise impact of exercise, drug and lifestyle on the way their body functions.</p> <p>Describe the ways in which nutrients and water are transported within animals.</p> <p>Create an exploded diagram of the different parts of the heart</p>	<p><b>World War One History (H6)</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Geography (G1) Locate the world's countries using maps to focus on South America and concentrating on the key physical and human characteristics, countries and major cities.</p>	<p><b>Teachings, wisdom and authority: Judaism</b> What does the Torah teach about wisdom? How does the architecture of a temple express spiritual ideas? How do Jewish people worship? How do the Ten Commandments relate to life today? How does the charity Tzedek express spiritual ideas?</p>	<p><b>Art- Children will find out about European artists that have captured images of the war and create their own piece of art based on techniques used by these artists.</b> <b>Painting</b> Can they create a range of moods in their paintings? Can they express their emotions accurately through their painting and sketches? <b>Drawing</b> Can they identify and draw simple objects, and use marks and lines to produce texture? Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with?</p>	<p><b>Circuits</b> To explain how their body reacts to exercise. To demonstrate stamina.</p> <p>Unit: Happy Style: Pop/Motown Topic and cross curricular links: What makes us happy? Video/project with musical examples</p>	<p><b>Sherwood Pines WW1 Trench</b></p>

**Autumn 2: Gunpower, Treason and Plot.** Texts may include - Raven Boy by P Goodheart & A Cross at the Door by A Turnbull

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<p><b>Data Retrieving &amp; Organising</b> - Topic Book Creator Project / Showbie Open and Use App. Create Standard books &amp; Title. Create Comic Strips &amp; Title. Edit layout and content for clarity. Edit layout and content for audience. Insert text to pages. Insert images to pages. Insert audio to pages. Insert working hyperlinks. Insert Video/video links. Edit Project remotely. Present to class using Airdrop. Open App. Login to Showbie. Remember username and password. Join a class. Upload a file to class. Add a comment. Download existing file. Store images/documents. Access shared resources. Use App remotely.</p>	<p><b>Electricity</b> Associate the brightness of a lamp and volume of buzzer with number of voltage and cells in a circuit.  Compare and give variations in how components function.  Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><b>Why should gunpowder, treason and plot never be forgotten?</b> <b>History</b> A study of an aspect or theme in British history that extends pupils chronology beyond 1066; the beheading of Charles 1<sup>st</sup>, Civil War, Great Fire of London and the Plague.</p>	<p><b>Justice and Fairness</b>  How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? How can we all live together for the wellbeing of each other. How can we care for the planet and all its creatures? Remembrance Day Advent Christingle service</p>		<p><b>Dance</b> To choose their own style of music and dance. To create dance phrases for themselves and others in their groups.  Unit: Classroom Jazz 2 Style: Jazz, Latin, Blues Topic and cross curricular links: History of music - Jazz in its historical context. Supports improvisation generally in other units.</p>	

**Spring 1: Earth and Space.** Texts may include - Phoenix by SF Said

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<p><b>E-Safety (Data Sharing &amp; Privacy) &amp; Data Protection &amp; Encryption</b> Discuss the need to keep personal data secure. Discuss the need to keep other people’s data secure. Who uses data protection and security (NHS/Banks). Explore common areas of security (Passwords – Logons). Explore more advance methods (Eye-scan / Voice). Understand website Https: protocol</p>	<p><b>Earth and Space</b> Describe movement of Earth, and other planets in relation to the sun.  Describe the movement of the Moon relative to the Earth.  Describe the Sun, Earth and Moon as approximately spherical bodies  Explain day and night and the apparent movement of the Sun</p>	<p><b>Map work Geography</b> Locate the world’s countries using maps to focus on South America and concentrating on the key physical and human characteristics, countries and major cities.</p>	<p><b>Teachings, wisdom and authority: Buddhism</b> How did Gotama become the Buddha? What is the Nobel Eightfold path? What is the life of a Buddha monk like? Why is meditation important in Buddhism? What do the Five Precepts teach? What are the rules of being a Buddhist?</p>	<p><b>DT</b> <b>Children will design and make a model to represent the lunar surface and then create a buggy.</b> <b>Electrical and mechanical components</b> Can they incorporate a switch into their buggy? Can they refine their product after testing it? Can they incorporate hydraulics and pneumatics?</p>	<p><b>Gymnastics</b> To combine their own work with that of others. To develop flexibility, strength, technique, control and balance.  Unit: Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra. Topic and cross curricular links: Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.</p>	<p><b>National Space Centre</b></p>

**Spring 2: Ancient Egypt.** Texts may include - Secrets of the Sun King by E Carroll

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<p><b>Algorithms and Programs</b> - Gaming &amp; Coding Scratch2/3 (Frogger) Follow links to open online editor. Upload and download using a 'local drive'. Navigate successfully around Scratch3 Software. Create a suitable background. Code a control Sprite to move in four directions. Use 'Forever' command and understand function. Use 'If' / 'Then' command and understand function. Create functioning 'Variables'. Debug scripts and algorithms independently. Create and duplicate Sprites and Algorithms. Consider game play and level of difficulty. Create variations from original game</p>	<p><b>Evolution and Inheritance</b>  Living things have changed over time and fossils provide information.  Living things produce offspring of the same kind, but normally offspring vary.  Identify how animals and plants are adapted to suit their environment in different ways and adaptation may lead to evolution.</p>	<p><b>How can we rediscover the wonders of Ancient Egypt?</b> <b>History</b> The achievements of the earliest civilisations – an overview of the impact the Ancient Egyptians had on our society.</p>	<p><b>Religion family and community:</b> What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect? Children will use local and national census statistics to develop their understanding of religious plurality in Britain today.  Thinking about the rules in Judaism, Christianity and Buddhism and what is important to them, children will develop their own code for living</p>	<p><b>Art</b> Ancient Egyptian masks. Canopic Jars Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials?</p>	<p><b>Hockey</b> To modify use of skills or techniques to improve their work. To apply their skills, techniques and ideas consistently.  Music Celebrating the role of woman in the music industry</p>	

**Summer 1: Who Let the Gods Out?** Texts may include – A Range of Mayan Myths

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**Summer 2: USA.** Texts may include: The Man Who Walked Between the Towers & Holes by Louis Sachar

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<p><b>Communication &amp; Presentation</b> - Stop-frame Animation &amp; Making Movies Explore and discuss existing examples. Plan a short narrative. Prepare setting. Prepare objects to film. Keep camera/iPad position fixed. Use small movements between frames. Capture between 50 &amp; 200 frames. Edit slides to remove inaccuracies. Use iMovie to add sound. Use iMovie to edit and add features. Share animation via airdrop or Showbie.</p>	<p><b>Living things and their habitats</b> Describe how living things are classified into broad groups  Give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>What's so special about the USA?</b> <b>Geography</b> Locate the world's countries using maps to focus on North America and concentrating on their key physical and human characteristics, countries and major cities.</p>	<p><b>Beliefs and questions: Islam</b> What are the five pillars of Islam? What is a mosque and how do Muslims worship? How do Muslims celebrate Eid-UI-Fitr? How does the charity Muslim Hands (based in Nottingham) express spiritual ideas?</p>	<p><b>Art</b> <b>Children will look at the work of Andy Warhol then use his style to focus on a famous American of their choice.</b> Create a piece of artwork which includes the integration of digital images. Study Art Deco architecture</p>	<p><b>Swimming</b> 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 6 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><b>Edale/Walesby</b></p>